



## Does Emotional Intelligence Influence an Employee's Job Satisfaction? An Empirical Assessment

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### Abstract

Since job performance is a function of job satisfaction and emotional intelligence, the current research empirically evaluates the association between emotional intelligence and job satisfaction of respondents. The research tests whether emotional intelligence significantly affect job satisfaction or not. The research is based on a quantitative, descriptive cross-sectional survey. The sample size is 140 and they were selected through the convenience sample method. Primary data was collected using a self-designed questionnaire in the Likert scale format, and were administered at the job places of the respondents. Data were analysed using the Pearson correlation and the linear regression analysis methods, and presented in Tables. The research findings of the study indicated a positive significant association between overall emotional intelligence and job satisfaction. There is also a positive significant association between three out of the four dimensions of emotional intelligence evaluated and job satisfaction. The findings indicate that respondents higher on the emotional intelligence scale are more satisfied than respondents lower on the emotional intelligence scale. The findings imply that emotional intelligence is a multidimensional construct. Management of organisations should consider implementing measures that will improve emotional intelligence to ensure job satisfaction of workers. Further study should consider the causal analysis and also introduce control variables such as gender and age to determine if the current findings will be replicated.

**Keywords:** Emotional intelligence, Employee satisfaction, Own emotions awareness others' emotions management, Own emotions management.

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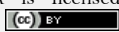
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### **Contribution of this paper to the literature**

The paper contributes to the literature on job satisfaction by examining the effect of total emotional intelligence and its dimensions on job satisfaction of employees.

## **1. Introduction**

The educational environment is highly demanding and continues to be demanding. Due to kin competition, for customers, educational institutions are dealing with complex challenges. Hence, there is the need to create a positive working environment that motivates staff to effectively and efficiently handle various pressures from the demanding work they engage in, to be able to create a sound workforce. Given the increasing growth of the educational industry in Ghana for the past decades, the quality of the workforce is under scrutiny. If proper care of the educational sector is ensured, the satisfaction of the students is dependent on the satisfaction of the staff such as the teaching and the non-teaching staff. It is very appropriate that staff should be healthy to be able to handle students. Understanding the import of emotional intelligence in organisations through research is convincing which is well encouraged (Srivastava, Pathak, Mishra, & Sharma, 2021).

There has been prior empirical research (Brackett, Rivers, & Salovey, 2011; Bryant & Malone, 2015; Güleriyüz, Güney, Aydın, & Aşan, 2008; Kafetsios & Zampetakis, 2008; Srivastava et al., 2021) to establish the important role of emotional intelligence in various areas such as workplace performance, employee wellbeing, motivation, social behaviour, personality. Studies have shown that emotional intelligence dimensions are a predictor of job satisfaction and job stress (Goleman, 1995). These studies conclude that people with higher emotional intelligence can handle stress more effectively and are more satisfied with their job and are also more productive and happier in life.

Emotional intelligence has been defined by various authors (Baron, 1997; Cranny, Smith, & Stone, 1992; Goleman, 1995; Goleman, 1998; Mayer & Salovey, 1997). In the works of Goleman (1995) emotional intelligence is considered the capacity to acknowledge and control emotions in others and ourselves. In the study by Baron (1997) he explained emotional intelligence as associating with and comprehending others, while adjusting and managing the neighbourhood for a successful life. in handling environmental dictate. Mayer and Salovey (1997) state that emotional intelligence is the potential to recognise, assess, communicate and control one's emotional responses and that of others. These authors have concluded that individuals high in emotional intelligence can perform better in all aspects of life than individuals low in emotional intelligence.

Job satisfaction has been also received a lot of empirical research works (Cekmecelioğlu, Günsel, & Ulutaş, 2012; Dormann & Zapf, 2001; Heller, Judge, & Watson, 2002; Robbins, 2002; Syptak, Marsland, & Ulmer, 1999; Woods & Weasmer, 2002). Syptak et al. (1999) state that Job satisfaction is an individual's emotive input to their job. According to the authors, job satisfaction is a function of the considered connection between what an individual expected from the work an individual engages in, and what the individual considered being offered. In the works of Cekmecelioğlu et al. (2012) they defined job satisfaction as an individual fulfilment with the work they are carrying out and the gratification thereof. Hoppock (1935) states that job satisfaction is a merger of the environmental and psychological and environmental elements for a worker to indicate that he or she is satisfied with the job engaged in. Vroom (1964) defined job satisfaction as a worker's reaction to the present job the worker engages in. Spector (1997) states that job satisfaction is the worker's emotional reaction to the present job.

The research aims to appreciate the connection between job satisfaction and emotional intelligence to contribute to the body of knowledge in the area of employee job productivity. The research provides answers to these research questions. They are (a) what is the nature of the association between overall emotional intelligence and job satisfaction? (b) what is the nature of the connection between emotional intelligence dimensions and job satisfaction? The assumption underlying the research is that emotional intelligence positively and significantly influences job satisfaction.

The limitations of the paper are as follows: some respondents did not complete the questionnaire. Some also fused to answer the questions because they are busy. Some were also economical with the information they provided. Hence, the findings could not be generalised to the larger population. The findings are in addition, limited to the weaknesses of the tools of analysis such as the Pearson correlation and the linear regression methods. The study is descriptive and not causal.

The rest of the study concentrates on the literature review, methodology, results, discussions, conclusions, and recommendations.

## **2 Literature Review**

Previous research efforts on the connection between emotional intelligence and job satisfaction are not enough in the literature in the study area. However, there are many empirical works evaluating job satisfaction-emotional intelligence nexus in other areas of study. The findings on the job satisfaction-emotional intelligence nexus are reported in previous research works (Alismail, Srinivasan, Chauhan, & Gangodkar, 2022; Alnidawy, 2015; Anari, 2012; Badawy, Srivastava, & Sadek, 2014; Badawy & Magdy, 2015; Cekmecelioğlu et al., 2012; Chaturvedi, Mishra, & Yadav, 2017; Gonnabathula & Chandramohan, 2020; Kassim, Bambale, & Jakada, 2016; Kim & Kim, 2021; Lim, 2017; Long, Yaacob, & Chuen, 2016; Psilopanagioti, Anagnostopoulos, Mourtou, & Niakas, 2012; Ramirez-Asis et al., 2021; Sembiring, Nimran, Astuti, & Utami, 2020; Srivastava et al., 2021; Suleman, Syed, Mahmood, & Hussain, 2020).

Anari (2012) tests the correlation between job satisfaction and emotional intelligence in a quantitative cross-sectional empirical survey, analysing data using correlation and analysis of variance (ANOVA). The research findings show a positive significant link between job satisfaction and emotional intelligence. The study is of interest for adding control variables such as organisational commitment, gender and age of respondents.

Cekmecelioğlu et al. (2012) empirically explored the relationship between job satisfaction and emotional intelligence in a cross-sectional quantitative research survey. Data collected was analysed employing correlation and regression analysis methods. Their research findings indicate a significant positive connection between the two variables. Their study considered only two dimensions of emotional intelligence.

[Psilopanagiotti et al. \(2012\)](#) investigated the link between emotional intelligence and job satisfaction in a cross-section and quantitative survey. Data analysis was based on structural equation modelling. Their research findings indicate a significant positive effect of emotional intelligence on job satisfaction. Their research is of interest for the use of structural modelling analysis which allows for causal interpretations to be made. Their empirical model also considered various moderating and mediating variables in examining the role of emotional intelligence in job satisfaction.

[Badawy et al. \(2014\)](#) studied the relationship between organisational learning capability, job satisfaction and emotional intelligence in a comparative study of India and Egypt. Their research findings indicate an insignificant effect of emotional intelligence on job satisfaction. Their study is of interest for comparing data from two different economies.

[Alnidawy \(2015\)](#) analysed the connection between job satisfaction and emotional intelligence in a descriptive quantitative survey. Analysis of variance and regression was performed in analysing the data collected. The research findings indicated emotional differences in job satisfaction with emotional intelligence positively influencing job satisfaction.

[Badawy and Magdy \(2015\)](#) evaluated the association between job satisfaction and emotional intelligence with demographic variables as the controlling variables. The study indicates an insignificant effect of emotional intelligence on job satisfaction levels. This means employees' job satisfaction is not influenced by emotional intelligence levels. The findings are not in support of that of [Anari \(2012\)](#); [Cekmecelioğlu et al. \(2012\)](#); [Psilopanagiotti et al. \(2012\)](#) and [Alnidawy \(2015\)](#) who reported of positive significant effect on emotional intelligence and job satisfaction.

[Kassim et al. \(2016\)](#) looked into the connection between job satisfaction and emotional intelligence in cross-sectional quantitative research and used correlation and regression analysis methods to analyse data. In their research, some dimensions of emotional intelligence positively significantly influence job satisfaction, whereas some dimensions also did not significantly influence job satisfaction.

[Long et al. \(2016\)](#) reviewed the effect of emotional intelligence dimensions on job satisfaction and reported different dimensions significantly positively affect job satisfaction differently. Dimensions such as emotional self-awareness, and emotional management of others significantly affect job satisfaction.

[Chaturvedi et al. \(2017\)](#) examined the association between job satisfaction and emotional intelligence in a quantitative, and descriptive survey, analysing data using correlation and regression analysis methods. Their research findings indicate a positive association between the variables under investigation.

[Lim \(2017\)](#) studied the effect of emotional intelligence on job satisfaction, analysing data collected using regression and correlation analysis methods. The research findings of the study indicate a positive influence of emotional intelligence on the job satisfaction of the respondents in the study. The study is not a causal study but descriptive.

[Sembiring et al. \(2020\)](#) analysed the relationship between job satisfaction and emotional intelligence in a quantitative causal research study. Data analysis was based on structural equation modelling. Their study findings indicate a significant positive link between job satisfaction and emotional intelligence. Their research is of interest for the study been causal research.

[Gonnabathula and Chandramohan \(2020\)](#) assessed the effect of emotional intelligence on job satisfaction. They performed correlation and regression analysis to analyse the data collected. Their research findings indicate according to the correlation and regression analysis show a significant effect of emotional intelligence on job satisfaction. Their study is of interest for using inferential statistics in their analysis. Their study examined the effect of demographic features on emotional intelligence, and on job satisfaction separately, and not on the role of the demographic features in explaining the effect of emotional intelligence on job satisfaction.

[Suleman et al. \(2020\)](#) investigate the association between job satisfaction and emotional intelligence in their study based on a quantitative, descriptive survey. Data collected were analysed using correlation, and regression analysis tools. The findings of the research based on both correlation and regression analysis revealed a positive effect of emotional intelligence on job satisfaction. Their study is also not a causal study but descriptive research. Their study is of interest for considering various dimensions of emotional intelligence.

[Lan and Trinh \(2021\)](#) investigate the influence of emotional intelligence on job satisfaction in a cross-sectional quantitative research design. Their research findings indicate a positive significant effect of emotional intelligence on job satisfaction. Their research is of interest for using different dimensions of emotional intelligence.

[Kim and Kim \(2021\)](#) in an empirical quantitative study probed the job satisfaction-emotional intelligence nexus, analysing data using the structural modelling analysis method. Their research findings indicate positive significant nexus between the two variables in the study. Their research is of interest for the use of a causal modelling approach.

[Ramirez-Asis et al. \(2021\)](#) investigates the correlation between job satisfaction and emotional intelligence and reported a positive significant influence of emotional intelligence on job satisfaction in their study. They use correlation and regression analysis methods to analyse the data collected. Their study is descriptive and not causal research.

[Srivastava et al. \(2021\)](#) tested the emotional intelligence-job satisfaction nexus in a cross-sectional quantitative survey study and analysed the results using the multiple regression analysis methods. Their research findings show a positive significant effect of emotional intelligence dimensions on job satisfaction. Their research is fascinating for the use of moderating variables such as gender in explaining the link between the two variables, and the consideration of various dimensions of emotional intelligence scales. Their study, however, is descriptive.

[Alismail et al. \(2022\)](#) appraised the job satisfaction-emotional intelligence nexus in an empirical study as a cross-sectional quantitative study and analysed data using correlation and regression analysis methods. Their study findings indicate a positive significant association between the two variables under study. Their study is descriptive and not a causal study.

The need for the current research emanates from the fact that the education industry has become competitive and has focused on the best teaching delivery for student satisfaction. A worker's personality is a function of emotional intelligence and that assists the worker to handle the challenging environment of the educational institutions. In Ghana, there is a significant gap in student and teacher ratio, resulting in a more challenging job

environment for the teaching staff. The teaching staff's capacity to handle the emotional and stressful conditions of their work might result in sustained student satisfaction. In the empirical review, in the knowledge of the researcher few works exist in the area of the current study. The current research adds to the literature by filling in this gap.

The specific hypothesis tested in the study per the review is (H1) There is a positive significant linear association between overall emotional intelligence and job satisfaction; (H2) Own emotional awareness significantly affects job satisfaction; (H3) Others' emotional awareness positively significantly affects job satisfaction; (H4) Own emotional management significantly do not affect job satisfaction (H5) Others' emotional management significantly do not affect job satisfaction.

### 3. Methodology

#### 3.1. Research Design/Strategy/Type

The article uses a quantitative research design to evaluate the role of emotional intelligence in job satisfaction. In the design, the relationship between the two variables is quantified and discussed. In quantitative evaluation, there is objectivity which makes the findings and the conclusions more reliable. The article is also descriptive. Therefore, the effect of emotional intelligence on job satisfaction is described. The paper, in addition, is cross-sectional and not longitudinal. Therefore, the data analysed was taken from the respondents once. The cross-sectional approach is used since the research is population-based, and it also makes data collection cost-effective and faster as compared to a longitudinal study.

#### 3.2. Target Population/Sample Size/Sample Selection Method

The target population is the employees of Sunyani Technical University. The sample size for the research is 140 respondents. The convenience sampling method was used in selecting the respondents, due to the current pandemic, it has become more challenging in contacting respondents for data.

#### 3.3. Research Data Used/Collection Tools/Analysis Methods

The empirical assessment of the effect of emotional intelligence on job satisfaction is based on primary and secondary data. Primary data used is the data collected from the respondents in the study using the questionnaire, which the researcher designed and administered personally. The questionnaire was in two parts, part A and part B. Part A deals with the demographic variables, and Part B deals with the subject items. The questionnaire is designed in the five-point Likert scale format. All the subject items were positive statements. The order of coding was as follows: Strongly agree is equal to 5; agree is equal to 4; neutral is equal to 3; disagree is equal to 2; and strongly disagree is equal to 1. Secondary data used in the research was obtained from journal articles and books which were retrieved from the internet. Primary data was analysed using percentages, and frequencies, and linear regression method, as well as Pearson correlation method. The Statistical Package for the Social Sciences (SPSS) version 26 was used in the analysis. Results were depicted in the Tables.

#### 3.4. Ethical Issues

Data were collected from respondents with their consent after the purpose of the research have been explained to the respondents. Also, the data collected were kept confidentially.

### 4. Theoretical and Conceptual Framework

The study is based on the theories proposed by various authors (Baron, 1997; Goleman, 2001; Mayer & Salovey, 1997; Petrides, Pérez-González, & Furnham, 2007; Salovey & Mayer, 1990; Ugoani, Amu, & Kalu, 2015). According to Salovey and Mayer (1990) emotional intelligence is the capability that affords an individual to recognise, and probe other individuals, and his or her emotions, and feelings to affect objectives, and behaviours.

The paper is also based on the works of previous researchers (Cekmecelioğlu et al., 2012; Dormann & Zapf, 2001; Heller et al., 2002; Hoppock, 1935; Robbins, 2002; Rowden, 2002; Spector, 1997; Syptak et al., 1999; Vroom, 1964; Woods & Weasmer, 2002). These researchers have argued that job satisfaction is a function of a worker's work behaviour.

To appreciate the connection between emotional intelligence and job satisfaction has attracted a lot of attention in the literature (Alismail et al., 2022; Ramirez-Asis et al., 2021; Srivastava et al., 2021). These researchers conclude that workers high in emotional intelligence are more satisfied than those low in emotional intelligence. The study is further based on the works of these researchers.

Figure 1 depicts the model for the study. In the estimated model, emotional intelligence is the explanatory variable and job satisfaction is the explained variable.

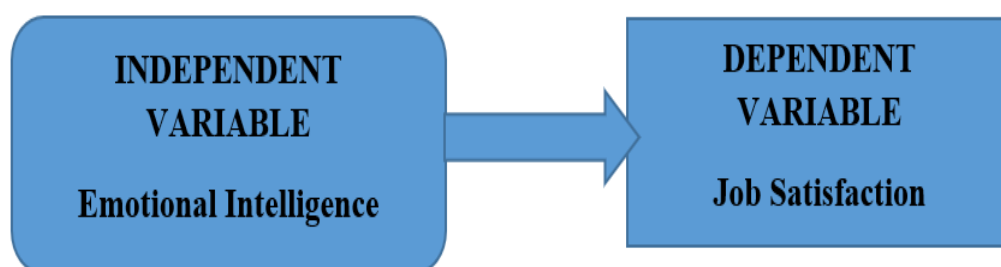


Figure 1. Relationship between emotional intelligence and job satisfaction.

### 5. Empirical Results and Discussions

#### 5.1. Demographic Information

Table 1 illustrates the results of the demographic features of the respondents who took part in the study. The results as illustrated show males are the minority (42%) respondents. The distribution by age show majority of the

respondents (39%) is in the age group of 30 years to 39 years. On educational status, the majority (62%) are degree and diploma holders. On work status, the majority of the respondents (44%) belong to the senior member level.

**Table 1.** Results on demographic features of Respondents.

Variables	Frequency/Percentage (%)
<b>Gender</b>	
Male	59(42.1)
Female	81(57.9)
Total	140(100.0)
<b>Age</b>	
20-29	37(26.4)
30-39	55(39.3)
40-49	38(27.1)
50-59	10(7.1)
Total	140(100.0)
<b>Educational Status</b>	
First Degree/HND/Diploma	87(62.1)
Masters	41(29.3)
PhD	12(8.6)
Total	140(100.0)

**5.2. Reliability and Dimensionality Tests Results**

**5.2.1. Test of Reliability Results**

Table 2 and Table 3 illustrate the reliability test results. The results as illustrated show higher internal consistency since the value of the Cronbach alpha coefficient value are 0.086, and 0.92 in Table 2 and, Table 3 respectively. Cronbach (1951) indicate a value higher than 0.75 means the items on the questionnaire are enough and reliable for the research analysis.

**Table 2.** Results of reliability for emotional intelligence dimensions.

Categories of Statements	Cronbach's alpha	No. of Items	Conclusion
Emotional Intelligence	0.86	15	High reliability

**Table 3.** Results of Reliability for Job Satisfaction factors.

Categories of Statements	Cronbach's alpha	No. of Items	Conclusion
Job Satisfaction	0.92	20	High reliability

**5.2.2. Results of Dimensionality Test**

The results of the dimensionality to assess either whether uni-dimensional or multi-dimensional exist in the items are illustrated in Table 4, Table 5, Table 6, and Table 7. The results as illustrated in the Tables indicate the non uni-dimensional scales, because more than 1 component accounts for about 72% as shown in Table 4, and about 69% as depicted in Table 6. The Eigenvalues are used in making these conclusions. The number of components extracted was 4, in all the results depicted in the Tables.

**Table 4.** Test results for dimensionality for emotional intelligence scales.

Initial Eigenvalues				Extraction Sums of Squared Loadings		
Components	Totals	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.09	33.89	33.89	5.09	33.89	33.89
2	2.77	18.48	52.37	2.77	18.48	52.37
3	1.69	11.27	63.64	1.69	11.27	63.64
4	1.19	7.93	71.57	1.19	7.93	71.57
5	0.71	4.71	76.27			
6	0.66	4.37	80.64			
7	0.52	3.48	84.12			
8	0.51	3.37	87.49			
9	0.41	2.74	90.22			
10	0.38	2.55	92.77			
11	0.32	2.15	94.92			
12	0.24	1.59	96.51			
13	0.21	1.41	97.92			
14	0.19	1.27	99.18			
15	0.12	0.82	100.00			

**Table 5.** Component matrix.

Variables Emotional Intelligence Statements	1	2	3	4
1. Explanation of emotions of colleagues.	0.64	-0.47	-0.27	0.07
2. Discussions of own emotions with colleagues.	0.64	-0.53	-0.35	0.07
3. I can tell my colleagues what will make me feel better if I feel down	0.62	-0.52	-0.36	0.04
4. The emotions I experience I can talk to other colleagues	0.59	-0.55	-0.30	0.06
5. Even if I think they are wrong, I respect the opinion of my colleagues	0.58	-0.29	0.19	0.16
6. I can overcome my frustration when I am frustrated with my colleagues	0.52	-0.20	0.55	0.07
7. I try to see all sides of a disagreement before I conclude when deciding on a dispute	0.50	-0.17	0.68	0.22
8. To my colleagues' ideas I give fair hearing	0.51	-0.07	0.58	0.17

Variables Emotional Intelligence Statements	1	2	3	4
9. Even if they try to hide them, I can read my colleague's true feelings.	0.59	0.09	0.05	-0.60
10. I can gauge their true feelings from their body language When I talk to my colleagues.	0.67	0.26	0.11	-0.54
11. When my colleagues don't mean what they say I can tell	0.69	0.36	-0.04	-0.35
12. For my colleagues my enthusiasm can be contagious	0.61	0.57	-0.06	0.04
13. When they are feeling down, I can cheer my colleagues up	0.56	0.55	-0.15	0.24
14. To share my keenness for a project I can get my colleagues	0.49	0.63	-0.21	0.32
15. To get my colleagues enthusiastic I can provide the spark	0.44	0.55	-0.19	0.36

Table 6. Test results for dimensionality for job satisfaction variables.

Initial Eigenvalues				Extraction Sums of Squared Loadings		
Components	Totals	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.35	41.74	41.74	8.35	41.74	41.74
2	2.77	13.84	55.58	2.77	13.84	55.58
3	1.62	8.12	63.69	1.62	8.12	63.69
	1.10	5.51	69.21	1.10	5.51	69.21
4	0.96	4.82	74.02			
5	0.78	3.89	77.92			
6	0.68	3.41	81.34			
7	0.52	2.58	83.92			
8	0.47	2.37	86.29			
9	0.44	2.21	88.50			
10	0.36	1.81	90.31			
11	0.34	1.70	92.01			
12	0.29	1.47	93.48			
13	0.26	1.29	94.76			
14	0.23	1.13	95.89			
15	0.21	1.03	96.92			
16	0.17	0.87	97.79			
17	0.16	0.78	98.57			
18	0.15	0.73	99.29			
19	0.14	0.70	100.00			
20	0.96	4.82	74.02			

Table 7. Component Matrix.

Variables whether respondents are satisfied with the following variables	1	2	3	4
1. Respect for Workers	0.47	0.58	-0.11	0.17
2. Salary	0.53	0.39	0.24	-0.31
3. Participation in Decision Making	0.60	0.53	0.26	-0.17
4. devotion to Work	0.56	0.57	0.09	0.15
5. The Behaviour of Supervisor towards Employees	0.62	0.41	-0.02	0.39
6. Learning from Colleagues	0.48	0.63	0.04	0.25
7. Leg-Pulling Sincerity	0.58	0.39	0.03	-0.14
8. Physical Facilities Provided to the Workers	0.68	0.12	-0.06	-0.36
9. Equality in Benefits	0.72	-0.07	-0.13	-0.42
10. Problems Solving	0.81	0.00	-0.26	-0.17
11. Work Schedule	0.79	-0.123	-0.30	-0.01
12. Performance Appraisal	0.71	-0.171	-0.48	0.18
13. Clear Authority	0.69	-0.343	-0.48	0.02
14. Clear Responsibility	0.62	-0.225	-0.39	0.11
15. Medical Facilities	0.72	-0.381	0.06	-0.09
16. Transportation Services	0.73	-0.294	0.35	-0.05
17. Personal Office	0.68	-0.319	0.49	-0.05
18. Sports Facilities	0.64	-0.438	0.41	0.01
19. Internet Facilities	0.59	-0.388	0.31	0.33
20. Working Conditions	0.58	-0.209	0.20	0.45

Table 8. Normality test results for emotional intelligence variables.

Scales	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
1. Explanation of emotions of colleagues.	0.29	140	0.000***	0.79	140	0.000***
2. Discussions of own emotions with colleagues.	0.29	140	0.000***	0.83	140	0.000***
3. I can tell my colleagues what will make me feel better if I feel down	0.25	140	0.000***	0.85	140	0.000***
4. The emotions I experience I can talk to other colleagues	0.29	140	0.000***	0.85	140	0.000***
5. Even if I think they are wrong, I respect the opinion of my colleagues	0.27	140	0.000***	0.86	140	0.000***
6. I can overcome my frustration when I am frustrated with my colleagues	0.24	140	0.000***	0.83	140	0.000***
7. I try to see all sides of a disagreement before I conclude when deciding on a dispute	0.29	140	0.000***	0.82	140	0.000***
8. To my colleagues' ideas I give fair hearing	0.29	140	0.000***	0.83	140	0.000***
9. Even if they try to hide them, I can read my colleagues true feelings.	0.23	140	0.000***	0.88	140	0.000***

Scales	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig.
10. I can gauge their true feelings from their body language When I talk to my colleagues.	0.25	140	0.000***	0.87	140	0.000***
11. When my colleagues don't mean what they say I can tell	0.27	140	0.000***	0.87	140	0.000***
12. For my colleagues my enthusiasm can be contagious	0.27	140	0.000***	0.86	140	0.000***
13. When they are feeling down, I can cheer my colleagues up	0.31	140	0.000***	0.82	140	0.000***
14. To share my keenness for a project I can get my colleagues	0.31	140	0.000***	0.83	140	0.000***
15. To get my colleagues enthusiastic I can provide the spark	0.26	140	0.000***	0.85	140	0.000***

Note: \*\*\* denotes significance at a 1% level.

Table 9. Normality test results for emotional intelligence variables.

Scales	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig.
Own Emotions Awareness	0.15	140	0.000***	0.91	140	0.000***
Own Emotions Management	0.14	140	0.000***	0.94	140	0.000***
Others' Emotions Awareness	0.14	140	0.000***	0.94	140	0.000***
Others' Emotions Management	0.16	140	0.000***	0.92	140	0.000***

Note: \*\*\* denotes significance at a 1% level.

Table 10. Normality test results for emotional intelligence.

Scale	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig.
Emotional Intelligence	0.12	140	0.001***	0.95	140	0.000***

Note: \*\*\* denotes significance at a 1% level.

Table 11. Results of normality test.

Scales	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig.
1. Respect For Workers	0.24	139	0.000***	0.79	139	0.000***
2. Salary	0.21	139	0.000***	0.895	139	0.000***
3. Participation In Decision Making	0.23	139	0.000***	0.89	139	0.000***
4. Devotion t Work	0.29	139	0.000***	0.85	139	0.000***
5. The Behaviour of Supervisor towards Employees	0.25	139	0.000***	0.86	139	0.000***
6. Learning From Colleagues	0.27	139	0.000***	0.86	139	0.000***
7. Leg-Pulling Sincerity	0.24	139	0.000***	0.89	139	0.000***
8. Physical Facilities Provided to the Workers	0.28	139	0.000***	0.87	139	0.000***
9. Equality in Benefits	0.22	139	0.000***	0.88	139	0.000***
10. Problems Solving	0.28	139	0.000***	0.86	139	0.000***
11. Work Schedule	0.26	139	0.000***	0.87	139	0.000***
12. Performance Appraisal	0.27	139	0.000***	0.86	139	0.000***
13. Clear Authority	0.29	139	0.000***	0.85	139	0.000***
14. Clear Responsibility	0.29	139	0.000***	0.86	139	0.000***
15. Medical Facilities	0.24	139	0.000***	0.89	139	0.000***
16. Transportation Services	0.19	139	0.000***	0.89	139	0.000***
17. Personal Office	0.21	139	0.000***	0.90	139	0.000***
18. Sports Facilities	0.19	139	0.000***	0.91	139	0.000***
19. Internet Facilities	0.23	139	0.000***	0.89	139	0.000***
20. Working Conditions	0.19	139	0.000***	0.91	139	0.000***

Note: \*\*\* denotes significance at a 1% level.

### 5.2.3. Normality Test Results

Kolmogorov-Smirnov and Shapiro-Wilk tests were employed to assess the nature of normality in the data set used. Table 8 to Table 12 illustrate the test outcome. The test outcome shows the data is skewed because the probability values are less than 0.05, except for the results in Table 12. The results in Table 12 indicate the data set is normally distributed since the value of 0.06 is more than 0.05, using the Shapiro-Wilk test.

Table 12. Normality test results for job satisfaction variable.

Scales	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig.
Overall, Job Satisfaction	0.06	140	0.000***	0.982	140	0.064*

Note: \* and \*\*\* denotes significance at a 10% and 1% levels.

### 5.3. Correlation Results on Emotional Intelligence and Job Satisfaction

The correlation results in the association between overall job satisfaction and overall emotional intelligence is exhibited in Table 13. The results show a significant positive association between overall job satisfaction and overall emotional intelligence. The association between the four emotional intelligence dimension scales and job satisfaction are indicated in Table 14. The results show a positive association between overall job satisfaction and the four emotional dimension scales examined.

**Table 13.** Correlation results on overall emotional intelligence and overall, job satisfaction.

Variable	Emotional Intelligence	Job Satisfaction
Emotional Intelligence	1	
Job Satisfaction	0.58***	1

Note: \*\*\*. Denotes correlation is significant at the 0.01 level (2-tailed).

**Table 14.** Correlation results on emotional intelligence and job satisfaction.

Variables	OEA	OEM	OsEA	OsEM	JS
OEA	1				
OEM	0.39***	1			
OsEA	0.32***	0.37***	1		
OsEM	0.14	0.21**	0.49***	1	
JS	0.46***	0.31***	0.51***	0.32***	1

Own Emotions Awareness (OEA); Own Emotions Management (OEM); Others' Emotions Awareness (OsEA); Others' Emotions Management (OsEM); Job Satisfaction (JS)

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

\*\* . Correlation is significant at the 0.05 level (for 2-tailed).

#### 5.4. Regression Results on Emotional Intelligence and Job Satisfaction

The results of the linear regression performed are depicted in Table 15 and 16. In Table 15, the depicted results show evidence of positive significant influence on job satisfaction of awareness of others' emotions and awareness of own emotions, at the significance level of 1%. The results indicate that, job satisfaction increase by about 24% when awareness of others' emotions increase by 1%, and also increase by about 23%, when awareness of own emotions increases by 1%. The results exhibited in Table 16 look at the total job satisfaction and total emotional intelligence connection. At the significant level of 1%, the results show a positive significant relationship between the two variables. Total job satisfaction increases by almost 65% when total emotional intelligence rises by 1%. The value of the adjusted R-square of 0.347 indicates the overall emotional intelligence explains about 35% of the variation in overall job satisfaction.

**Table 15.** Results of the effect of emotional intelligence scales on job satisfaction.

Variables	Coefficients	Std Error	T-Ratios	P-Value
Constant	1.36	0.32	4.26	0.000***
Own Emotions Awareness	0.23	0.05	4.33	0.000***
Own Emotions Management	0.03	0.07	0.37	0.713
Others' Emotions Awareness	0.24	0.06	3.99	0.000***
Others' Emotions Management	0.09	0.07	1.32	0.188
Dependent Variable: Job Satisfaction				
R=0.61      R-Square=0.37      Adjusted R-Square=0.35				

Note: \*\*\* denotes significance at 1% level.

**Table 16.** Results of the effect of overall emotional intelligence on overall job satisfaction.

Variables	Coefficients	Std Error	T-Ratios	P-Value
Constant	1.08	0.31	3.519	0.001***
Overall Emotional Intelligence	0.65	0.08	8.250	0.000***
<b>Dependent Variable:</b> Job Satisfaction				
R=0.575      R-Square=0.330      Adjusted R-Square=0.325				

Note: \*\*\* denotes significance at a 1% level.

## 6. Discussions

The study provides further understanding to the body of knowledge in the area of emotional intelligence and job satisfaction in linear empirical modelling. The findings corroborate the previous findings that emotional intelligence contributes to the explanation of job satisfaction and worker job commitment since emotional labour is considered one of the key elements of the work of public workers.

The research findings indicate a positive significant connection between overall emotional intelligence and overall job satisfaction using both the correlation and regression analysis methods. There is also a significant positive association between job satisfaction and three emotional intelligence dimensions investigated except own emotional management. The finding of a positive significant connection is in support of that of previous research efforts (Kim & Kim, 2021; Lan & Trinh, 2021; Ramirez-Asis et al., 2021; Srivastava et al., 2021) on the role of emotional intelligence and job satisfaction. The findings of these studies indicate that respondents higher on emotional intelligence are higher on the job satisfaction scale, and are more satisfied with their job than respondents lower on the emotional intelligence dimensions scale.

The findings also support some previous research (Badawy & Magdy, 2015; Kassim et al., 2016; Long et al., 2016) findings that not all emotional intelligence dimensions positively significantly influence job satisfaction. For example, in the Badawy and Magdy (2015) study, all the dimensions evaluated did not significantly influence job satisfaction, whereas in the Kassim et al. (2016) study, some dimensions of emotional intelligence positively significantly influence job satisfaction, whereas some dimensions also did not significantly influence job satisfaction. Similarly, in the study of Long et al. (2016) only dimensions such as emotional self-awareness, and emotional management of others significantly affect job satisfaction.

The implication is that the management of organisations should put in place measures that will contribute to the development of strong and stable emotional intelligence of their workers since their job satisfaction is a key function of emotional intelligence. Theoretically, the current research findings support the theoretical proposition that emotional intelligence is a multidimensional construct since the dimensions evaluated positively significantly influence job satisfaction differently.



## 7. Conclusions

In the research, the association between overall job satisfaction and overall emotional intelligence as well as emotional intelligence dimensions have been studied using correlation and regression analysis. The empirical findings show that emotional intelligence and its dimensions affect job satisfaction differently. Overall emotional intelligence positively significantly influences overall job satisfaction, whereas three of the emotional intelligence dimensions evaluated significantly influence job satisfaction, with one dimension not significantly influencing job satisfaction. Respondents higher on the emotional intelligence scale are more satisfied with their job than those lower on the scale. This call for improvement in skills that will enhance respondents' emotional intelligence and hence job satisfaction.

The research though not a causal study is appropriate since the findings are indicative of the advantage emotional intelligence has in supplementing employees' job satisfaction. This indicates that emotional intelligence is a dispositional variable that precedes job satisfaction. Further research using causal modelling is worth embarking on with the introduction of other control variables such as gender, age, and educational level. A longitudinal study is also recommended in further research since the current research is cross-sectional research. This is necessary to determine whether the current findings will be replicated or corroborated.

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