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## IMPACT OF EMOTIONAL INTELLIGENCE ON WORK PERFORMANCE AND JOB SATISFACTION AMONGST INDIAN WORKING PROFESSIONALS

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**Abstract:** The way people interact with their environment is known as emotional intelligence, and it is thought to be essential for professional success. Employees are crucial to organizations, and their overall satisfaction is closely correlated with emotional intelligence. According to a study, people's job satisfaction and work performance in an organizational setting are highly correlated with emotional intelligence (Bachman, 2000). This study aimed to examine the impact of emotional intelligence on work performance and job satisfaction amongst Indian working professionals. The sample for this study constituted of 160 Indian working professionals within the age bracket of 22 – 50 years from various occupational fields. The sample included both male and female working professionals and the sample was collected using the random sampling technique. Different tools were used to collect data from the participants such as Wong and Law Emotional Intelligence Scale (WLEIS), Individual Work Performance Questionnaire (IWQP), Minnesota Satisfaction Questionnaire (MSQ). Pearson correlation and linear regression were used to evaluate the relationship between emotional intelligence and work performance, as well as the relationship between emotional intelligence and job satisfaction. In this research study, IBM SPSS (statistical package for social sciences) was used to find the Pearson correlation and linear regression of the data gathered, in order to quantify the relationship between the independent and dependent variables. The findings of this study suggested that emotional intelligence is a significant predictor of both work performance and job satisfaction. The results also showed that there is a moderate and positive linear relationship between emotional intelligence and work performance, as well as there is a between emotional intelligence and job satisfaction among Indian working professionals.

**Keywords** – emotional intelligence, work performance, job satisfaction, Indian working professionals

## I. INTRODUCTION

In the previous century, intelligence quotient (IQ) dominated the focus when it came to success. However, there has been a significant shift in the new century towards emphasizing emotional quotient (EQ) or emotional intelligence (EI) over IQ. Emotional intelligence is the way individuals interact with their environment and is considered crucial for the success of professionals. The attitudes of individuals have evolved, leading to a greater emphasis on EQ (George, 2000). Within organizations, employees play a pivotal role, and their overall satisfaction is closely linked to emotional intelligence (Goleman, Boyatzis and Mckee, 2002). A research suggested that emotional intelligence is strongly connected to job satisfaction and work performance of individuals in an organizational setting (Bachman, 2000). This study intends to examine the interrelation among emotional intelligence and work performance, as well as the interconnection between emotional intelligence and job satisfaction amongst Indian working professionals.

### 1.1 Emotional Intelligence

Emotional intelligence (EI or EQ for "emotional quotient") is defined as the capability to grasp, demonstrate, cope, and make use of the emotions positively in social interactions. The potential to understand, decipher, and reciprocate to the emotions of other people is equally important as the skill to exhibit and direct our own emotions. For achievement in life, some experts suggest that the emotional quotient is crucial to a greater extent than IQ. 'Salovey and Mayer' first proposed the idea of emotional intelligence (EI) in 1990, but 'Daniel Goleman', a psychologist, later made it more widely accepted. According to the definition given by them, it is the potential to observe our own and other people's emotions and feelings, to make out the difference between them, and to draw conclusions based on that information. Thenceforth, numerous psychologists and managers have used EI in their studies. The term "emotional intelligence" refers to abilities to recognize and normalize your own and other people's feelings. 'George (2000)', described emotions as intensive feelings that are activated by an external or internal factor, need focus, and interfere with the cognitive activities and behaviour in his study (Forgas, 1992; Morris, 1989; Simon, 1982). 'Bar-On (1985)' is acknowledged for coining the term "emotional quotient," which is often used substitutable with "emotional intelligence". If a person displays enhanced social and self-realisation, and adequate willpower and interpersonal skills, it could be understood that they are intelligent emotionally (Boyatzis, Goleman and Rhee, 2000). A capability to discern, acquire, and create emotions to support thinking, comprehend emotional knowledge, and balance emotional reactions introspectively for supporting both emotional and intellectual growth is known as emotional intelligence (EI) (Mayer and Salovey, 1997). 'Mayer and Salovey' identified the below-mentioned four abilities as part of emotional intelligence in 1997.

- Perception: Accurate verbal and nonverbal expression, as well as emotion assessment, are part of perception.
- Assimilation: It involves production of emotions to help with problem-solving.
- Understanding: It entails acquiring knowledge of emotions in order to foster both intellectual and emotional development.
- Emotion Regulation: This involves controlling one's own and other people's emotions.

Emotional intelligence can be defined as the potential to identify, sustain, and maintain motivating factors as well as the efficiency to express clearly, handle conflicts, and function with other individuals that lead to accomplishments (Stone et al., 1998). Emotional intelligence, according to Bradberry and Greaves (2009), is the skill, competence, and supervision of our senses in comparison to other humans. The study determined that emotional intelligence has four dimensions that is cited below:

- Self-Emotional Appraisal (SEA): A human's capability to comprehend, evaluate his/her intense emotions and to genuinely convey those feelings is known as self-emotional appraisal.
- Others' Emotional Appraisal (OEA): The potential to recognize and comprehend the feelings/emotions of the people who are with them is known as others' emotional appraisal.
- Regulation of Emotion (ROE): The efficiency of individuals in controlling their emotions that enables quicker recuperation from mental stress, is known as regulation of emotion.
- Use of Emotion (UOE): The skill of human beings to channel their emotions towards beneficial activities/tasks and self-attainment and development is known as use of emotion.

Emotional intelligence encompasses intrapersonal intelligence as well as interpersonal intelligence. The external intelligence used to derive sense and maintain relations with other people is known as interpersonal intelligence. Contrarily, intrapersonal intelligence denotes the inner realization that a person utilizes for comprehending himself and is needed for self-awareness, self-inspiration, and self-control. To accomplish academically and professionally, human beings should handle their interpersonal and intrapersonal emotions very effectively (Wijekoon, 2017).

According to Thi Lam et al. (2002), emotional intelligence boosts workers' productivity and performance. EI has a wide range of potential practical advantages for the business world. They include improved physical and mental health (leading to fewer sick days and lower healthcare costs), improved efficiency and productivity, and more creativity and innovation in the workplace (Zulfiqar, U. et al., 2020). Human resource performance can be improved by emotional intelligence (D. Goleman et al., 2013). People with high emotional intelligence can control their emotions and thoughts in a productive way to improve their professional performance (A. Carmeli, 2003). Being able to recognize the reactions of others in the community and being aware of one's own affect states and reactions constitutes competence in the perception of emotions (Malouff et al., 2013). Understanding our own affects, other people's affects, and the causes and effects of these emotions, is a powerful skill (Karimi, 2014). According to Semadar et al. (2006), EI is the best predictor of an employee's performance because it could reflect the achievements through comprehending and regulating their emotions in an appropriate way. The researchers claim that EI gives a person the power to manage their ability to think, empathy, and hope by helping them to encourage themselves, improve their consistency level, manage their impulses, and maintain their moods. Furthermore, according to 'Kierstead (1999)'; 'Bhalla' and 'Nauriyal (2004)', emotional intelligence is associated with two crucial factors, namely personal competence (the capacity to handle oneself) and social competence (the capacity to balance relationships). Good emotional understanding results in more fulfilling relationships, increased well-being, and improved expression and conversation. The important models of emotional intelligence are explained below:

- The Ability Model: It states that emotions are helpful in deriving information to support grasping and handling the social environment. This model states that people vary in their potentials to capture emotional data including their ability towards making connections between emotional processing and more general cognitive processes. This capability is seen to be demonstrated by some adaptive behaviours. In order to show that EI is different from intelligence, 'Elfenbein and MacCann (2017)' combined the six various skills ("emotion perception, emotion expression, emotion attention control, emotion comprehension, self-regulation, and interpersonal regulation") to create a four branch model. This ability model divides EI into four categories: A) recognizing one's own emotions, and also the capability to recognize feelings in others' faces, pictures, voices, and societal artefacts. Since this leads to more forms of emotional processing, and perception is a fundamental component of emotional intelligence; B) harnessing or facilitating emotions refers to the capacity to use feelings to support a range of cognitive tasks like reasoning and problem-solving. A person who has emotional intelligence can make the most of their shifting moods to accomplish their goals; C) emotional literacy, which is the capacity to understand the nuances of emotional relationships and to translate the language of emotions. Detecting subtle differences in affections, recognizing or describing about the changes in emotions over a period of time are necessary for understanding emotions, for instance; D) emotional management, or the capacity to exert emotional restraint over oneself and others. Therefore,

an emotionally intelligent individual can exercise self-control.

- The Mixed Model: This model, created by Daniel Goleman, describes EI using diverse skills and competencies that affect the performance of leaders. Therefore, this model is often utilized in specialized set-ups to up-skill and rate management potential and skills. This framework identifies five essential emotional intelligence constructs as follows: When making decisions, one should have the following qualities: A) self-awareness; B) self-regulation or self-management; C) social ability; D) empathy; E) motivation. 'Goleman (1998)' incorporates a group of emotional skills inside all EI constructs. In order to perform at an exceptionally high level, one must work on and develop their emotional competencies.
- The Trait Model: This model was created by Konstantin Vasily Petrides (2001). Trait EI is defined as a person's self-concept of their emotional capacities. In contrast to the ability-based model, this definition of EI involves behavioural habits and self-deciphered abilities and is self-reported. A personality framework should be used to investigate EI as a trait. According to trait EI, emotional experience is inherently subjective. The trait EI model, which is more comprehensive, incorporates the Goleman model. Another name for the same concept is trait emotional self-efficacy. Self-efficacy is the degree or intensity of our confidence in our potential to carry out responsibilities and realize targets.

It has been discovered that emotional intelligence is a significant predictor of success in a number of areas, such as interpersonal interactions, academic achievement, and job performance. Higher levels of job satisfaction, productivity, leadership effectiveness, and teamwork have all been associated with it. Furthermore, those who have high emotional quotient are good at dealing with stress, handle conflict, plus make decisions during challenging circumstances. There are many ways to develop and enhance emotional intelligence, including self-reflection, feedback from others, and training initiatives.

## 1.2 Work Performance

Work performance (WP) or job performance, is the efficiency with which a person carries out the duties and tasks assigned to them by their employer. It can be measured by a number of things, including the quantity and quality of work produced, meeting deadlines, accomplishing objectives, attendance and punctuality, cooperation among teammates, and adherence to company policies and procedures. Work performance, according to Edwin Locke (1978), is the extent to which a person succeeds in achieving their professional objectives. Work performance, as defined by Richard Campbell and Terri Bartol (1996), is the efficiency with which individuals fulfil the requirements of their jobs. For both individual career development and success as well as organizational success as a whole, good work performance is crucial. It might result in recognition, a pay raise, and promotions. Poor work performance, on the other hand, may result in disciplinary action, termination, and detrimental effects on the person's career and the organization's bottom line. Skills, aptitudes, motivation, work environment, job design, and leadership are all variables that can affect how well an employee performs at work. By setting clear expectations, offering opportunities for training and development, providing feedback and recognition, and fostering a positive work environment, employers can support good work performance. Work Performance (WP) is crucial to the development and growth of an organization. According to Korkaew and Suthinee (2012), improved individual work performance can lead to increased organizational effectiveness and success. Quality of work, punctuality, performance, and end-productivity were suggested as reliable parameters to evaluate work performance by Baytos and Kleiner (1995). Effective training, productivity, and human resource judgment were mentioned by Gatewood and Field (1998) as additional crucial factors to consider when evaluating work performance. Work performance is the collection of elements that come together to determine an employee's overall contribution and level of success on the job (Rotundo & Rotman, 2002). According to Campbell (1990), the following factors of work performance exists across all occupations: task specific behaviors are the core tasks of a job, while non-task specific behaviors are those that don't associate to a single job; written or verbal communication which are activities where the employee is rated on their ability to deliver communication; individuals' performance can be assessed in terms of effort and personal discipline; performance in highly interdependent jobs includes helping groups and colleagues, coaching, giving advice, and maintaining group goals; supervisory or

leadership roles involve taking responsibility for performance, rewards, and punishments; managerial and administrative performance involves setting goals, responding to external stimuli, and monitoring progress. Work performance has various dimensions that is mentioned below:

- Task Performance: It denotes obligatory behaviors
- Contextual Performance: It includes behaviours that do not meet particular requirements of the job's required role
- Citizenship Behaviors: Citizenship behaviours are those that have a positive impact on social and psychological conditions while also advancing organizational goals.
- Counterproductive Work Behaviors: Employees who engage in counterproductive work behaviours do so on purpose and work around the organization's goals.

Core self-evaluations (CSE) consistently and significantly result in work or job performance. It is used by people to assess themselves have the power to forecast favourable work outcomes, particularly job satisfaction and performance. Work performance refers to how well a person performs their job duties and accomplishes work-related goals as determined by a variety of variables, including the quantity and quality of work produced, meeting deadlines, attaining goals, and adhering to company policies and procedures.

### 1.3 Job Satisfaction

Job satisfaction (JS) can be explained as the rate of fulfillment employees feel with their jobs. Job satisfaction, in the words of Spector (1997), is simply how employees feel about different facets of their job. "The degree to which people like (satisfaction) or dislike (dissatisfaction) their work is known as job satisfaction (JS)" (Spector, 1997). It is expanded to include aspects of people's jobs they like or dislike. In addition to employees' ordinary liabilities, it also consist of their relations with colleagues and supervisors, their judgment of the organization's rules/policies, and the consequence of the work on their lives. The positive or negative feelings and attitudes that humans feel towards their work are indicated as their degree of job satisfaction. It is the outcome of a person's assessment of their position and their prior employment experiences. Work itself, pay and benefits, relationships with co-workers and managers, chances for advancement, emotional intelligence, work-life balance, and the overall workplace culture are all factors that can affect job satisfaction. It is a reaction due to the interaction between an employee's values for their job and the earnings they receive from it (Oshagbemi T., 2000). The state of enjoyment an employee derives from their work and their employment can be characterized as their overall attitude or feelings towards the work they do (Robbins S.P., 2000). According to Weiss (2002), job satisfaction is an attitude; however, it is important to clearly distinguish between the cognitive evaluation objects that are influencing (emotion), beliefs, and behaviours. Job satisfaction influences how employees behave and how well an organization performs (Rowden R., 2002). High job satisfaction can result in a number of beneficial outcomes, including increased motivation, commitment, and engagement at work, better mental and physical health, and decreased intentions to leave the company. Low job satisfaction, on the other hand, can result in unfavourable consequences like absenteeism, decreased productivity, and increased turnover. Employees who are satisfied with their jobs or who are present at work have a positive emotional reaction, according to the definition of job satisfaction, an unquantifiable metric. Job satisfaction is affected by the emotional, intellectual, and behavioural factors. Job satisfaction is a subjective experience and differs from employee to employee.

Watson D. et al. (2002), showed that job satisfaction is primarily correlated with two elements: “situational factors (sociological perspective) and personal factors (psychological perspective)”. The different types of job satisfaction are:

- **Extrinsic Job Satisfaction:** It constitutes aspects related to the working environment or it encompasses the environment that the job is being completed in. For example: job security, salary, working conditions, etc.
- **Intrinsic Job Satisfaction:** It is the attitude of a person towards his/her job else, is contentment with the type of work the employee is doing. For example: recognition, responsibility, etc.
- **General Job Satisfaction:** Combining intrinsic and extrinsic job satisfaction results in general satisfaction.

The dispositional theory or trait theory, was designed by ‘Staw’, ‘Bell’, and ‘Clausen’ in 1986. It focused on the attitude of the employee. They emphasized that a person's disposition has an impact on their job satisfaction. This is because different employees may have different ideas of what constitutes a positive experience. Introverted people would choose a cubicle with their own working space, whereas an extroverted person may prefer an open-space office. In 1976, Hackman and Oldham created the model of job characteristics. Employers can use this model to enhance and make the work more interesting for their employees. The model suggests that the five factors of “skill variety, task identity, task significance, autonomy, and feedback” could be altered to frame the work as more interesting, motivating, and satisfying.

According to the above-mentioned points of view, job satisfaction can be measured as either an employee's general or overall satisfaction with their job or as their satisfaction with all aspects of their work. There are many theories and models that try to explain the causes and effects of job satisfaction, which is a multidimensional and complex construct. The job characteristics model, the social exchange theory, and the theory of affective events are a few of these. In general, job satisfaction plays a significant role in an individual's health and productivity at work.

#### **1.4 Emotional Intelligence and Work Performance**

The ability to identify, derive sense, regulate, evaluate, and apply emotions in effective and productive ways during conversation with other individuals is explained as emotional intelligence (EI). Work performance (WP) or job performance is the efficiency with which a person carries out the duties and tasks assigned to them by their employer. It can be evaluated by a number of things, including the quantity and quality of work produced, meeting deadlines, accomplishing objectives, attendance and punctuality, cooperation among teammates, and adherence to company policies and procedures. The majority of interpersonal interactions are controlled by organizational performance in terms of working with customers, getting instructions, reporting to superiors, and interacting with co-workers. Emotional intelligence (EI) is a crucial factor in directing, managing, and regulating people's social, emotional, and personal competencies at work (Anupam et al., 2019). Work performance is significantly impacted by emotional intelligence. Studies have demonstrated that emotional intelligence can enhance job performance. Emotionally intelligent human beings are skilful at controlling own emotions at work, which can result in more fruitful and satisfying interactions with co-workers, clients, and customers. Additionally, they are better able to comprehend and empathize with others' emotions, which can promote improved teamwork, communication, and conflict resolution. According to Ashforth and Humphrey (1995), effective use of emotional intelligence leads to team learning, effective team harmony, and a positive work culture. By understanding how employees' emotions affect their decision-making, According to research by Ashkanasy, Hooper (1999), Abraham (1999), and Goleman (1998), individuals with higher levels of emotional intelligence exhibit greater job satisfaction, organizational commitment, more positive emotional regulation, and lower employee turnover, all of which improve work performance.

## 1.5 Emotional Intelligence and Job Satisfaction

Emotional intelligence (EI) is described as the ability to determine, handle, and convey emotions, while interacting with other individuals in an effective manner. An individual's positive or negative feelings/attitudes towards their job is known as their measure of job satisfaction. It is the outcome of a person's assessment of their position and their prior employment experiences. Work itself, pay and benefits, relationships with co-workers and managers, chances for advancement, emotional intelligence, work-life balance, and the overall workplace culture are all factors that can affect job satisfaction. Increased levels of emotional intelligence is linked with improved levels of intrinsic job satisfaction (Ulutas et al., 2012). "Emotional intelligence, according to Rahman and Haleem (2018), has a significant positive impact on job satisfaction. Similar findings were reached by Khan et al. (2017), who found that all the emotional intelligence dimensions significantly predict job satisfaction." Employees with higher levels of emotional intelligence are satisfied with their work environments, according to Sunita S. et al. (2020). This might be the case because an employee with a higher level of emotional intelligence can better manage their emotions, interact positively with all types of people and circumstances, perform better, and feel more satisfied with their job. This may result in more beneficial and fruitful interactions with co-workers and superiors, which may increase job satisfaction. Employees who are adept at controlling their own emotions are better equipped to handle stress and difficulties at work. Employees are less likely to feel overwhelmed or burned out by their work, which can increase job satisfaction. Employees who are emotionally intelligent can approach problems and decision-making in a more effective and rational way. Employees may experience more job satisfaction as a result of feeling more capable of handling challenges and making significant contributions. Employees with high levels of emotional intelligence may make better team leaders because they are better able to recognize and deal with team members' emotions. This can help team members feel more supported and valued by their leader, which can increase their level of job satisfaction (Goleman et al., 2002). Numerous studies have been conducted to evaluate the relation between emotional intelligence and job satisfaction on an international level as well. Results of these studies have indicated that emotional intelligence and job satisfaction have a strong connection.

## 1.6 Emotional Intelligence, Work Performance, and Job Satisfaction

Among working professionals, "emotional intelligence (EI)" can significantly affect work performance and job satisfaction. Higher emotional intelligence is associated with better work performance, greater job satisfaction, and a higher likelihood of employee engagement, according to various research studies. Emotionally intelligent people communicate more effectively. They are able to communicate clearly, listen intently, and give appropriate responses. This may result in improved teamwork, collaboration, and overall work performance. People with high emotional intelligence are better suited to handle conflict, which occurs frequently at work. They are able to pinpoint the source of the issue, control their own feelings, and empathize with others in order to come up with a win-win solution. This may result in improved working relationships, a greater sense of job satisfaction, and enhanced productivity. Due to pressure from the job, long hours, and other factors, working professionals frequently experience high levels of stress. Stress can be effectively managed by those with high emotional intelligence by employing techniques like mindfulness, relaxation, and encouraging self-talk. This may result in improved job satisfaction; enhanced work performance. Leaders with prominent levels of EI frequently succeed. They can develop trusting relationships with their subordinates, offer constructive criticism, and inspire and motivate their team members. This may lead to a greater degree of worker engagement, enhanced work performance, and job satisfaction. Employers can support their employees in developing their emotional intelligence by offering them training and assistance, fostering open communication, and fostering a supportive workplace environment.

## 1.7 Rationale of the Study

It was discovered after reviewing the literature that emotional intelligence significantly affects work performance and job satisfaction. The inter-relationship between emotional intelligence and job satisfaction and

the relation between EI and work performance has been thoroughly researched on a global scale. The body of research surrounding this study in the Indian context was, however, relatively small. Research pertaining to “the influence of emotional intelligence on work performance and job satisfaction” is lacking, particularly among Indian working professionals and across a range of occupational fields. Through this study, I have attempted to fill the research gap in this area and comprehend the effect of emotional intelligence on work performance and job satisfaction among working professionals of India and across a range of occupational fields.

## II. REVIEW OF LITERATURE

With a focus on job satisfaction as an intermediary, this study examined the inter-connection between emotional intelligence (EI) and the performance among nurses. Emotional intelligence (EI) is defined as the capacity to recognize, comprehend, manage, assess, and make use of emotions in order to relate to and interact with others in a positive and productive way. According to numerous studies, having a higher emotional intelligence is linked to better work performance, greater job satisfaction, and a higher chance of employee engagement. People with emotional intelligence are better communicators. They have the capacity for clear communication, attentive listening, and timely responses. This might lead to enhanced teamwork, cooperation, and general job performance. Strong emotional intelligence is a trait of successful leaders. They can inspire and motivate their team members, offer constructive criticism, and establish trusting relationships with their subordinates. Increased employee engagement, improved job performance, and job satisfaction may result from this. Richa C. et al. (2022), collected data from 385 respondents who worked at both government and private hospitals in the Delhi NCR region to determine the relationship between EI, job performance, and job satisfaction. The authors then used PLS-SEM to analyze the data collected. It was found that there was a significant connection between these three factors, and job satisfaction is a key mediator of the link between EI and job performance. The study also emphasized the value of particular EI skills, like emotion awareness, regulation, and management, in boosting job performance in a variety of contexts. The study discovered that employees who are have good emotional quotient tend to achieve better than those with lower levels of EQ, and that favourable working conditions and compensation policies are crucial in raising job satisfaction. The study suggested that healthcare organizations should take EI into account when hiring nursing staff and include EI in practice guidelines and performance evaluations based on these findings.

The main objective of the study was to explore interlink between emotional intelligence (EI) and work performance of a telecommunication research company in Malaysia. The study's objective was to ascertain whether people's emotional intelligence (EI) abilities are thought to be crucial for work performance because some companies may not place a high priority on their employees' EI skill development. Work performance, also known as job performance, is the effectiveness with which a person completes the responsibilities and tasks that their employer has given them. It can be measured by a variety of criteria, such as the volume and calibre of work produced, adherence to company policies and procedures, meeting deadlines, achieving goals, attendance and punctuality, and teamwork. Conflict is a common occurrence at work, so those with high emotional intelligence are better equipped to handle it. To find a win-win solution, they are able to identify the problem's root cause, manage their own emotions, and empathize with others. This might lead to better working relationships, and enhanced work performance. The study involved a sample of 66 participants, including senior researchers and researchers. To identify and measure the background, EI, and job performance of the employees, Norliza M. et al. (2022), distributed a set of questionnaires. The findings indicated a strong positive correlation between EI and work performance. The study also explored how different employee characteristics, including gender, marital status, age, and work experience, impacted their work performance. Researchers discovered that married employees had a stronger relationship between EI and job performance than unmarried employees. The researchers advise organizations to implement EI development programmes for current staff in order to enhance their productivity at work based on the study's findings. This study emphasized the value of EI competencies for productivity at work and advised employers to give EI competency training top priority.

In recent years, psychological research on emotional intelligence (EI) has grown significantly.



Particularly notable are the fields of management, academia, the life sciences, and psychology where it is relevant. Shalini S. et al. (2021), explored the relationship between job satisfaction (JS) and emotional intelligence (EI) among healthcare professionals in the Delhi NCR region of India. The research also investigated whether gender modifies the relationship between EI and job satisfaction. The researchers collected data through a structured survey that was administered to 260 healthcare professionals, including doctors and nurses from various hospitals in the Delhi NCR region. The relevant variables were evaluated using standardized instruments. Analyses of linear regression and moderated regression were made use to test the hypotheses. The results of the study indicated that the constructs of emotional intelligence significantly affect how satisfied healthcare professionals are with their jobs. There is a significant impact of EI on job satisfaction among healthcare professionals. These results highlighted the value of EI in providing patients with high-quality healthcare services. The study emphasized how crucial it is for healthcare professionals to comprehend emotional intelligence and develop it in order to improve patient care and their own job satisfaction.

The study aimed to investigate how organizational commitment and emotional intelligence (EI) affect job performance. The level of dedication and engagement that team members have for the organization as a whole is referred to as organizational commitment. A sample of 251 participants from a private hospital participated in the study. Abdul H.R. et al. (2020), assessed the impact of organizational commitment and emotional intelligence on job performance. Structural equation modelling (SEM) was used to analyze the data, and LISREL and SPSS were utilized to test the hypotheses. The results showed that both job performance and organizational commitment were significantly, as well positively impacted by emotional intelligence. Additionally, it was discovered that organizational commitment significantly and favourably affected job performance. The study also discovered that the relationship between organizational commitment among employees and job performance was mediating. Based on these findings, companies can improve job performance by concentrating on initiatives that help employees develop their emotional intelligence. Organizations can indirectly improve job performance by increasing organizational commitment by prioritizing the development of emotional intelligence. In conclusion, this study examined how organizational commitment, job performance, and emotional intelligence are related in a private hospital setting. The findings showed how crucial emotional intelligence is to improving organizational commitment and job performance, with organizational commitment serving as a bridge between these two factors.

The primary goal of this study was to determine how organizational commitment, job satisfaction, and emotional intelligence relate among secondary level teachers in Pakistan. The research additionally investigates into how these factors are influenced by gender and age. It has been determined that teachers' abilities and skills serve as the means by which practices, strategies, techniques, and tools chosen and created by teachers, as well as various personality traits and styles, lead to organizational outcomes. In order to accomplish these research goals, a sample of 150 secondary school teachers was chosen using stratified random sampling with proportional allocation to each stratum. A structured questionnaire was used in a field survey to gather data from the participants. Hussain et al. (2014), found that the three factors under investigation—job satisfaction, organizational commitment, and emotional intelligence have a significant positive relationship. Additionally, the study discovered that teachers of various age groups and genders exhibit the same levels of organizational commitment and job satisfaction. The emotional intelligence of the two genders did, however, differ significantly, with women showing higher emotional intelligence than men. This study offers insightful information about the elements that affect teachers' organizational commitment and job satisfaction, and it highlights the implication of emotional intelligence in workplaces, specifically in the field of education.

The concept of emotional intelligence, or EI, has become important in both psychology and management. In this study, Zakieh S. et al. (2013), focused on analyzing how emotional intelligence affected employees' commitment, performance, and job satisfaction in the industries of Iran's Fars Province. Employees from a variety of Fars Province industries made up the sample for this study. 350 participants in all were chosen at random and given questionnaires. 289 fully-completed questionnaires from this group were used to analyse

the data. The MSEIS (Schutte, Malouff, & Hall, 1998) was used by the researchers to gauge the emotional intelligence of the workforce. The Grikson (1983) questionnaire was used to gauge job satisfaction. Additionally, information regarding employee commitment was gathered using the Alen and Mayer questionnaire (1990). The study's findings demonstrated an association between employees' job satisfaction and their emotional intelligence. Additionally, a strong correlation between emotional intelligence and job performance was found. Employee commitment and emotional intelligence, however, did not significantly correlate. These findings highlighted how important emotional intelligence is in situations involving the workplace. In conclusion, this study looked into how employees in Fars Province industries in Iran reacted to their jobs in terms of commitment, performance, and job satisfaction. The findings demonstrated the value of EI at workplaces by showing a positive relationship between job satisfaction and work performance.

The target of this study was to explore how emotional intelligence (EI) affects job performance and the value of EI in managing human resources in organisations. The importance of EI among employees has grown as a result of the changing nature of industries. The goal of the study was to better understand how employees' awareness of and skilful management of their emotions can improve their effectiveness, productivity, and job satisfaction as well as foster amiable workplace relationships. Praveen R.N. et al. (2012), examined "components of EI, including self-awareness, self-management, relationship management, and social awareness, to assess the employees' EI capabilities." The study acknowledged that an individual's emotional state can influence a group, both positively and negatively, and highlights the importance of effectively managing emotions when addressing a group. Furthermore, it emphasized the role of relationships and communication between management and employees in influencing job performance and organizational commitment. The study discovered a relationship between EI and work performance that is positive based on a review of the prior literature. It emphasised the necessity of helping people build their EI competencies in order to enhance organisational commitment and administrative practises. The current paper was conceptual and analytical in nature, but it made the case that empirical measurement of variables could lead to more precise results. The study also highlighted the significance of EI constraints for organisational productivity, including social awareness, self-management, and self-awareness. It came to the conclusion that effective personal competencies within EI are crucial for job satisfaction, organisational commitment, and a decrease in turnover intention, ultimately increasing the value and effectiveness of human resources as a whole. The inferences and connections made in this study add to earlier findings and shed light on the importance of EI at workplace.

The research paper focused on examining the critical role that employee performance plays in the success and efficiency of organisations. In particular, Ayswarya R. et al. (2011), aimed to examine the link between emotional intelligence, job satisfaction, and job performance among women employed in India's Information Technology (IT) industry. The researchers used a survey research methodology and used questionnaires with standardised tools to gather data. 150 women who worked in the IT industry were included in the sample at random. Several significant conclusions were drawn after the collected data were analysed. First, an association among emotional intelligence, job satisfaction, and performance was found to be statistically significant. This suggests that among women working in the IT industry, higher levels of emotional intelligence and job satisfaction were linked to better job performance. The research also revealed that emotional intelligence and job satisfaction were important predictors of the variation in job performance. In other words, the participants' level of job performance was influenced by their emotional intelligence and level of job satisfaction. These results underlined how crucial emotional intelligence and job satisfaction are to improving job performance for women working in the IT industry. Organisations in this sector would benefit from encouraging emotional intelligence skills among employees and setting a high priority on job satisfaction in the workplace. Organizations might see improved job performance as a result, which would then improve their overall performance and effectiveness.

### III. AIM

To examine the impact of emotional intelligence on work performance and job satisfaction amongst Indian working professionals.

### IV. OBJECTIVES

1. To assess the impact of emotional intelligence on work performance among Indian working professionals.
2. To assess the impact of emotional intelligence on job satisfaction among Indian working professionals.

### V. HYPOTHESES

1. H1: Emotional intelligence will significantly predict work performance.
2. H2: Emotional intelligence will significantly predict job satisfaction.

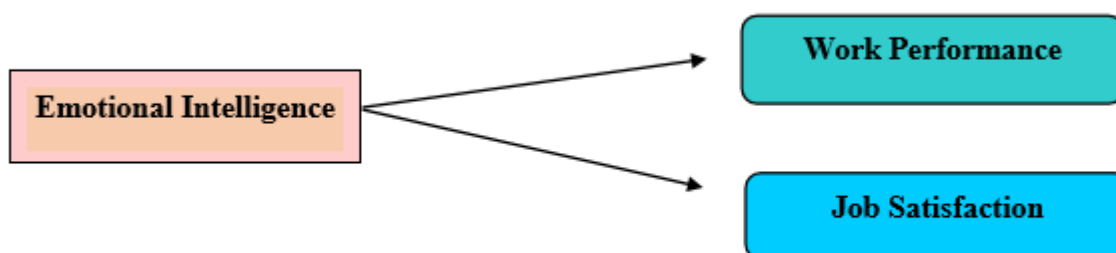


Figure: A Conceptual Framework

### VI. METHODOLOGY

For this research, data was collected from 160 Indian working professionals who belonged to various occupational fields and within the age range of 22 – 50 years. The sample for this study was collected using the random sampling technique. Standardized tools such as Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002); Individual Work Performance Questionnaire (IWPQ) by Koopmans (2015); Minnesota Satisfaction Questionnaire (MSQ) by Weiss, Dawis, England, and Lofquist (1967) were employed to gather and measure the data collected regarding emotional intelligence, work performance, and job satisfaction of the participants. The questionnaires were distributed to 160 Indian working professionals. The collected data was scored, analyzed, and interpreted as per the manual. In this study, descriptive statistic method (quantitative data analysis) was utilized. Pearson correlation and linear regression were used to evaluate the relationship between emotional intelligence and work performance, as well as the relationship between emotional intelligence and job satisfaction. The gathered data was logged into Microsoft Excel, and then IBM SPSS was used to find Pearson correlation and linear regression of the data gathered in order to evaluate the interconnection among the independent (emotional intelligence) and dependent variables (work performance, job satisfaction).

#### 6.1 Sample

A sample is a representative portion of a population. A sample of 160 Indian working professionals who belonged to various occupational fields and within the age bracket of 22 – 50 years were selected for this study. The sample included both male and female working professionals. The sample was collected using the random sampling technique.

## 6.2 Inclusion Criteria

- Individuals who belong to the age range of 22 – 50 years.
- Individuals who are currently working in an organization.
- Individuals who are currently working in India.
- Individuals who are Indian working professionals.
- Individuals who are willing to engage in the study.

Total 170 individuals took part in this study. Among these, 10 of the participants' results were excluded for not meeting the inclusion criteria. In the end, the sample size was found to be 160.

## 6.3 Variables

Any quality, number, or quantity that can be measured or counted is referred to as a variable. "The cause is the independent variable and is unaffected by the other variables used in the study. Effect is the dependent variable. If independent variable changes, it affects the value of the dependent variable." In this research study, emotional intelligence (cause) is the independent variable, while work performance (effect) and job satisfaction (effect) are the dependent variables.

1. Independent Variable – emotional intelligence
2. Dependent Variables – work performance and job satisfaction

## VII. RESULT ANALYSIS

**Analysis of Demographic Profile:** In this research, 160 participants were randomly selected, out of whom 68 were male and 92 were female. The sample for this research included 160 Indian working professionals who belonged to various occupational fields and within the age range of 22 – 50 years. It was found that most of the subjects belonged to the age cohort of 22 – 30 years. It was also discovered that maximum number of the participants who engaged in this study have work experience ranging from 1 – 5 years, and a few participants even have work experience of more than 15 years. Data regarding emotional intelligence, work performance, and job satisfaction were collected from the participants, and the collected data was logged into Microsoft Excel. IBM SPSS was used to analyze and interpret the results of this study.

**Table 7.1: Descriptive Statistics and T-Test**

	Male			Female			t	Sig
	N	M	SD	N	M	SD		
Emotional Intelligence	68	5.44	0.68	92	5.32	0.75	1.048	0.486
Work Performance	68	43.97	9.12	92	44.89	10.21	-0.587	0.293
Job Satisfaction	68	73.58	9.21	92	72.33	9.560	0.83	0.651

The total number of responses are 160 or N=160. There were 68 male participants and 92 female participants. The mean and standard deviation score obtained for male participants: emotional intelligence is 5.44 and 0.68 respectively; for work performance is 43.97 and 9.12 respectively; for job satisfaction is 73.58

and 9.21 respectively as shown in (Table 7.1). The mean and standard deviation score obtained for female participants: emotional intelligence is 5.32 & 0.75 respectively; for work performance is 44.89 and 10.21 respectively; for job satisfaction is 72.33 and 9.56 respectively as shown in (Table 7.1). There is no significant difference between the results obtained for male and female participants as indicated in Table 7.1.

**Table 7.2: Correlations**

Variable	N	M	SD	1	2	3
Emotional Intelligence	160	5.37	0.72	-	-	-
Work Performance	160	44.51	9.71	0.385**	-	-
Job Satisfaction	160	72.8	9.4	0.413**	0.297	-

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

The total responses is 160 or N=160. The mean and standard deviation score obtained for emotional intelligence is 5.37 and 0.72; for work performance is 44.51 and 9.71; for job satisfaction is 72.80 and 9.40 as shown in Table 7.2. In this study, according to the results shown in the table above (Table 7.2), there is a direct and positive interrelation found between emotional intelligence and work performance based on the coefficient value of .385 being significant at the 0.01 significance level which is also expressed as  $r(df) = [r \text{ value}], p = [p \text{ value}] / r(1) = [.385], p = [<.001]$ . A positive and direct interconnection was identified between emotional intelligence and job satisfaction based on the coefficient value of .413 being significant at the 0.01 significance level that can also be expressed as  $r(df) = [r \text{ value}], p = [p \text{ value}] / r(1) = [.413], p = [<.001]$ . This shows that emotional intelligence is moderately correlated with both work performance and job satisfaction.

**Table 7.3: Regression**

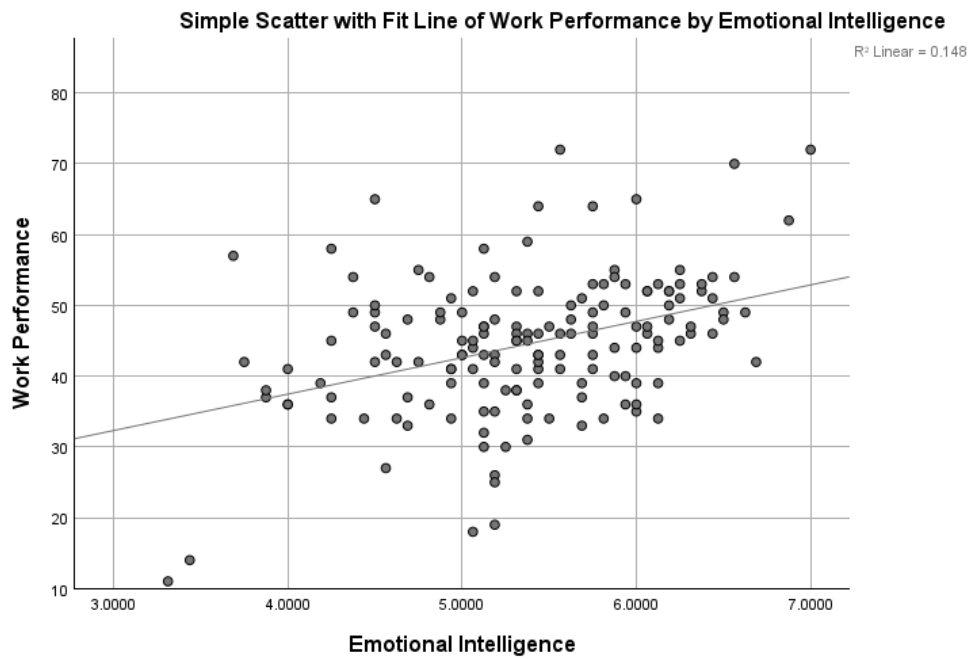
Variable	Emotional Intelligence				
	$\beta$	Standard Error	t	p	$r^2$
Work Performance	16.87	5.31	3.176	<.001	0.148
Job Satisfaction	44.1	5.07	8.692	<.001	0.171

a) Dependent Variable: Work Performance, Job Satisfaction

b) Predictor: (Constant), Emotional Intelligence

In this study, based on the results shown in the table above (Table 7.3), it is found that there is positive, linear relationship of moderate strength between emotional intelligence and work performance [linear regression equation: work performance = 16.8 + (5.145\*emotional intelligence)]. It is also identified through the results shown in the table above (Table 7.3), that there is positive, linear relationship of moderate strength among

emotional intelligence and job satisfaction [linear regression equation: job satisfaction = 44.1 + (5.342\*emotional intelligence)]. Hence, there is a moderate, positive, and linear correlation between the independent variable (emotional intelligence) and the dependent variables (work performance, job satisfaction).



**Fig.1. Scatter Plot of Work Performance by Emotional Intelligence**

Figure 1 indicates a moderate positive correlation between emotional intelligence and work performance. There is a positive linear relationship of moderate strength between emotional intelligence and work performance. Hence, an increase in emotional intelligence will lead to an increase in the work performance of Indian working professionals.



**Fig.2. Scatter Plot of Job Satisfaction by Emotional Intelligence**

Figure 2 indicates a moderate positive correlation between emotional intelligence and job satisfaction. There is a positive linear relationship of moderate strength between emotional intelligence and job satisfaction.

Hence, an increase in emotional intelligence will lead to an increase in the job satisfaction of Indian working professionals.

## VIII. TESTING OF HYPOTHESES

**Table 8.1: Summary of Hypotheses Testing**

No.	Hypotheses	Value	Remarks
1.	Emotional intelligence will significantly predict work performance.	$\beta = .385; p < .001$	Accepted
2.	Emotional intelligence will significantly predict job satisfaction.	$\beta = .413; p < .001$	Accepted

Analysis of Hypotheses: The first hypothesis (H1) states that emotional intelligence will significantly predict work performance. Based on the results obtained (Table 7.2 and 7.3) (Figure 1), the first hypothesis is accepted. The second hypothesis (H2) states that emotional intelligence will significantly predict job satisfaction. Based on the results obtained (Table 7.2 and 7.3) (Figure 2), the second hypothesis is also accepted. This indicates that emotional intelligence is a significant predictor of both work performance and job satisfaction. Hence, both the hypotheses of this research are accepted and valid as shown in Table 8.1.

## IX. DISCUSSION

The primary aim of this research study was to explore the impact of emotional intelligence on work performance and job satisfaction amongst Indian working professionals. Data from 160 participants (randomly selected) were collected regarding emotional intelligence, work performance, and job satisfaction and the collected data was logged into Microsoft Excel. Further, IBM SPSS was used to analyse and interpret the results of this study. Richa C. et al. (2022) in their research, had discovered that employees with good levels of EI perform better as compared to those with lower levels of EI. Also, they have a high degree of job satisfaction. There were two hypotheses of this study. The first hypothesis stated that emotional intelligence will significantly predict work performance. Based on the analysis of the results, it was found that the first hypothesis is accepted. The second hypothesis stated that emotional intelligence will significantly predict job satisfaction. According to the results obtained, the second hypothesis is also accepted. Hence, both the hypotheses of this research are accepted and valid. It can be concluded that emotional intelligence is a significant predictor of both work performance and job satisfaction across various occupational fields in India. In this study, it is interpreted that there is a positive and moderate correlation found between emotional intelligence and work performance. Also, a moderate and positive correlation is identified between emotional intelligence and job satisfaction. Therefore, it is notable that there is a moderate correlation between emotional intelligence and work performance as well as between emotional intelligence and job satisfaction. These results are coherent with the findings of previous studies done by Ahsaan S. et al. (2020), who confirmed through their study that there is positive and moderate interrelationship between work performance and EI among school teachers and Qaiser S. et al. (2020) had identified through their research that there is a positive interrelation among emotional intelligence and job satisfaction among secondary school heads. With respect to this research, it was found that emotional intelligence is a moderate predictor of work performance. It was also identified through the results that emotional intelligence is a moderate predictor of job satisfaction. Hence, emotional intelligence is a moderate predictor of both work performance and job satisfaction. These findings are in accordant with the results of a previously

done research by Helen M. et al. (2020), who identified through their research that EI is a moderate predictor of work performance as well as job satisfaction among US working adults. To sum up, there is a moderate, positive, and linear relationship between emotional intelligence and work performance among Indian working professionals. Increased emotional intelligence will lead to an increase in the work performance of the working professionals. This indicates that emotional intelligence is a significant indicator of work performance. There is also a moderate, positive, and linear relationship between emotional intelligence and job satisfaction among Indian working professionals. Increased emotional intelligence will lead to an increase in the job satisfaction of the working professionals. This indicates that emotional intelligence is a significant indicator of job satisfaction.

## X. CONCLUSION

The goal of this study was to assess the impact of emotional intelligence on work performance and job satisfaction amongst Indian working professionals. Two hypotheses were generated to study the objectives of this research. Linear regression and correlation analysis were employed to evaluate and analyse the data and to assess the connection between the independent variable (emotional intelligence) and dependent variables (work performance, job satisfaction). According to the results obtained, both the hypotheses were accepted and valid proving that emotional intelligence is a significant predictor of both work performance as well as job satisfaction. In reference to various research studies, higher emotional intelligence is associated with better work performance, greater job satisfaction, and a higher likelihood of employee engagement among working professionals. Emotionally intelligent individuals communicate more effectively. They are able to speak clearly, pay close attention when others are speaking, and respond appropriately. As a result, there may be an improvement in overall work performance, teamwork, and collaboration. Conflict is a common occurrence at work, so those with high emotional intelligence are better equipped to handle it. They are able to identify the problem's root cause, manage their own emotions, and empathise with others in order to find a win-win solution. This may result in improved working relationships, a greater sense of job satisfaction, and enhanced productivity. Working professionals frequently experience high levels of stress as a result of pressure from the job, long hours, and other factors. Those with high emotional intelligence can effectively manage their stress by using strategies like mindfulness, relaxation, and positive self-talk. Strong emotional intelligence is a trait of successful leaders. They can inspire and motivate their team members, offer constructive criticism, and establish trusting relationships with their subordinates. This may lead to a greater degree of worker engagement, enhanced work performance, and job satisfaction. Employers can aid their employees in developing their emotional intelligence by offering them training and assistance, fostering open communication, and creating a supportive workplace environment. In conclusion with reference to this study, among Indian working professionals, emotional intelligence and work performance have a significant positive relationship. The work performance of professionals will improve as their emotional intelligence increases. This denotes that emotional intelligence is a key predictor of work performance. There is also a significant positive link between emotional intelligence and job satisfaction among Indian working professionals. The job satisfaction of working professionals will improve as their emotional intelligence increases. This indicates that emotional intelligence is a significant predictor of job satisfaction. This proves that both the hypotheses of this research study are accepted and valid. Therefore, it can be concluded that emotional intelligence is a significant predictor of both work performance and job satisfaction and the results also showed that there is moderate, positive and linear relationship that exists between emotional intelligence and work performance, as well as between emotional intelligence and job satisfaction amongst Indian working professionals and these findings are also valid across various occupational fields in India.



## XI. LIMITATIONS AND FUTURE IMPLICATIONS

One constraint of this research is the limited sample size, therefore, the results may not be applied or generalizable to a larger population of Indian working professionals. There is a need for further research to be conducted with a larger sample size to strengthen the findings of this study especially in the Indian context. Future research on this subject is anticipated to consider the correlation between working professionals who are male and female as well as the correlation between the various occupational fields in relevance to this research topic.

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