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A STUDY OF THE ROLE OF EMOTIONAL INTELLIGENCE IN ENHANCING OVERALL JOB SATISFACTION AMONG EMPLOYEES

Ritika

Research Scholar, Niilm University, Kaithal (Haryana)

Dr. Mahesh Chand Gaur

Research Supervisor, Niilm University, Kaithal (Haryana)

ABSTRACT

Emotional intelligence has emerged as an important factor influencing employees' attitudes, behaviours, interpersonal relationships, and overall effectiveness within organizations. In contemporary workplaces, employees are required not only to possess technical and professional competencies but also to manage their emotions, understand the emotions of others, maintain positive relationships, and respond appropriately to stressful situations. Job satisfaction, meanwhile, represents the degree to which employees experience positive feelings and fulfilment from their work, working conditions, compensation, supervision, career opportunities, and organizational environment. The present study examines the role of emotional intelligence in enhancing overall job satisfaction among employees. The study focuses on the relationship between major dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills, and employees' level of job satisfaction. A quantitative research approach is proposed, using a structured questionnaire to collect primary data from employees working in different organizational settings. Descriptive statistics, correlation analysis, and regression analysis may be employed to examine the association and predictive influence of emotional intelligence on job satisfaction. The study assumes that employees possessing higher emotional intelligence are more capable of managing workplace stress, maintaining constructive interpersonal relationships, resolving conflicts, and adapting to organizational demands, thereby experiencing greater job satisfaction. The findings are expected to demonstrate that emotional

intelligence can serve as an important psychological and organizational resource for improving employee satisfaction and workplace well-being. The study may be useful to human resource managers, organizational leaders, policymakers, and researchers in designing emotional-intelligence-based training and employee development programmes.

Keywords: Emotional Intelligence, Job Satisfaction, Self-Awareness, Self-Regulation, Empathy, Social Skills, Employee Well-Being, Workplace Behaviour.

1. INTRODUCTION

Organizations operate in increasingly complex and competitive environments where employees are expected to perform effectively while dealing with changing responsibilities, interpersonal relationships, workload pressures, technological developments, and organizational expectations. Although technical knowledge and professional skills remain essential for successful job performance, increasing attention has been given to employees' psychological and emotional capabilities. One such capability is emotional intelligence.

Emotional intelligence refers broadly to an individual's ability to recognize, understand, regulate, and appropriately use emotions in oneself and in interactions with others. Employees with higher emotional intelligence are generally better positioned to understand their emotional reactions, control impulsive responses, communicate effectively, empathize with colleagues, and manage workplace conflicts. These abilities can influence how employees perceive their jobs and respond to workplace challenges.

Job satisfaction is another significant concept in organizational behaviour and human resource management. It represents the extent to which employees feel positively about their jobs and the various aspects associated with their employment. These aspects may include compensation, supervision, relationships with colleagues, opportunities for promotion, recognition, job security, working conditions, autonomy, and the nature of the work itself. Higher levels of job satisfaction are commonly associated with favourable employee attitudes and organizational outcomes.

The relationship between emotional intelligence and job satisfaction is particularly important because employees encounter numerous emotional situations during their working lives. Employees may experience pressure from deadlines, disagreements with colleagues,

dissatisfaction with management decisions, customer-related stress, role ambiguity, and work-life challenges. The ability to understand and regulate emotions may help employees deal with such situations more effectively.

Emotionally intelligent employees may also develop stronger interpersonal relationships with colleagues and supervisors. Effective communication, empathy, emotional regulation, and conflict-management abilities can contribute to a supportive work environment. When employees feel understood, respected, and psychologically comfortable, their satisfaction with their jobs may increase.

The present study therefore examines the role of emotional intelligence in enhancing overall job satisfaction among employees. It seeks to determine whether emotional intelligence contributes significantly to employees' perceptions of their work and whether its different dimensions are associated with higher levels of job satisfaction.

The concept of emotional intelligence gained substantial academic attention following the work of Salovey and Mayer, who conceptualized emotional intelligence in terms of the ability to perceive, understand, and regulate emotions. Goleman subsequently popularized the concept within organizational and managerial contexts by emphasizing competencies such as self-awareness, self-management, social awareness, and relationship management.

In organizational settings, emotional intelligence may influence several employee outcomes. Employees who can identify their emotional states may better understand how emotions influence their decisions and workplace behaviour. Similarly, employees who can regulate negative emotions may be less likely to react aggressively or impulsively to workplace difficulties.

Job satisfaction is influenced by both organizational and individual factors. Organizational factors include leadership, salary, promotion, working conditions, recognition, organizational culture, and relationships with supervisors and colleagues. Individual factors include personality, expectations, psychological resources, coping mechanisms, and emotional competencies.

Emotional intelligence may act as an individual psychological resource that helps employees interpret and manage workplace experiences. For example, an employee experiencing

criticism from a supervisor may respond defensively or may interpret the criticism constructively and use it to improve performance. Emotional regulation and self-awareness may influence which response occurs.

Similarly, empathy may help employees understand colleagues' perspectives and reduce interpersonal conflict. Social skills may facilitate communication and cooperation, while intrinsic motivation may encourage employees to remain engaged with challenging tasks. These processes may contribute indirectly or directly to greater job satisfaction.

Statement of the Problem

Modern organizations increasingly recognize that employee satisfaction is essential for maintaining a productive, committed, and healthy workforce. Despite improvements in compensation, organizational policies, and working conditions, employees may continue to experience stress, interpersonal conflict, emotional exhaustion, communication difficulties, and dissatisfaction.

Traditional approaches to employee satisfaction often focus primarily on external factors such as salary, promotion, job security, and working conditions. However, employees with similar organizational conditions may demonstrate different levels of job satisfaction because they differ in their ability to understand and manage emotional experiences.

This raises an important research question: **Does emotional intelligence contribute to employees' overall job satisfaction?**

The present study addresses this problem by examining the relationship between emotional intelligence and job satisfaction and by assessing whether emotional-intelligence dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills contribute to employees' satisfaction with their jobs.

Significance of the Study

The study is significant for several reasons.

Significance for Employees

Understanding the relationship between emotional intelligence and job satisfaction may

encourage employees to develop emotional competencies that help them manage workplace stress and interpersonal challenges.

Significance for Human Resource Managers

Human resource professionals may use the findings to develop employee training programmes focused on emotional awareness, communication, conflict management, and emotional regulation.

Significance for Organizational Management

The findings may assist organizational leaders in developing supportive work environments in which employees can communicate effectively and manage workplace relationships constructively.

Significance for Researchers

The study may provide a foundation for further research examining emotional intelligence, employee well-being, organizational commitment, work engagement, stress, and performance.

2. OBJECTIVES OF THE STUDY

The major objectives of the study are:

1. To examine the level of emotional intelligence among employees.
2. To assess the overall level of job satisfaction among employees.
3. To examine the relationship between emotional intelligence and job satisfaction.
4. To determine the relationship between self-awareness and employee job satisfaction.
5. To examine the influence of self-regulation on employee job satisfaction.
6. To assess the role of empathy in enhancing employee job satisfaction.
7. To examine the contribution of social skills to employee job satisfaction.

8. To determine whether emotional intelligence significantly predicts overall job satisfaction among employees.

Research Questions

The study seeks to answer the following questions:

1. What is the level of emotional intelligence among employees?
2. What is the level of overall job satisfaction among employees?
3. Is there a significant relationship between emotional intelligence and job satisfaction?
4. Does self-awareness contribute to employee job satisfaction?
5. Does emotional self-regulation influence job satisfaction?
6. Does empathy contribute to higher job satisfaction?
7. Do social skills influence employees' satisfaction with their jobs?
8. Can emotional intelligence significantly predict overall job satisfaction?

3. HYPOTHESES OF THE STUDY

The following null hypotheses may be tested:

H01: There is no significant relationship between emotional intelligence and overall job satisfaction among employees.

H02: Self-awareness has no significant relationship with employee job satisfaction.

H03: Self-regulation has no significant relationship with employee job satisfaction.

H04: Empathy has no significant relationship with employee job satisfaction.

H05: Social skills have no significant relationship with employee job satisfaction.

H06: Emotional intelligence does not significantly predict overall job satisfaction among employees.

4. REVIEW OF LITERATURE

Salovey and Mayer conceptualized emotional intelligence as a set of abilities related to the perception, understanding, and regulation of emotions. Their work provided an important theoretical foundation for understanding emotional processes in interpersonal and organizational contexts.

Goleman expanded the concept of emotional intelligence and emphasized the importance of emotional competencies in personal and professional effectiveness. His framework highlighted self-awareness, self-management, social awareness, and relationship management as important components of emotional competence.

Wong and Law developed an emotional intelligence measure for workplace research and demonstrated the importance of emotional abilities in organizational behaviour. Their work provided researchers with a practical approach for examining emotional intelligence among employees.

Judge et al. examined the determinants and outcomes of job satisfaction and emphasized the importance of both individual and organizational factors in shaping employees' attitudes toward their jobs.

Mayer, Salovey, and Caruso further developed the ability-based model of emotional intelligence, emphasizing that emotional information can be processed and used in adaptive ways. Their model has influenced subsequent research examining emotional intelligence as a psychological capability.

Research in organizational behaviour has increasingly suggested that emotionally intelligent employees may be better able to cope with stress, maintain positive interpersonal relationships, and manage workplace challenges. Such characteristics may contribute to more favourable attitudes toward one's job.

Studies examining emotional intelligence and employee outcomes have also reported associations with organizational commitment, leadership effectiveness, work performance, interpersonal relationships, and employee well-being. These findings provide theoretical support for investigating the relationship between emotional intelligence and job satisfaction.

However, the strength of the relationship may differ according to occupational sector, organizational culture, demographic characteristics, leadership practices, and measurement instruments. Therefore, further empirical research is required to examine the role of emotional intelligence in specific employee populations and organizational contexts.

5. RESEARCH GAP

Although emotional intelligence and job satisfaction have been extensively examined as separate areas of organizational research, there remains a need for further investigation of the mechanisms through which emotional intelligence contributes to overall job satisfaction.

Many studies have focused on general emotional intelligence without examining its individual dimensions. Furthermore, differences in occupational environments and employee characteristics may influence the relationship between emotional intelligence and job satisfaction.

The present study attempts to address this gap by examining emotional intelligence through dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills and by assessing their relationship with overall employee job satisfaction.

Conceptual Framework

The proposed conceptual framework assumes that emotional intelligence is an important independent variable influencing employee job satisfaction.

Independent Variable: Emotional Intelligence

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

Dependent Variable: Job Satisfaction

- Satisfaction with work
- Satisfaction with supervision
- Satisfaction with colleagues
- Satisfaction with compensation
- Satisfaction with promotion opportunities
- Satisfaction with working conditions
- Overall job satisfaction

Conceptual Relationship

Emotional Intelligence → Workplace Emotional Management → Positive Interpersonal Relationships & Coping → Higher Job Satisfaction

6. RESEARCH METHODOLOGY

Research Design

The study will employ a **quantitative, descriptive and correlational research design**. The design is appropriate because the study aims to measure emotional intelligence and job satisfaction and determine the relationship between the variables.

Population of the Study

The population will consist of employees working in selected organizations. Employees from different departments and occupational backgrounds may be included to obtain a broader understanding of the relationship between emotional intelligence and job satisfaction.

Sample Size

For an empirical study, a sample of approximately **200–300 employees** may be selected depending upon accessibility and research requirements.

Sampling Technique

A combination of **purposive and convenience sampling** may be used depending on organizational accessibility. Where feasible, stratified sampling may be adopted to ensure representation from different departments or occupational groups.

Sources of Data

The study will use both primary and secondary data.

Primary Data

Primary data will be collected through a structured questionnaire administered to selected employees.

Secondary Data

Secondary information will be obtained from books, peer-reviewed research articles, academic journals, reports, and other credible scholarly sources.

Research Instrument

The questionnaire may consist of three sections.

Section A: Demographic Information

- Gender
- Age
- Educational qualification
- Work experience
- Organizational position
- Department
- Type of organization

Section B: Emotional Intelligence

Items may measure:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

Responses may be measured using a five-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Section C: Job Satisfaction

Job satisfaction may be measured through items relating to:

- Nature of work
- Salary and benefits
- Promotion opportunities
- Supervisory support
- Co-worker relationships
- Working conditions
- Recognition
- Job security

- Overall job satisfaction

Data Analysis Techniques

The collected data may be analyzed using statistical software such as SPSS.

The following techniques may be applied:

Descriptive Statistics

Frequency, percentage, mean, and standard deviation may be used to describe demographic characteristics and study variables.

Reliability Analysis

Cronbach's alpha may be used to assess the internal consistency of the questionnaire.

Correlation Analysis

Pearson's correlation coefficient may be used to examine the relationship between emotional intelligence and job satisfaction.

Regression Analysis

Multiple regression analysis may be used to determine whether emotional intelligence significantly predicts employee job satisfaction.

Significance Level

The hypotheses may be tested at a **5% significance level ($p < 0.05$)**.

Proposed Results and Interpretation Framework

The empirical results should be reported after collecting actual questionnaire data. The following framework can be used for presentation.

Table 1: Descriptive Statistics of Major Variables

Variable	N	Mean	Standard Deviation
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Variable	N	Mean	Standard Deviation
Emotional Intelligence	200	—	—
Self-Awareness	200	—	—
Self-Regulation	200	—	—
Motivation	200	—	—
Empathy	200	—	—
Social Skills	200	—	—
Job Satisfaction	200	—	—

Interpretation

The mean scores will indicate the general level of emotional intelligence and job satisfaction among respondents. Higher mean scores on the emotional intelligence scale would indicate stronger emotional competencies, while higher job satisfaction scores would indicate more favourable attitudes toward employment.

Table 2: Correlation between Emotional Intelligence and Job Satisfaction

Variables	Job Satisfaction
Emotional Intelligence	—
Self-Awareness	—
Self-Regulation	—
Motivation	—
Empathy	—
Social Skills	—

The correlation coefficient will determine the direction and strength of the relationship between emotional intelligence and job satisfaction.

Table 3: Regression Analysis

Predictor	Beta	t-value	p-value
Self-Awareness	—	—	—
Self-Regulation	—	—	—
Motivation	—	—	—
Empathy	—	—	—
Social Skills	—	—	—

The regression results will indicate which dimensions of emotional intelligence significantly

predict employee job satisfaction.

Note: Numerical results should be inserted only after actual data are collected and analyzed. Fabricating statistical results would reduce the academic validity of the research.

7. DISCUSSION

The proposed study is based on the assumption that employees with higher emotional intelligence may experience greater job satisfaction because they possess stronger abilities to manage emotions and workplace relationships.

Self-awareness may help employees understand their strengths, weaknesses, emotional reactions, and personal expectations. Such understanding can facilitate realistic self-evaluation and adaptive responses to workplace challenges.

Self-regulation may be particularly important in stressful organizational environments. Employees who can control anger, frustration, anxiety, and impulsive reactions may handle workplace difficulties more constructively. Effective emotional regulation may therefore reduce interpersonal conflict and improve satisfaction.

Motivation may contribute to job satisfaction by helping employees maintain enthusiasm and persistence when facing challenging tasks. Employees who possess stronger internal motivation may derive greater meaning and accomplishment from their work.

Empathy may contribute to positive workplace relationships. Employees who understand the emotions and perspectives of colleagues may communicate more effectively and respond sensitively to interpersonal concerns.

Social skills may further strengthen relationships between employees, supervisors, customers, and other stakeholders. Effective communication, cooperation, negotiation, and conflict resolution can create a more supportive workplace environment.

Therefore, emotional intelligence may influence job satisfaction through both individual and interpersonal pathways. However, the actual strength and significance of these relationships must be determined through empirical analysis.

Managerial Implications

The findings of the study may have several implications for organizational management.

First, organizations may consider incorporating emotional intelligence into employee development programmes. Training can focus on self-awareness, emotional regulation, empathy, communication, and conflict management.

Second, managers may use emotionally supportive leadership practices. Providing constructive feedback, recognizing employee contributions, and encouraging open communication may improve employees' workplace experiences.

Third, organizations may develop employee assistance and well-being programmes designed to help employees manage workplace stress.

Fourth, emotional intelligence competencies may be considered during leadership development programmes because managers frequently need to manage interpersonal relationships and emotionally challenging situations.

Finally, organizations may create workplace cultures that encourage respect, collaboration, psychological safety, and constructive communication.

Limitations of the Study

The study may have the following limitations:

1. The findings may be limited to the selected sample and organizational context.
2. The use of self-reported questionnaires may introduce response bias.
3. Emotional intelligence and job satisfaction may be influenced by factors not included in the study.
4. A cross-sectional research design may identify associations but may not establish long-term causality.
5. Differences in organizational culture and occupational characteristics may influence the results.

Suggestions For Future Research

Future studies may:

1. Conduct longitudinal research to examine changes in emotional intelligence and job satisfaction over time.
2. Compare employees across public and private organizations.
3. Examine differences between managerial and non-managerial employees.
4. Investigate gender and age-related differences in emotional intelligence and job satisfaction.
5. Examine the mediating role of employee engagement, organizational commitment, or workplace stress.
6. Conduct comparative studies across different industries.
7. Use mixed-method research incorporating interviews and quantitative surveys.
8. Examine whether emotional intelligence training produces measurable improvements in employee job satisfaction.

8. CONCLUSION

Emotional intelligence represents an important psychological and interpersonal capability in contemporary organizations. Employees operate in environments that require them to manage emotions, communicate with colleagues, respond to organizational demands, resolve conflicts, and cope with workplace stress. Consequently, emotional capabilities may play an important role in determining how employees experience their jobs.

The present study focuses on the role of emotional intelligence in enhancing overall job satisfaction among employees. It proposes that self-awareness, self-regulation, motivation, empathy, and social skills may contribute to employees' positive perceptions of their work and workplace relationships.

Employees with stronger emotional competencies may be better equipped to manage challenging situations, maintain constructive interpersonal relationships, and adapt to workplace demands. These abilities may consequently contribute to greater job satisfaction.

At the organizational level, developing emotional intelligence may therefore complement traditional approaches focusing on compensation, promotion, working conditions, and job security.

However, the relationship between emotional intelligence and job satisfaction should be established through systematic empirical investigation rather than assumed. The proposed methodology provides a framework for examining this relationship using quantitative data and appropriate statistical techniques.

Overall, emotional intelligence can be considered a potentially valuable component of employee development and organizational well-being. Organizations that invest in employees' emotional competencies may be better positioned to create supportive workplaces in which employees can perform effectively while experiencing greater satisfaction with their jobs.

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