UNRAVELLING THE NEXUS BETWEEN EMOTIONAL INTELLIGENCE, JOB PERFORMANCE AND JOB SATISFACTION IN THE PROFESSIONAL REALM

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Abstract : Emotional intelligence describes a person's capacity to recognize and contextualize their emotions and the emotions of others. Emotional intelligence provides the empathy necessary to fully understand another's perspective even when it contradicts one's own. Being mindful of emotional intelligence in the workplace does more for business leaders than provide them with a greater understanding of current and prospective employees' skills and capabilities, it also gives them a broader perspective on their business as a whole.

The study is intended to analyze the relationship between Emotional Intelligence (EI), Job Satisfaction (JS) and Job Performance (JP) and the impact of each element on a sample of Indian working professionals. It has been seen that emotional intelligence helps in a great way for the leaders, managers who deal with people.

Current study was conducted in online mode; questionnaires were circulated through Google forms via social media such as WhatsApp. There was a total of 103 participants who has filled the questionnaire. To achieve the objective, three questionnaires were used: Data from these questionnaires was analyzed using SPSS. The analysis showed that there is no relationship exists between emotional intelligence and job satisfaction and job performance.

Index Terms - Emotional Intelligence, Job Satisfaction, Job Performance, SPSS, t-test, IQ, Emotions, self-awareness, social awareness, self-management, relationship management, Empathy, measurement scale, effectiveness, correlation, significant.

I. INTRODUCTION

The success of an individual is influenced by a variety of personal factors in this era of globalization, where there is a significant amount of cultural, scientific, economic, and social exchange. This includes things like a positive attitude, financial support, a good education, a social network, and so on. Even with all of these, success can come with failure. Emotional Intelligence (EI) was identified as one of the underlying causes. Emotional Intelligence is the capacity for intelligent emotion management. It is a set of learned skills and abilities that can predict positive outcomes at home, in school, and at work. People who have these are healthier, less depressed, more productive at work, and have better relationships. The modern world necessitates enhanced interpersonal relationships, mutual understanding, and workplace productivity. A person can achieve success and satisfaction at work by having a solid understanding of the emotions of others and the ability to control them. Despite the fact that an individual's intelligence quotient (IQ) is a significant factor in determining their level of success, research indicates that, beyond a certain point, the emotional measure is more important than IQ; when it comes to an office setting. Workplace climate and management-employee relationships are both influenced by employee job satisfaction (Mayer & John, 2004). The work environment influences employees favourably or unfavorably which results in different levels of performance and satisfaction level. The task assigned for employees affects their well-being, satisfaction, and health since it could provide income and a means for social development. When a person's job seems to fulfil important job values, it is the positive emotional state; these values meet one's requirements (Mehrotra, 2005). Some empirical research showed that emotional intelligence is a better predictor of life success (economic well-being, satisfaction with life, friendship, family life), including occupational attainments, than intelligent quotient. Hiring employees based on their emotional intelligence capability is crucial since it determines individuals' job performance (Luthans, 2010). In this competitive work environment organization needs to improve its productivity to survive and ensure its continuity in the future. This come to be achieved by enhancing the performance of employees. The performance of employees in a particular organization plays a critical role. Performance is a critical determinant of organizational success and outcomes (Cheok & O'Higgins, 2011). Research has tried to see the relationship between emotional intelligence and job satisfaction, and emotional intelligence and job performance. The

researcher thinks it will be interesting to see if there is a connection between employee emotional intelligence, job satisfaction and job performance.

NEED OF THE STUDY.

Our literature review highlighted the imperative to investigate strategies for managing these occupational factors. Emotional intelligence (EI) emerges as a pivotal factor in individual success, capable of predicting specific employee attributes that can ultimately enhance organizational productivity. This burgeoning demand for more research underscores the importance of exploring the predictability of EI concerning three dimensions of employee well-being in relation to job satisfaction (JS) and job performance (JP). Consequently, this study seeks to advance EI research and its validity as both a theoretical framework and a tool for business management.

This study was meticulously crafted to address the existing gap in the literature by delving into insights gleaned from samples of Indian professionals.

3.1 Population and Sample

SAMPLING TECHNIQUE: Purposive Sampling

SAMPLE: The sample has been selected with the help of purposive sampling as per to the inclusion criteria for the study.

Inclusion criteria-The sample will include only Indian working professional adults.

Exclusion criteria-The study will exclude those who are below and above the age groups of the mentioned criteria.

SAMPLE SIZE: For the present study 100 participants were surveyed among the adults.

3.2 Data and Sources of Data

There were total 103 respondents out of which 31 were Females and 72 Males, survey was conducted in online mode and Questionnaire were circulated through Google forms via social media to analyze the relationship between Emotional Intelligence (EI), Job Satisfaction (JS) and Job Performance (JP) and the impact of each element on a sample of Indian working professionals. The participants were also informed that their scores would be recorded for the sole purpose of the study. Proper scoring was done so that there was no discrepancy in the scores that could lead to insignificant results. Any doubt pertaining to the meaning of the statements in the questionnaire was also cleared. Participants were assured of Confidentiality regarding the information given by them and were asked to give honest response.

3.3 Theoretical framework

Research Methodology

Aim: To analyze the relationship between Emotional Intelligence (EI), Job Satisfaction (JS) and Job Performance (JP) and the impact of each element on a sample of Indian working professionals.

Objectives:

1. Emotional intelligence is related to job satisfaction and job performance.
2. To study the relation with respect to male and female adults.

Hypothesis:

Hypothesis 1: Emotional Intelligence is a significant positive predictor of job satisfaction.

Hypothesis 2: Emotional Intelligence is a significant positive predictor of job performance.

Hypothesis 3: Emotional Intelligence is related to job satisfaction and job performance for male.

Hypothesis 4: Emotional Intelligence is related to job satisfaction and job performance for female.

Description of Tools:

The Survey Instrument:

The survey instrument consisted of four sections with questions, and the ability for participants to record and answer in each of the four sections. The four sections were (1) participant demographics, (2) Emotional Intelligence items, (3) Job Satisfaction items, and (4) Job Performance items.

Demographical Variables: The first section of the survey was an introductory section, which contained screening and control variables such as participant demographics.

Emotional Intelligence: The second section of the survey instrument consisted of the Emotional Intelligence portion, using a sixteen-item, seven-point Likert-type scale, developed by Wong and Law (2002). Like many other Likert-type scales WLEIS utilized common anchors such as strongly disagree, disagree, slightly disagree, neutral, slightly agree, agree and strongly agree. For example, "I have a good sense of why I have certain feelings most of the time…" with the lowest level response anchor being "strongly disagree" and the highest-level response anchor being "strongly agree."

Job Satisfaction: The third section of the survey instrument contained the Job Satisfaction portion, covering three general questions, and a series of eighteen words used to describe the respondent's feelings toward each job satisfaction question. This studied only used a modified version of the JDI question 1 job satisfaction in general. The eight negative and one neutral adjectives were removed, and the only the nine positive adjectives were used in data collection. The respondent will simply choose "Y" if the word describes how they feel toward job satisfaction, "N" if the word does not describe how they feel toward job satisfaction, or a "?" if the respondent is undecided about word accurately describing how they feel toward job satisfaction. For example, "think of your job in general. All in all, what is it like most of the time?" pleasant, bad, great etc.

Job Performance: The final section of the survey instrument for this study was the Job Performance (JP) section, consisting of three self-report questions. Respondents rated these questions on a five-point Likert-type scale: 1 = poor, 2 = fair, 3 = good, 4 = very good, and 5 = excellent. The first question asked respondents to rate how they believed their boss would assess their performance. The second question asked them to quantify their boss's perception of the workload they had completed. The third question asked respondents to rate their boss's perception of the quality of their work.

3.4 Statistical tools and econometric models
This section elaborates the proper statistical/econometric/financial models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Descriptive Statistics
Descriptive Statics has been used to find the maximum, minimum, standard deviation, mean and normally distribution of the data of all the variables of the study. Normal distribution of data shows the sensitivity of the variables towards the periodic changes and speculation.

3.4.2 T test
A t-test is a statistical test used to compare the means of two groups. It helps determine whether the difference between the means of the groups is statistically significant. There are several types of t-tests, each suitable for different study designs and data structures. The most common types are:
1. Independent Samples T-Test (Two-Sample T-Test):
   - Compares the means of two independent groups to see if they are significantly different from each other.
   - Example: Comparing the average test scores of two different classes.

2. Paired Samples T-Test (Dependent T-Test):
   - Compares the means of two related groups to determine if there is a significant difference between them.
   - Example: Comparing the test scores of students before and after a specific intervention.

3. One-Sample T-Test:
   - Compares the mean of a single group to a known value or population mean.
   - Example: Testing if the average height of a sample of students is significantly different from a known national average.

How the T-Test Works

The t-test calculates the t-value, which reflects the size of the difference relative to the variation in the sample data. The t-value is then compared to a critical value from the t-distribution to determine if the observed difference is statistically significant.

Key Components of a T-Test
1. Mean (Average): The central value of a set of numbers.
2. Variance: A measure of the dispersion of the data points.
3. Standard Deviation: The square root of the variance, representing the average distance of each data point from the mean.
4. Degrees of Freedom (df): The number of values in the final calculation of a statistic that are free to vary.
5. P-Value: The probability that the observed results occurred by chance. A p-value less than the chosen significance level (e.g., 0.05) indicates a statistically significant difference.

Assumptions of the T-Test

1. Normality: The data should be approximately normally distributed.
2. Independence: The samples should be independent of each other.
3. Homogeneity of Variances: The variances of the two groups should be equal (for independent samples t-test).

Conclusion

A t-test is a powerful tool for comparing means and understanding differences between groups. It's widely used in various fields such as psychology, education, and business to test hypotheses and make informed decisions based on data.

IV. Results and Discussion

4.1 Results of Descriptive Statics of Study Variables

Table 1: Correlation between emotional Intelligence, job satisfaction and job performance:

Correlations			Gender	AttentionFocusing	Attentionshifting
Spearman's rho	Gender	Correlation Coefficient	1.000	.070	.025
		Sig. (1-tailed)	.	.232	.399
		N	111	111	111
	AttentionFocusing	Correlation Coefficient	.070	1.000	.411**
		Sig. (1-tailed)	.232	.	.000
		N	111	111	111
	Attentionshifting	Correlation Coefficient	.025	.411**	1.000
		Sig. (1-tailed)	.399	.000	.
		N	111	111	111
**. Correlation is significant at the 0.01 level (1-tailed).					

Table 1 depicts the Spearman's correlation between job satisfaction and job performance for male and female among 103 participants. The scores indicate a weak relationship between job satisfaction and job performance also do not have significant Positive Correlation with emotional intelligence. This indicates that Hypothesis 1 is not supported. This output is based on the number of responses as given below:

Mean						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Gender * EMOTIONALINTELLIGENCE	96	96.0%	4	4.0%	100	100.0%
Gender * JOBSATISFACTION	97	97.0%	3	3.0%	100	100.0%
Gender * JOBPERFORMANCE	95	95.0%	5	5.0%	100	100.0%

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EMOTIONALINTELLIGENCE	Equal variances assumed	.381	.539	2.183	95	.032	5.428	2.487	.491	10.366
	Equal variances not assumed			2.253	56.972	.028	5.428	2.409	.604	10.253
JOBSATISFACTION	Equal variances assumed	.082	.775	.959	96	.340	.938	.977	-1.002	2.877
	Equal variances not assumed			.932	49.503	.356	.938	1.006	-1.083	2.958
JOBPERFORMANCE	Equal variances assumed	.559	.457	1.079	94	.283	.514	.476	-.431	1.459
	Equal variances not assumed			1.156	55.235	.253	.514	.444	-.377	1.404

Table 2: Descriptive Statistics

The result shown in Table 2 is obtained from SPSS output for T-test. As the values of t are 2.183, 0.959 and 1.079 and lesser than df value of 96, 95 and 94. The variables do not have significant correlation.

The success of an individual is influenced by a variety of personal factors in this era of globalization, where there is a significant amount of cultural, scientific, economic and social exchange. Emotional intelligence is the capacity for intelligent emotion management. It is a set of learned skills and abilities that can predict positive outcomes at home, in school, and at work. People who have these are healthier, less depressed, more productive at work and have better relationships.

A person can achieve success and satisfaction at work by having a solid understanding of the emotions of others and the ability to control them. Despite the fact that an individual's intelligence quotient (IQ) is a significant factor in determining their level of success, research indicates that, beyond a certain point, the emotional measure is more important than IQ; when it comes to an office setting. Workplace climate and management-employee relationships are both influenced by employee job satisfaction (Mayer & John, 2004).

The work environment influences employees favourably or unfavorably which results in different levels of performance and satisfaction level. The task assigned for employees affects their well-being, satisfaction, and health since it could provide income and a means for social development. When a person's job seems to fulfil important job values, it is the positive emotional state; these values meet one's requirements (Mehrotra, 2005).

Some empirical research showed that emotional intelligence is a better predictor of life success (economic well-being, satisfaction with life, friendship, family life), including occupational attainments, than intelligent quotient. Hiring employees based on their emotional intelligence capability is crucial since it determines individuals' job performance (Luthans, 2010).

In this competitive work environment organization needs to improve its productivity to survive and ensure its continuity in the future. This come to be achieved by enhancing the performance of employees. The performance of employees in a particular organization plays a critical role. Performance is a critical determinant of organizational success and outcomes (Cheok & O'Higgins, 2011).

Research has tried to see the relationship between emotional intelligence and job satisfaction, and emotional intelligence and job performance. The researcher thinks it will be interesting to see if there is a connection between employee emotional intelligence, job satisfaction and job performance.

Our goal of the present study was to analyze the relationship between Emotional Intelligence (EI), Job Satisfaction (JS) and Job Performance (JP) and the impact of each element on a sample of Indian working professionals. The response summary is also attached in Appendix.

According to many studies, there exists a significant positive correlation between emotional intelligence, job satisfaction and job performance. This study was conducted in online mode and Questionnaire were circulated through Google forms through social media. The tools that were used for the collection of data are 16 questions WLEIS Wong and Law (2002) scale for emotional intelligence, 3-point rating scale Job Descriptive Index (Smith et al., 1969) for job satisfaction and 5-point rating scale Job Performance (Schat & Frone, 2011) for job performance.

According to my hypothesis, there is an impact of emotional intelligence on the job satisfaction and job performance, the results do not support the first two hypotheses. The research has showed a very weak correlation between emotional intelligence, job satisfaction and job performance. Additional findings also illustrated that there is no significant difference among gender for the correlation, hence other two hypotheses are also not supported.

LIMITATIONS OF THE STUDY

The findings of the present study cannot be generalized to the entire population, it is specific to young adults only that were in the and in among adults also it is done on a very small number of population (100). The population was from different background of work, different levels and different types of industry. The result might have affected because of the above mentioned variables. Self- report methods can be prone to answers lacking truth, respondents not fully understanding questions or questions leading participants to choose answers they do not fully agree with. Self-reporting job performance also may lead to questionable results.

FUTURE RESEARCH

In future research, we will consider relationships between self-emotional appraisals, other emotional appraisals, regulation of emotion, use of emotion and job satisfaction and job performance. The survey will be improved based on the identified limitations.

II. ACKNOWLEDGMENT

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