

INFLUENCE OF EMOTIONAL INTELLIGENCE ON EMPLOYEE SATISFACTION: AN EMPIRICAL STUDY OF BANKING SECTOR

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Abstract *This study explores the relationship between emotional intelligence and employee satisfaction among executives working in service sectors in northern India including Delhi/ NCR. Information was gathered, using three instruments, from a sample of 120 managers, by using the emotional intelligence scale developed by Chadha and Singh (2001) and job satisfaction scale developed by Harris (2000). It was found that there is a very strong significant linear relationship between emotional intelligence and employee satisfaction. This research therefore adds a new dimension to employee performance, leadership and emotional intelligence, since no similar study has been conducted.*

Keywords: *Emotional Intelligence, Employee Performance, Emotional Maturity, Emotional Competency, Emotional Sensitivity*

INTRODUCTION

Emotional intelligence plays an important role in our working lives. Not surprisingly, a central thoughtful phenomenon is to understand business leaders who can secure the emotional side of an organisation will permeate strength and meaning into management structures, and bring them to meaningful life (Mayer & Caruso, 2002). However, it is only recently that management researchers have seriously considered the question about the context of the workplace. The interest in the research community in this search for efficiency is reflected on the attention it has given to employee satisfaction with recent years.

Job satisfaction has been conceptualised as a complex construct to measure the global attitude to an employee towards his or her work. Researchers (Spector, 1997; Agho, Muller & Price, 1993) observe that the employee can be either satisfied or dissatisfied with the job. A moderate and consistent relationship has generally been found across various samples between greater job satisfaction and the propensity to remain in the organisation (Brayfield & Crockett, 1955; Herzberg, Mausner, Peterson, & Capwell, 1957; Porter & Steers, 1973; Vroom, 1964). According to Webster's Dictionary (1986), job satisfaction refers to how well a job provides fulfillment of a need or want, or how well

it serves as a source or means of enjoyment. Sempane, Rieger, & Roodt, (2002) presented a summary of job dimensions, i.e. work itself, pay, promotions, and recognition, working conditions, benefits, supervision and co-workers that have been established to contribute significantly to employees' job satisfaction. This is postulated to influence employees' opinion of "how interesting the work is, how routine, how well they are doing, and, in general, how much they enjoy doing it" (McCormick & Ilgen, 1985, p. 309).

The researches have shown employee satisfaction is related to the emotional intelligence (Dasborough, 2006; Sunindijo, Hadikusumo, & Ogunlana, 2007). Luthans (2002) defines emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others. Emotional intelligence comprised self-awareness which deals with knowing our feelings at the moment and using them as a guide to our decision making, self-management which includes handling our emotions so that they facilitate rather than interfering, social awareness which considers sensing people feelings, the ability to take their perspective, and lastly social skills which focus on handling emotions in relationships well and reading carefully social situations, interacting in a smooth way (Watkin, 2000). Emotional intelligence shows a positive work performance (O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011), and increases

affective forecasting accuracy (Hoerger, Chapman, Epstein, & Duberstein, 2012).

To measure emotional intelligence in the Indian context, the scale developed by Chadha and Singh (2001) is widely acknowledged. It has been tested by considering the sample of managers, academicians, businessman, bureaucrats, and employees. Emotional intelligence describes the requirements of emotional skills among the employees. Emotionally stable managers are satisfied with their job as compared to them who are less emotionally stable. Emotional intelligence is the ability of an individual to appropriately and successfully responding to a vast variety of stimuli being elicited from the inner self and the immediate environment (Chadha, 2001). The three dimensions of emotional intelligence are emotional competency, emotional maturity, and emotional sensitivity. Each dimension contains four skills which Indian managers should master to be star performers at the workplace. Managers for instance may have to learn the competencies needed for tackling emotional upsets, high self-esteem, and tactful response to emotional stimuli, and handling egoism. Emotional maturity is reflected in the behavioural pattern exhibited by the managers while dealing with the inner self and the immediate environment. The important aspects of emotional maturity are self-awareness, developing others, delaying gratification, adaptability, and flexibility. In the psychological sense, sensitivity means the characteristic of being peculiarly sensitive and judging the threshold for various types of stimulation, evoking sensations, feelings, and emotions. The managers may seek to evolve the skills of understanding the threshold of emotional arousal, empathy, inter-personal relations, and communicability of emotions in their personality.

REVIEW OF LITERATURE

Emotional Intelligence and Job Satisfaction

Many scholars and researchers have recently started to focus on the role of emotions to determine the satisfaction level of employee at work. Emotional intelligence is an important predictor of job satisfaction (Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004; Carmeli, 2003; S., Tram, & O'Hara, 2006). Employees confer order and consistency to their lives by means of their emotional intelligence (Goleman, 1995); employees with a high level of emotional intelligence experiences face fewer negative incidents in their lives and can successfully cope with the problems occurring in their working and living environments and thus enjoy a better health. Emotional intelligence is considered as an insignificant and miniature phenomenon in an organisation, but it carries an ability to identify and manage feelings, both one's own and other people's to improve people and business

performance and job satisfaction (Collins, 2000). Hence, managers can boost employee satisfaction by considering how emotions influence one's belief and behaviour. Emotional intelligence is referred to as emotional literacy (Goleman, 1995). Individual with emotional intelligence are therefore able to relate to others with a companion and empathy, have well developed social skills, and use this emotional awareness to direct their acts and behaviours.

Emotional intelligence appears to be an important dimension to understand and manage feelings and emotions. Literature has shown that job satisfaction is helpful in evaluating the emotional wellness and mental fitness of employees and the organisations can use the information to improve departmental policies and practices where dissatisfaction is expressed (Spector, 1997). Hendee (2002) expanded and incorporated emotional intelligence as a personal factor which, along with other personal factors such as gender, educational degree, demographic characteristics, etc., affects one's job satisfaction.

Researches on the emotional intelligence construct have recognised its relationship of leadership (Wolff, Pescosolido & Druskat, 2002), self-efficacy (Okech, 2004), mental health (Manhas, 2004), self-esteem (Chauhan, 2008), and aspiration (Wells, 2004). Mayer et al. (2000) in an attempt to clarify the plethora of definitions of emotional intelligence suggested that there are mixed and mental ability models of emotional intelligence. Mixed models comprised social and emotional competencies, which include social skills and personality aspects (Goleman, 1995, 1998), whereas mental ability models scrutinize the interaction between emotion and cognition. Based on Goleman's (1995, 1998) mixed model, motivation forms a subset of emotional intelligence. Other emotional intelligence researchers reject this notion, arguing that they are related, yet separate constructs (Jordon, Ashkanasy, & Hartel, 2003; Mayer & Salovey, 1997). Consequently, we contend that EI will have both direct and indirect effects on employees' satisfaction. To address this issue, an empirical study was undertaken.

To deal with this concern, an empirical study was conducted. This study observes how emotional intelligence skills are associated with employee satisfaction with a sample of managers working in both private and public banks. EI was evaluated by a Scale developed by Chadha and Singh (2001). Harris (2000) scale was used to assess employees' satisfaction. The extent to which demographic characteristics of an employee are related to emotional intelligence is also being included in the study.

OBJECTIVES OF THE STUDY

The objective of the current study was to explore the relationship between emotional intelligence and employee satisfaction among the employees working in a banking

sector. Furthermore the present study also contributes to see if the demographic factors are predictive of emotional intelligence or not.

RESEARCH METHODOLOGY

Data and Sample

For the present study, 120 managers were chosen with the help of convenient sampling method from banking industry representing public and private sector banks in northern India. The managers were selected from different banks having a northern India presence, across all the main states, viz., Haryana, Punjab, Himachal Pradesh, and NCR. For sampling of managers from service industry representing public and private sectors, the bank managers were approached personally, with prior appointment, to brief them about the objectives and scope of the study. After explaining and answering queries, if any, the permission for data collection from their banks was sought.

Variables

Dependent Variable

To measure the employee satisfaction, scale developed by Harris (2000) was used. The scale comprised 5 items, which were measured on a five-point Likert type rating scale ranging from strongly disagree to strongly agree.

Independent Variable

To measure the emotional intelligence among the manager, the scale builds by Chadha and Singh (2001) was used. The present scales comprised three dimensions of emotional intelligence— emotional competency, emotional maturity, and emotional sensitivity. The five point scale comprised 15 questions which measure emotional reactions to an employee in different situations. To find the retest reliability, a sample of 61 males and 59 females from different streams of the population were taken. The validity of the scale was

found to be 0.78.

Control Variables

The present study comprised three demographic variables: gender (1 for male; 2 for female), educational qualification (1 for graduate; 2 for post Graduate), and working experience of an employee (1 for if he has less than 2 yrs. Experience; 2 for if he has more than 2 yrs. Experience).

Hypothesis of the Study

The hypothesis of the study is:-

- Higher emotional intelligence of the employees will lead to more job satisfaction among the employees.
- The three dimensions of emotional intelligence (i.e., emotional sensitivity, emotional maturity, and emotional competency), will be positively related to each other and each one will contribute to predicting overall employee satisfaction with emotional maturity as the main contributor.
- There would be no significant relationship between emotional intelligence and demographic variables (gender, educational qualification, and working experience).

DATA ANALYSIS

To access the relationship between emotional intelligence and employee satisfaction, researcher has used t-test, ANOVA and Pearson correlation.

RESULT

Table 1 shows the mean, minimum, maximum, and standard deviation values of the different dimensions of emotional intelligence used in the present study. The results show that emotional maturity and emotional sensitivity has a slightly same mean but the mean value of emotional competency is slightly more than others dimensions of emotional intelligence. The mean value of employee satisfaction is less as compared to emotional intelligence used in the study; it

Table 1: Descriptive Statistics of the Studied Variables

Variables	N	Minimum	Maximum	Mean	S.D.
Emotional competency	120	8	24	14.38	3.616
Emotional maturity	120	2.00	23.00	10.7750	4.01565
Emotional sensitivity	120	3.00	23.00	10.6417	3.98484
Total EI	120	19.00	64.00	35.8000	9.59482
Employee Satisfaction	120	3.00	19.00	10.5500	3.92760

Table 2: Correlations of EI Parameters with One Another

Variables	Emotional competency	Emotional maturity	Emotional sensitivity	Total EI	Employee satisfaction
Emotional competency	1				
Significance	0.00				
Emotional maturity	.827**	1			
Significance	0.00	0.00			
Emotional sensitivity	.429**	.331**	1		
Significance	0.00	0.00	0.00		
Total EI	.901**	.868**	.716**	1	
Significance	0.00	0.00	0.00	0.00	
Employee satisfaction	.817**	.851**	.332**	.802**	1
Significance	0.00	0.00	0.00	0.00	

** Correlation is significant at the 0.01 level.

may be because of less number of items used to measure employee satisfaction.

Bivariate correlation depicts the significant relationship between the emotional intelligence and job satisfaction. Table 2 shows linear correlation between emotional intelligence and employee satisfaction score, which shows that there is a positive correlation among emotional intelligence and job satisfaction. The correlation coefficient varies from 0.331 to 0.868. Results show that there is a positive correlation between all the dimensions of emotional intelligence (emotional competency, emotional maturity and emotional sensitivity) with each other and with EI.

Table 3 shows the ANOVA result of satisfaction with the EI factors, i.e., competency, maturity, and sensitivity. The main purpose of this test is to determine which three factors are major contributors to overall satisfaction. Results show that competency, maturity, and sensitivity have *F* values 15.57, 23.057, and 2.391 respectively all at a significance level of 0.05. It shows that maturity is the major contributor towards the overall satisfaction among the employees.

Table 4 shows the results of *T*-tests used to show the effect of demographic variables, job satisfaction on emotional intelligence. To check the effect of demographic profile on EI dimensions, the sample was divided into three groups in terms of gender, education, and experience, viz. gender (male vs female), qualification (graduate vs post graduate), and work experience (less than 2 years and more than 2 years). Gender and qualification do not have any significant effect on the EI dimensions whereas work experience has a significant effect on EI with more work experienced people having higher EI. Hence, it can be concluded that hypotheses 1 and 2 are supported whereas hypothesis 3 is not supported.

DISCUSSION

The present study investigates the relationship between emotional intelligence and employee satisfaction of the employees working in service sector. The objectives of the present study are threefold: (1) to determine whether there is a significant relationship between emotional intelligence and employee satisfaction, (2) to find out which dimension

Table 3: ANOVA

Variables		Sum of mean square	Df	Mean square	F	Sig.
Emotional competency	Between Groups	1298.738	16	81.171	15.570	.000
	Within Groups	536.962	103	5.213		
	Total	1835.700	119			
Emotional Maturity	Between Groups	1511.256	20	75.563	23.057	.000
	Within Groups	324.444	99	3.277		
	Total	1835.700	119			
Emotional sensitivity	Between Groups	523.137	17	30.773	2.391	.004
	Within Groups	1312.563	102	12.868		
	Total	1835.700	119			

Table 4: T-Tests to Show the Effect of Demographic Profile on EI Parameters

Demographic profile (Mean Values)		Emotional Competency	Emotional Maturity	Emotional Sensitivity
Gender	Male (61)	14.36	10.72	10.31
	Female (59)	14.41	10.83	10.98
T-Value		-.070	-.148	-.922
Education	G. (48)	14.27	10.66	11.04
	P.G. (72)	14.46	10.84	10.37
T-Value		-.277	-.240	.897
Experience	>=2yrs. (57)	14.02	10.71	10.33
	<2 yrs. (62)	14.61	10.72	10.80
T-Value		-.906	-.009	-.652

**significant at the 0.01 level

of the emotional intelligence is a major contributor towards employee satisfaction, and (3) to see whether the demographic factors are predictive of emotional intelligence or not.

There is a significant relationship between emotional intelligence and employee satisfaction. Our findings are supported by (Bar-On, 1997; Ciarrochi, Chan, & Caputi, 2000; Mayer, Caruso, & Salovey, 2000). Ciarrochi *et al.*'s (2000) research suggests that emotional intelligence is the strongest predictor of job satisfaction among the employees. Emotional intelligence accounts for the major part of a person's success in life whereas IQ has a minor contribution to a person's career success (Law, Wong, and Song, 2004), as emotional intelligence enables an employee to control desire and direct stressful moods well. Emotionally controlled and managed behaviour help the employee to remain hopeful in time of setbacks and develops empathy and social skills. Therefore, employees should seize every opportunity to promote emotional intelligence in training and the workplace to foster accords, efficiency, inventive behaviour, and team building.

All the three dimensions of emotional intelligence, i.e., competency, maturity, and sensitivity are identified as the major contributor to overall employee satisfaction; emotional maturity has been recognised as the chief contributor to overall job satisfaction in the present research. It may replicate that competency of handling emotional troubles, high self-esteem, sensitive reaction to emotional stimuli, and managing egotism. Though, this research has not been reported on any related literature and therefore it is requisite to be authenticated by other researchers as well. However, all the three factors dimensions of emotional intelligence, i.e., competency, maturity, and sensitivity contribute towards emotional intelligence and in turn contribute to employee job satisfaction.

The results show that demographic variables are important factors to predict emotional intelligence. Research reveals that

gender, education and working experience has the capacity to predict emotional intelligence among the employees. Emotionally intelligent employees are mature enough to gains experience (Abraham, 2004); it may be because of employees' interface with people of varied milieu and tastes in the course of their working career. They should have social skills in the course of such interactions. The results also disclose that female employees are more emotionally intelligent as compared to their male counterparts, as they have their own personal profiles of strengths and weaknesses for emotional intelligence capacities. The finding of our study is supported by Grewal & Salovey, (2005), King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002)

Although many efforts have been made to depict the relationship between emotional intelligence and job satisfaction, no research has been done by using formal appraisal records to establish relations between emotional intelligence and employee satisfaction among the managers in Indian context. Therefore, the present study is a reflection of the kinds of research that are the current focus within the area of emotional intelligence and employee satisfaction.

In present study emotional intelligence is significantly related to employee productivity and employee performance and it may have important inference for their recruiters, employers, managers and trainers. By evaluating one's level of emotional intelligence, an organisation may be able to identify the areas of improvement, which may lead to employee satisfaction. It can also be inferred that emotional intelligence might be useful for the managers and supervisors, while selecting and recruitment the employees.

MANAGERIAL IMPLICATIONS

Emotional intelligence is an important dimension to increase the employee. Hence, hiring employees with higher levels of emotional intelligence leads to financial gains, because emotional intelligence is very important for the success of

the growing organisation. Nowadays employees are being more aware about their power, autonomy, learning, making relationships through emotions. Managers should recognise the use of emotional intelligence at the workplace as a facilitator to understand and deal with employees enhancing job satisfaction, with better understanding to get better awareness of where they are and where they want to be. Subsequently by managing and controlling the emotions we can build paths to go forward.

The training of EI is an important step to help the employees in managing their emotions, but it can be quite a difficult task because it is concerned about “being” and not “doing” what can include some changes in people beliefs and values. Hence, it can be concluded that organisations can depart training to the employees through the classic workshops and lectures, but above all personal involvement of the employees is very important to gain advantage from that workshop.

LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

Although the current research took a positive approach in reviewing previous literature of emotional intelligence and job satisfaction and the analysis of the relationship among them using advanced statistical tools, there are some limitations worth acknowledging. These include issues with the research sample size in relation to and with the actual population of managers in service sector of Northern India; the constraint may have direct impact on possible generalisations of the research outcomes and may, therefore, call for further research using a larger sample size. Since the results of this study are based on empirical data, it may be impossible to draw conclusion regarding causality. For example, employees who experience lower levels of emotional intelligence at workplace may perceive less satisfaction. Longitudinal research is needed to examine the causal direction of relationships. Moreover, studies in future should examine the difference in emotional intelligence across different organisations. Moreover, as findings of this research are based only on quantitative research, qualitative research such as in-depth interviews could be attempted in future studies.

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