Emotional intelligence and work satisfaction- a study on the employees working in various organizations.

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Abstract: The objective of the present study was to find out the impact of emotional intelligence on work satisfaction of the employees working in various organizations. Accordingly the sample comprised of 200 employees was selected from various organizations in Kolkata. Data were gathered through the measures including: a demographic questionnaire; a measure of emotional intelligence (Chaddha & Singh, 2000) and a work satisfaction measure (Hackman & Oldham, 1975); were used in this study. Purposive sampling technique was followed for collecting the data. 1 hypothesis was formulated and product moment correlation was used to find the results. The finding reveals Emotional intelligence is positively related to work satisfaction. The finding may help the future researchers to plan and design more work related to employees in India and how their working environment and work culture is different from each other.

Key words: emotional intelligence, work satisfaction.

Stepping from the Stone Age to iron age- the metamorphosis of human being is a continuous process influenced by the elementary force of ‘change’. Speculated the future factor, human being became overwhelmed by the accelerative force of change. It is the factor by which new life styles are adopted with the development from the fields of education to politics to science and technology, everywhere. It is the factor because of which human being learned to become more structured, organized and they invented and developed various spheres of life and made them more enriched. Then considering the negative side, it affected the human life in many ways and induced complications, conflict, stress and many more. Though a few behavioral factors like emotional intelligence, self efficacy, emotional maturity, self effectiveness work as a catalyst in this case.

However, here in this study two important variables emotional intelligence and work satisfaction are used. Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Different models have been proposed for the definition of EI and disagreement exists as to how the term should be used.

The earliest roots of emotional intelligence can be traced to Darwin’s work on the importance of emotional expression for survival and second adaptation In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people. Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.
Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalisations. At the present time, there are three main models of EI: Ability EI models, mixed models of EI, Trait EI model.

1. **The ability-based model:** Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."

   The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors.

2. **Mixed models of EI**
   a) *The Emotional Competencies (Goleman, 1995) model*
   The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:
   - Self-awareness—the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
   - Self-management—involves controlling one's emotions and impulses and adapting to changing circumstances.
   - Social awareness—the ability to sense, understand, and react to others' emotions while comprehending social networks.
   - Relationship management—the ability to inspire, influence, and develop others while managing conflict.

   b) *The Bar-On model of Emotional-Social Intelligence (ESI)*
   Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems.

3. **The Trait EI model:** Petrides & colleagues (2010) proposed a conceptual distinction between the ability-based model and a trait-based model of EI. Trait EI is "a constellation of emotion-related self-perceptions located at the lower levels of personality.” In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability-based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework.
Model 1: EMOTIONAL INTELLIGENCE MODEL

Emotional Intelligence Model

Who I am ↔ What I do

Self-awareness ↔ Self-management
- Vision
- Values
- Beliefs
- Self-motivation
- Self-regulation
- Increased resilience
- Decreased stress
- Increased satisfaction
- Increased intuition/insight
- Self-fulfilment/actualisation

Empowered human being

Empathy
- Co-operation
- Collaboration
- Building rapport
- Better decisions
- Win/win outcomes
- More meaningful connections

Social competency
- Awareness of others
- Understanding
- Relationship management
- Knowledge/skills

Personal competency

Bottom line benefits
- Improving and fulfilling personal & professional relationships
- Gaining better insights = better decisions = better outcomes
- Increasing effectiveness as leader/manager
- Increasing efficiency = profit

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Work satisfaction is a variable in this study, which is measured in relation to emotional intelligence. There are few things that need to be said about "work satisfaction: "it is relative; it is a symptom; and it will fluctuate, no matter where you go. Work satisfaction can have severe consequences on a person's performance at work and on a person's personal life. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs.

Across time, every working relationship worldwide produces a degree of conflict. Balancing multiple roles can increase the interpersonal and intrapersonal conflict even anxiety, experienced by women and men who simultaneously maintain professional and personal responsibilities. Work and family are central components in people's lives and thus demand a great deal of self efficacy, emotional intelligence, time, and energy spent managing multiple responsibilities. Research during the last twenty-five years has sought to explore and better understand the numerous ways in which family and work roles impact one another (Barling & Sorensen, 1997; Greenhaus & Parasuraman, 1999). In addition, work and family roles can have a meaningful impact on psychological well-being and satisfaction (Kossek & Ozeki, 1998; Schwartzberg & Dytell, 1996).

Job satisfaction and emotions:

Mood and emotions while working are the raw materials which cumulate to form the affective element of job satisfaction (Weiss & Cropanzano, 1996). Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause. There is some evidence in the literature that state moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction.
than will intensity of positive emotion when it is experienced. Emotion regulation and emotion labor are also related to job satisfaction.

Model 2: MODEL OF JOB SATISFACTION

In sum, the objective of the current study is to find out if there is any impact of emotional intelligence on work or job satisfaction.

METHOD:
Aim of the present study
The aim of the present study was to find out the impact of emotional intelligence on work satisfaction.

Operational definitions of the variables
Work—according to scientific definition, work is a Physical or mental effort or activity directed toward the production or accomplishment of something. But in organizational context work means a job, employment or the place where an employee works.

Emotional intelligence—Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. The definition of EI is constantly changing. There are a lot of arguments about the definition of EI, arguments that regard both terminology and operationalizations. One attempt toward a definition was made by Peter Salovey and John D. Mayer (1990) who defined EI as “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.

Work satisfaction—It is the sense of fulfillment and pride felt by people who enjoy their work and do it well. Work or Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations.

Hypothesis
1. Emotional intelligence has a significant impact on work satisfaction.
Respondents
The sample comprises of 200 employees were found working in various public and private organizations in Kolkata. Among them some employees were working in service sector, some in industrial organizations and some were teachers. They all had a family, and were managing multiple roles in family as well as in working organizations.

Tools
Data were gathered through a variety of measures including: a demographic questionnaire; a measure of emotional intelligence (Chaddha & Singh, 2000); and a work satisfaction measure (Hackman & Oldham, 1975).

**Emotional intelligence** was measured by Emotional intelligence Scale developed by N.K. Chaddha & Dalip Singh (2000). There were total 15 items with four options each. The reliability coefficient of the scale is .83. Participants were asked to tick the option which they feel not they think. The scoring was done according to the scoring key.

**Work satisfaction** was assessed using the 3-item General Job Satisfaction subscale, which is part of the Job Diagnostic Survey (JDS) (Hackman & Oldham, 1975) adapted locally. The 3-item General Job Satisfaction subscale of the JDS measures the extent to which an employee is satisfied and happy with the job (Hackman & Oldham, 1975). A reliability coefficient for the 3-item General Job Satisfaction subscale of .86. To test the subscale’s validity, Wiley (1987) explored the relationships between the subscale and global life satisfaction and job involvement.

Procedure
List of some private organizations were prepared first. After contacting every organization, permission was granted for the distribution of questionnaires at each center. A detailed cover letter was attached to the questionnaires. The criteria for participation were outlined in the cover letter. Purposive sampling procedure was followed to collect data. All participants received the questionnaires. On average each employee took 15 minutes to fill up the data sheet. The tools were administered to each employee individually. Total 3 months spent for collecting the entire dataset of 200 employees.

Statistical treatment
At first summations of all scores were made. Then mean and SD were calculated respective of all variables. Then to find out the impact of the mentioned variables, product moment correlation was done. Finally important discussions and conclusions were drawn accordingly.

RESULTS AND DISCUSSION:

Data inserted in table-1 shows the relation between emotional intelligence, and work satisfaction. The correlation value was found .013, which suggests that both the variables had a low correlation to each other and was not significant in any level of significance. So, the hypothesis stating that “**Emotional intelligence has a significant impact on work satisfaction**” was rejected. Research by O'Samuel (2007) described that emotional intelligence had an effect on work attitude. In the present study it was found that there was a correlation between emotional intelligence, and work satisfaction. Emotional intelligence had impact on work satisfaction as both were positively related to each other.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>221.205</td>
<td>35.81</td>
<td>.013</td>
</tr>
<tr>
<td>Work satisfaction</td>
<td>16.848</td>
<td>3.27</td>
<td></td>
</tr>
</tbody>
</table>

Not significant

EI, IQ and job performance- Research of EI and job performance show mixed results: a positive relation has been found in some of the studies, in others there was no relation or an inconsistent one. This led researchers Cote & Miners (2006) to offer a compensatory model between EI and IQ, that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance
In this study it has been found that emotional intelligence is directly proportionate to work satisfaction. More research is needed that applies emotional intelligence to the experiences of work satisfaction in the lives of employees. It would be helpful to further explore the relationship between work/family satisfaction and other variables such as social support, work flexibility, and level of control over work and family responsibilities. Examining employees who are simultaneously managing both work and family roles affords researchers the opportunity to assess the experience of work/family conflict from those individuals who are actually experiencing this type of conflict and satisfaction.

References:

