

# **A Correlational Study on Emotional Intelligence and Job Satisfaction**

**Jyoti<sup>1</sup>, Dr Meenakshi Dalal<sup>2</sup>**

<sup>1</sup>Student, Dept of Psychology, MDU, Rohtak

<sup>2</sup>Associate Professor, Dept of Psychology, Pt Nekiram Sharma Govt College, Rohtak

## **ABSTRACT**

Emotional intelligence is the capacity to recognize, understand, express, regulate, assess, and make use of emotions in order to interact and connect with people in a positive and productive way. Employees' feelings of engagement and fulfilment at work are referred to as job satisfaction. It is the amount of job satisfaction among employees. Employees feel secure and safe in their jobs, which leads to job satisfaction. The primary goal of the current study is to examine the relationship between emotional intelligence and job satisfaction among youth. For this purpose, a sample of 100 adult participants belonging to age group 18-24 years was taken from Delhi NCR region. Data was analyzed by using Pearson correlation. Following questionnaire were used for collecting the data i.e., EIS (Emotional Intelligence Scale) developed by Hyde, Lethe and Dhar (2001) and Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, England, and Lofquist (1967). The findings of the study revealed that there is a positive correlation between job satisfaction and emotional intelligence among youth.

**Keywords: Emotional Intelligence, Job Satisfaction**

## **INTRODUCTION**

Daniel Goleman expanded and popularized the theory of emotional intelligence, which was first proposed by Peter Salovey and John D. Mayer in the 1990s. The idea, commonly referred to as emotional quotient, or EQ, has been widely accepted. Nonetheless, some psychologists contend that EQ has little real explanatory power as it cannot be measured by psychometric tests, unlike general IQ.

### **Components of Emotional Intelligence**

**Perceiving emotions:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions.

**Resonate With Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention to and how we react.

**Understanding Emotions:** Perceiving someone else's emotional state is significant when it comes to emotional intelligence. If someone is expressing angry emotions then one must observe and interpret the cause of it.

**Managing Emotions:** Managing emotions effectively plays a crucial role when it comes to emotional intelligence. Out of all components it can be said one of the most important ones.

### **Job Satisfaction**

Job satisfaction is a term we hear a lot. It is defined as a positive emotional response you have while doing your job or being present at work. It's important to remember that job satisfaction differs from person to person. The factors that make one employee feel good about their job may not apply to another in the same workplace under the same conditions. As a result, it is critical to employ a multifaceted approach to employee satisfaction that addresses the following areas:

- The demanding nature of the job, which pushes employees to new heights
- Convenience (short commutes, access to the right digital tools, and flexible hours)
- Consistent appreciation from immediate management and the organisation as a whole

So, by actively working on satisfaction in the workplace, organizations end up with employees who are more engaged, involved, and eager to go the extra mile and this benefits the company in several ways.

Ealias and George (2012) studied correlation between Emotional intelligence and job satisfaction. The primary aim of this study is to examine the relationship between emotional intelligence and job satisfaction. A total sample of 208 respondents was taken from international electronic firm operating in India for the purpose of study. Results of the study revealed a very high positive relationship between Emotional Intelligence and Job Satisfaction. It also shows that designation of the employee doesn't affect his job satisfaction and emotional intelligence. However, experience and marital status has significant effects on the two concepts.

Kafetsios and Zampetakis (2008) studied the extent to which positive and negative affect at work mediate personality effects (Emotional Intelligence) on job satisfaction. A total sample of 523 educators were taken for the purpose of study. Results of the study revealed that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. In males, affect at work fully mediated the EI effect on job satisfaction. Among the four EI dimensions, use of emotion and emotion regulation were significant independent predictors of affect at work. The results confirm expectations deriving from Affective Events Theory regarding the role of work affectivity as an interface between personality and work attitudes and extend the literature on EI effects in organizational settings.

Brown, Wey, and Foland (2018) investigated the relationship between change fatigue, resilience, and job satisfaction in hospital staff nurses. A descriptive correlational design was used with 521 hospital staff nurses in one midwestern state for this purpose. The findings revealed that job satisfaction had a statistically significant negative relationship with change fatigue and a statistically significant positive relationship with resilience. A linear relationship was discovered between hospital size and change fatigue, education level, and resilience. Job satisfaction among hospital nursing staff is negatively influenced by change fatigue and positively influenced by resilience, according to the findings. Larger hospital size (number of beds) may increase change fatigue, while higher educational level of hospital staff nurses may increase resilience.

Sy, Tram and O'hara(2006) examined the relationships among employees' emotional intelligence, their manager's emotional intelligence, employees' job satisfaction, and performance. A total sample of 187 food service employees was taken for the purpose of study from nine different locations of the same restaurant franchise. Results of the study showed that employees' emotional intelligence was positively associated with job satisfaction and performance. In addition, manager's emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. These findings remain significant after controlling for personality factors.

### **Purpose of the study**

The main aim of the present study is to discover the relationship on job satisfaction and emotional intelligence among adults.

### **Objective of the Study**

To study the positive correlation among adults on job satisfaction and emotional intelligence.

### **Hypotheses of the Study**

There would be positive correlation among adults on job satisfaction and emotional intelligence.

## **METHODOLOGY**

### **Design:**

A Correlational design was used for present study and data was analysed by using Bivariate Correlation.

**Sample:** a sample of 100 adult participants belonging to Delhi NCR region having age group of 25-30 years was selected on the basis of availability.

### **Tools used**

**Emotional Intelligence Scale (EIS)** was developed by Hyde, Lethe and Dhar (1983). It includes total of 34 items which tells us about the emotional intelligence level of an individual. It is a 5-point Likert scale. This test has a good reliability coefficient i.e., the Cronbach alpha coefficient (internal consistency) of this test is 0.75.

**Minnesota Satisfaction Questionnaire (MSQ)** was developed by Weiss, Dawis, England, and Lofquist (1967). It includes total of 20 items which tells us about the job satisfaction level of an individual. It is a 5-point Likert scale. This test has a good reliability coefficient i.e., the Cronbach alpha coefficient (internal consistency) of this test is 0.90.

**Procedure**

All participants were individually contacted for data collection, and a rapport was established with them by making them feel at ease prior to the start of the test. Following the establishment of rapport, the questionnaire was distributed to the participants, along with an explanation of the items and scoring. The questionnaire was collected after completion, and the participants were thanked for their cooperation.

**Statistical Analysis**

SPSS-21 version was used for statistical analysis.

**RESULTS**

**Table 1: Showing the Mean and SD value of job satisfaction and emotional intelligence.**

Table no.1 reveals the descriptive statistics (Mean, S.D.) for job satisfaction and emotional intelligence.

Sr. No.	Variables	Mean	SD
1	Job Satisfaction	6.40	.871
2	Emotional Intelligence	134.1	7.99

Table no.1 reveals the descriptive statistics (Mean, S.D.) for job satisfaction and emotional intelligence. The obtained mean value on job satisfaction is 6.40 (S.D. = .871) and for emotional intelligence the mean value is 134.1 (S.D.= 7.99).

**Table 2: showing the correlation value among Job Satisfaction and emotional intelligence.**

Correlation			
		Job Satisfaction	Emotional Intelligence
Job Satisfaction	Pearson Correlation	1	.753**
	N	100	100
Emotional Intelligence	Pearson Correlation	.753**	1
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**DISCUSSION**

From the table no.1 correlation value was found to be .753 which is significant at the level of 0.01 which clearly states that positive correlation exists among job satisfaction and emotional intelligence. The main aim of the study was to find out the relationship between job satisfaction and emotional intelligence among adults.

Findings from the above table revealed that there is positive correlation among job satisfaction and emotional intelligence. Value .753 depicts that there is strong association and positive correlation between job satisfaction and emotional intelligence, which means as job satisfaction increases so emotional intelligence will also enhance.

**LIMITATIONS**

- It was a very small study; the sample taken was very small.
- Some other variables would have been taken as urban or rural background of the sample for study to make the comparison.

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