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Emotional Intelligence and Job Satisfaction among the Employees of Private Sector

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ABSTRACT

Any organization seeking to enhance growth and productivity must possess emotional intelligence and ensure worker satisfaction. Emotional intelligence is crucial in every workplace. It affects job happiness and the general mental well-being of an individual. This study seeks to ascertain the correlation between emotional intelligence and job satisfaction among employees in the private sector. Thirty private sector employees were administered the Singh and Sharma (2009) Job Satisfaction Scale to assess their job satisfaction and the Hyde, Pethe, and Dhar (2001) Emotional Intelligence Scale to evaluate their emotional intelligence. The results demonstrate a robust positive link between emotional intelligence and job happiness. It also affirms that emotional intelligence is a significant predictor of job satisfaction in the private sector.

Keywords: private sector workers, satisfaction with job, and emotional intelligence.

Introduction:

The capability to properly employ emotions in a certain context is the ability to grasp and control them. Emotional intelligence (EI) is the capacity to recognize, regulate, express, and assess feelings. Although no direct links have been discovered, studies have shown that those with high emotional intelligence are better leaders, have better mental health, and perform better at work.

Emotional Intelligence:

Emotional intelligence is a special kind of intellect that lets one grasp and control feelings. It's more important to be "Heart smart" than only "Book smart." Research indicates that for pleasure and life success, emotional intelligence is at least as important as intellectual ability.

Understanding and controlling emotions helps one to reach goals, succeed in business, and build meaningful relationships. Emotional intelligence can be cultivated all through life. Many of us have been taught to question our feelings. Emotions are supposed to cloud the more "accurate" data our brains generate. The word "emotional" has even come to mean weak, rowdy, and childish.

Daniel Goleman conceived of emotional intelligence to transform academic life in general, education, and child care. Emotionally intelligent students are better able to negotiate their academic and personal routes and adapt to social events. Essentially, it reveals how well a learner can understand and control their own feelings while relating to others. Because these abilities are intimately linked to academic success, the growth of emotional intelligence can significantly affect a student's general performance. Many adolescent issues, both emotional and academic, originate from a lack of emotional awareness and control. Young emotional intelligence development helps to promote empathy, understanding among others, and good behavior. This therefore results in a more harmonious and cooperative manner of life, both personally and inside society.

Job Satisfaction:

Job satisfaction is the level of happiness and contentment one experiences at work. According to Locke (1976), it is an emotional condition produced by examining one's job experiences. Although it is shaped by our thoughts (cognition) and emotions (affect) about our occupations, how happy an employee feels about their work is often described in terms of emotions (Saari & Judge, 2004). Some of the variables influencing job happiness are the nature of the work itself, a person's personality, and the cultural background in which they were raised and now live (Saari & Judge, 2004). Many factors, including freedom, the type of work, communication, financial remuneration, career progression, personal development, coworkers, supervision and feedback, workload, work-demand, etc., affect our level of satisfaction with our employment.

Rationale and significance of the study:

The current study intends to investigate how emotional intelligence and task pleasure relate among workers operating public sector undertakings. It also aims to see how much emotional intelligence may forecast process pleasure in this setting. These studies' results are anticipated to be valuable for every staff member and company since they can improve average output.

Review of Literature:

In accordance with Goleman's (1995, 1998) theory, Rozell, Pettijohn, and Parker identified a moderate although statistically significant correlation in 2002 between academic achievement, as shown by grade point average, and three of the five aspects of emotional intelligence. Petrides, Frederickson, and Furnham (2004) examined the correlations among academic achievement, cognitive aptitude, and trait emotional intelligence similarly. Their findings indicated that emotional intelligence influenced the relationship between cognitive ability and academic success. Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin, and Bommer (2007) performed a study demonstrating that emotional intelligence correlates with academic achievement for two principal reasons. Academic environments initially present significant ambiguity (Astin, 1993), potentially leading to increased stress (Jex, 1998). Students are required to juggle multiple tasks, independently pursue academic goals, and navigate conflicting academic demands—situations when emotional intelligence is especially vital.

George and Ealias (2012) conducted a study titled "Emotional Intelligence and Job Satisfaction" primarily to examine the correlation between emotional intelligence and job satisfaction. The study's findings demonstrated a distinct correlation between emotional intelligence and job satisfaction. The findings indicated that an employee's job title exerted no significant influence on their level of job satisfaction or emotional intelligence.

Thiruchelvi and Supriya (2009) conducted a study titled "Relationship between Emotional Intelligence and Job Satisfaction" to investigate the correlation between emotional intelligence and job satisfaction among white-collar employees in the petroleum industry. The findings indicated a strong correlation between emotional intelligence (EI) and job satisfaction. The research examined gender differences in emotional intelligence and its influence on job satisfaction. Elevated emotional intelligence was positively correlated with increased job satisfaction among both male and female employees.

Statement of the Problem:

"To study the effect of emotional intelligence and job satisfaction among the employees of private sector".

Objectives of the Study:

1. To examine the relationship between emotional intelligence and job satisfaction among employees in the private sector
2. To examine individual impact of emotional intelligence on job satisfaction among the employees of private sector.

Hypotheses of the Study:

1. Emotional intelligence is expected to have a positive correlation with job satisfaction among employees working in the private sector
2. Emotional intelligence individually exert significant impact on job satisfaction among the employees of private sector.

Research Design:

It is entirely correlational study in which researcher attempting to see the strength and direction of association between emotional intelligence with job happiness. It also seeks to evaluate how emotional intelligence affects the job happiness of private company employees.

Variables of the Study:

Predictor variables: Emotional Intelligence

Criterion variable: Job Satisfaction (JS)

Operational Definition:

1. Emotional Intelligence considered as score achieved on Emotional Intelligence Scale, developed by Hyde, Pethe, and Dhar (2001).
2. Job Satisfaction refers to the scores obtained on job satisfaction measured by the Job Satisfaction Scale developed by Singh and Sharma (2009).

Method of Sample and Data Collection

A total of 30 employees from different non-governmental organizations in Jalgaon district of Maharashtra were chosen as a sample. They ranged in age from twenty-five to forty-five years. Participants' average age range was 36.14 year. Data gathering was done using purposive sampling technique. Two psychological tools, namely emotional intelligence scale and job satisfaction scale, were given to them.

Tools of the Study:

1. **Emotional Intelligence Scale:** Developed by Hyde, Pethe, and Dhar (2001), this scale consists of 34 items, each with five response options. The scale has demonstrated strong reliability and validity. A higher score on the scale reflects a higher level of emotional intelligence
2. **Job Satisfaction Scale (JSS):** The Job Satisfaction Scale, developed by Singh and Sharma (2009), includes 30 statements, each accompanied by five response options. Respondents are required to select the option that best reflects their opinion. The total score provides an overall indication of a worker's level of job satisfaction or dissatisfaction. The scale has demonstrated high test-retest reliability, with a coefficient of 0.98, and shows good validity, with a coefficient of 0.74 when compared to Muthayya's Job Satisfaction Questionnaire.

Statistical Treatment:

Pearson Correlation and regression analysis were applied in the present work to understand and examine the data

Results and Interpretation:

The current data consisted of one predictor and one criterion variable in purely correlational design. Linear and multiple regression conducted for the current research design.

Among employees in non-governmental organizations (NGOs), emotional intelligence (EI) showed a notable positive correlation with job satisfaction ($r = .53, p < 0.01$). This result is consistent with earlier research that have shown a strong connection between emotional intelligence and workplace results, including job satisfaction (George & Ealias, 2012). Therefore, the first hypothesis is that emotional intelligence will positively correlate with job satisfaction among employees in the private sector, which is acknowledged.

To see whether emotional intelligence could forecast job satisfaction, a straightforward linear regression study was conducted. Emotional intelligence was considered in the study as the independent variable, which produced an adjusted R^2 value of 0.24, $F = 34.72, p < 0.01$, and $\beta = 0.63, p < 0.01$. These results imply that emotional intelligence significantly influences job satisfaction since it explains 24% of the variation. This result confirms the second hypothesis: Emotional intelligence individually influences job satisfaction among private sector employees.

These results add to the increasing body of research highlighting the need of emotional intelligence in fostering good work results, including job happiness. For example, Rode et al. (2007) discovered that people with emotional intelligence often do better in high-pressure settings, including those in NGOs. Improving organizational results might thus be greatly aided by increasing emotional intelligence among staff members.

Conclusion:

Emotional intelligence and job satisfaction were shown to be significantly related; among private sector employees, emotional intelligence particularly correlated with job happiness.

Among private sector workers, emotional intelligence was shown to have a major personal impact on job satisfaction.

Limitations of the study

The present analysis solely includes employees chosen who work in private sector. Therefore outcome cannot be generalized on public sector.

The present work is a purely correlational design.

Recommendations for more study

For more investigation, comparative research could be feasible.

One may compare public sector workers with private sector ones.

Implications of the study

Results of this study can be applied to increase our understanding of emotional intelligence, which is useful in government as well as in private sector.

The results of the study will assist in raising the quality of life among private sector employees.

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