



“Emotional Intelligence's Impact on Job Satisfaction and Its Mediating Role in Job Performance in IT Companies”

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ABSTRACT:

The effect of emotional intelligence on job happiness is examined in this essay. Using linear regression analysis, an empirical study comprising 254 instructors from several undergrad institutions in the region of Kashmir investigates the link. The findings demonstrate that IT employees' job satisfaction is positively and significantly impacted by their emotional intelligence. Discussions are held regarding the implications of these results and recommendations are made for additional research.

Introduction

The efficacy of educational institutions is contingent upon the conduct and output of the individuals who comprise them, as they are established by and for the people. The majority of employees in educational institutions fall into two categories: IT employees, who oversee the institution's academic operations, and administrative staff, who assist with those operations. The curriculum, syllabus, textbooks, evaluation, and other educational programs are the responsibility of the IT employees, and the quality of education offered by an educational institution is determined by their output.

Although there are several variables that have been connected to IT employees' productivity, the one that is mentioned the most is job happiness, thus it is worth mentioning. By comprehending the factors that influence IT employees' job happiness, educators can develop ways to increase their instructors' productivity. The relationship between emotional intelligence and job happiness has received less attention in previous studies, which concentrated on the effects of variables including organizational policies, working hours, and work environment on job satisfaction. This paper aims to close the existing research gap and offer a fresh viewpoint on

the impact of emotional intelligence on job satisfaction, drawing on earlier research findings.

Conceptual Development

The notion of "social intelligence," which was initially recognized by Thorndike in 1920, is the foundation of emotional intelligence (EI). "The ability to understand and manage men and women, boys and girls—to act wisely in human relations" is how Thorndike defined social intelligence. In keeping with Thorndike, Gardner (1993) added social intelligence to his theory of multiple intelligences as one of the seven intelligence domains. Both an individual's intrapersonal and interpersonal intelligences make up their social intelligence, according to Gardner. The capacity to "symbolize complex and highly differentiated sets of feelings" is known as intrapersonal intelligence, and it is related to a person's intelligence in interacting with themselves.

The term "interpersonal intelligence" refers to a person's ability to "notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions." In contrast, emotional intelligence (EI) is derived from the idea that "page 239. Among the first to coin the term "emotional intelligence" to describe people's capacity for managing their emotions were Mayer and Salovey (1990).



They defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Mayer and Saloveys’ definition includes four core abilities: Identifying Emotions, Using Emotions, Understanding Emotions, and Managing Emotions. Identifying Emotions is ability to identify accurately one’s own and others’ emotions and feelings, as well as ability to express these emotions. Identifying emotions is composed of specific skills, including: emotional awareness, which allows individuals to distinguish different emotions; expression of emotion, involving ability to effectively communicate how one feels; reading other people’s emotions, which entails reading accurately other’s emotions from facial expressions and other behavioural cues; and reading between the lines, which involves identifying when

emotions have been portrayed inaccurately, such as when a person expresses one emotion but feels another. Making decisions with emotions in mind is a process known as "Using Emotions." the world of society. Having a solid vocabulary of emotions and the ability to differentiate between them is a prerequisite for understanding emotions. Additionally, emotionally competent people are aware of the causes and effects of emotions. For example, they understand that, depending on the situation, expressing anger may or may not result in specific reactions like fear or reciprocal anger. This makes it possible to forecast how other people will feel. Comprehending emotion also entails knowing that multiple emotions can arise simultaneously and being able to distinguish between them, as well as comprehending how emotions change over time. Controlling Feelings.

TABLE I DIMENSIONS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence Dimension	Emotional Competencies
Personal competencies:	
Self-awareness	Emotional awareness, accurate self-assessment and self-confidence
Self-regulation	Self-control, trustworthiness, conscientiousness, adaptability and innovation
Motivation	Achievement drive, commitment, initiative and Optimism
Social competencies:	
Empathy	Developing others, Understanding others, service orientation, political awareness and leveraging diversity
Social skills	Influence, conflict management, communication, leadership, building bonds, change catalyst, cooperation & collaboration and team capabilities

Research Instruments

The Wong and Law (2002) study served as the basis for the development of the emotional intelligence scale items. The job satisfaction scale items were modified from Weiss (1967). A five-point Likert-type scale, ranging from "strongly disagree" to "strongly agree," was used to rate each item. To verify the instrument, we conducted a pre-test. Ten respondents

with more than fifteen years of teaching experience participated in the pre-test. Responses were requested regarding the instrument's length, format, and scale wording. As a result, the content validity has been verified by the instrument.

Data Collection



A survey involving the teaching staff of six undergrad colleges in the province of Kashmir was used to gather empirical data. Out of the 300 surveys that were distributed, 260 were completed and returned. Six of the 260 completed surveys had incomplete answers. The quantitative analysis was conducted using the 254 valid and complete questionnaires that remained.

It showed an 84.66% usable response rate. Sociodemographic information, such as gender, age, marital status, degree of education, and work experience, was gathered through the questionnaire. 64.1% of the responders were men. The majority (21%) were in the 40–50 age range. The majority (26%), had 8–15 years of work experience.

TABLE II DESCRIPTIVE STATISTICS

Construct	Dimension	Mean (N=254)	S.D
Emotional Intelligence	Self-Emotion Appraisal	3.94	.75
	Regulation of Emotion	3.39	.95
	Use of Emotion	3.75	.86
	Others' Emotion Appraisal	3.51	.91
Job Satisfaction	Intrinsic	3.27	.72
	Extrinsic	3.87	.60

Inter-correlations are summarized in Table 3. According to the correlation results all variables have direct relationship between each other on a bivariate level.

TABLE III CORRELATION ANALYSIS

Construct	1	2	3	4
Emotional Intelligence	1	.36	.32	.29
Intrinsic Job Satisfaction	.36	1	.65	.49
Extrinsic Job Satisfaction	.32	.65	1	.53
Overall Job Satisfaction	.29	.49	.53	1

In the first regression analysis, we investigated the impact of EI on intrinsic job satisfaction. The regression model is significant as a whole ($F=1.410$; $p<0.01$); it explains 13 percent of the change in intrinsic job satisfaction (Table 4).

TABLE IV REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.36	.000
Dependent variable: Intrinsic Job satisfaction, $R^2=0.13$, $F=1.410$		

In the second regression analysis, we investigated the impact of EI on extrinsic job satisfaction. The regression model is significant as a whole ($F=1.210$; $p<0.01$); it explains 10 percent of the change in extrinsic job satisfaction level.

TABLE V REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.32	.000
Dependent variable: Extrinsic Job satisfaction, $R^2=0.10$, $F=1.210$		



Finally, we analysed the impact of EI on overall job satisfaction. The regression model is significant as a whole ($F=2.210$; $p < 0, 01$); it explains 9 percent of the change in overall job satisfaction (Table 6).

TABLE VI REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.29	.000
Dependent variable: Overall Job satisfaction, $R^2 = 0.09$, $F = 2.210$		

Conclusion

This paper aims to create a model that explains the level of job satisfaction among IT employees. The suggested model looks into how emotional intelligence contributes to a more thorough understanding of work satisfaction. The findings demonstrate that job satisfaction is positively impacted by emotional intelligence. The current investigation has certain shortcomings. First off, because the study's focus was on educational institutions, its conclusions cannot be applied to other types of organizations. Subsequent studies pertaining to diverse organisations across multiple industries may be undertaken. Second, self-report measurements were the main focus of the study. Unlike a longitudinal or experimental methodology, the chosen cross-sectional research design precludes affirmative causal explanations.

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