

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION IN THE WORKPLACE AMONG GREEK EMPLOYEES

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Abstract

Emotional intelligence and job satisfaction are two very important concepts in business life. These two variables have been shown to be linked to the productivity of each employee individually but also to the results of businesses internationally. The purpose of this paper is to analyze the factors that influence emotional intelligence in the workplace and the professional satisfaction of employees, as well as their correlation with other important parameters, such as the special characteristics of each employee. The survey was carried out with the help of a structured questionnaire that was distributed electronically to a random sample and for a period of one month. The results of the research showed that there is a strong positive correlation between the two factors, emotional intelligence and job satisfaction. It also showed that there is a correlation, even if low, between each of these two factors with various variables, such as education and educational level, age and level of hierarchy within the company, but also the obligations they have in the personal their life.

Keywords

Emotional Intelligence, Job Satisfaction, Motivation, Social Skills, Employees

Introduction

Emotional intelligence is defined as the ability to recognize and effectively manage personal emotions in ourselves and others. As early as the 1930s, psychologist Edward Thorndike described the concept of "social intelligence" as one's ability to meet and communicate with other people (Salovey & Mayer, 1990). During the 1940s, psychologist David Wechsler proposed that different effective components of intelligence could play a very important role in how successful people are in life.

In 1990, psychologists Peter Salovey and John Mayer published their seminal article on Emotional Intelligence in the journal *Imagination, Cognition, and Personality* (Salovey and Mayer, 1990). They defined emotional intelligence as "the ability to monitor one's own emotions as well as the emotions of others, discriminate between them, and use this information to guide one's thinking and actions".

The emotions we humans create play a very important role in determining how we perform internally and then externally. Emotions drive thoughts, thoughts drive behavior, and behavior drives action. The thing about emotional intelligence is that it permeates every aspect of our lives. Being emotionally intelligent is associated with academic and professional success, financial stability, relationships, life satisfaction, and better physical and mental health (Mayer, Salovey and Caruso, 2004).

In 1995 Daniel Goleman (1995) argued that emotional intelligence trumps cognitive intelligence as the best predictor of business success. The Mixed Model introduced by Goleman is based on five components (Self-awareness, Self-regulation, Motivation, Empathy, Social skills) of Emotional Intelligence that directly and ultimately influence one's effect on oneself. It moves to a certain level of intuition to guide decisions and the effect that changing behavior can have on the feelings of others.

Emotional Intelligence and Job Satisfaction in The Workplace

Emotional intelligence in the workplace is one of the most critical leadership skills as it helps employees understand and regulate their emotions when they are around their colleagues. The workplace can be a difficult environment, filled with stress, pressure, friction, and even drama from time to time (Glynn, 1996). It can also be a place of happiness, contentment and excitement. All of these aspects can play a role in how someone feels at any given moment and managing these emotions shows their level of emotional intelligence (Goleman, 1998).

Job satisfaction is a component and aspect of organizational culture that has been extensively studied through various approaches in interaction with many other and different work phenomena and essentially describes how an employee feels about his job. It is a multidimensional and complex phenomenon that is influenced by many factors, internal and external, such as personal principles and values, personality, expectations, the nature of work, benefits, the relationships of employees with each other and with management, etc. It is one of the main topics of organizational psychology since it is directly related to the mental health of employees as well as to their efficiency, while from a theoretical approach it is related to motivation and motivation at work and also to the attitudes of employees. In fact, over the years that the phenomenon of job satisfaction has been studied, many approaches to the term have been formulated.

Initially, job satisfaction was reported to depend more on the values the employee has and not so much on the pay he receives (Belias et al., 2014; Locke, 1976). This perception considers (Warr, 1987) professional satisfaction as necessary and its lack seems to cause problems considering that absolute satisfaction is not possible. Consequently, job satisfaction is (Landy, 1989) a constantly changing emotion, something like the alternation of joy and sadness after each act or event. Thus, job satisfaction is related to how people feel both about the different areas of their work and about their work as a whole (Spector, 1997) and on this depends the overall degree to which individuals are satisfied or dissatisfied with work, work becomes a pleasant and positive emotional state for them.

Causes and Factors of Job Satisfaction

There are many factors that contribute to the employee feeling satisfied with his work and coming to work every morning with an appetite. Perhaps, the most important factor that causes job satisfaction is whether the employee finds his work interesting or not (Faragher, Cass & Cooper, 2003). Other factors also important are relations with colleagues and management, satisfactory income, development opportunities and independence and freedoms in the performance of the employee's work.

An important and even decisive factor for achieving job satisfaction is the good communication that the employee has with the management of the company (Pincus, 1986). This good two-way communication increases the feeling of security while reducing that of uncertainty. In this way, the efficiency and overall success of the company and each organization is improved (Shoman, 2009).

An important parameter that contributes to the feeling of satisfaction that employees feel in their employment is the continuous education and training of employees in the subject of their work, since this strengthens and improves their level of commitment and motivation (Bradley, Petrescu & Simmons, 2004, Mudor & Tooksoon, 2011). In fact, it is clearly seen that employees, who were given the opportunity to train and develop their skills, knowledge and abilities, showed greater levels of job satisfaction (Schmidt, 2007).

The provision of opportunities (Gaertner & Nollen, 1992) and possibilities for promotion and development is very positive and results in longer employee retention in their jobs, since they feel satisfied with the organization in which they are employed.

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The feedback between the employee and responsible executives within the organization (Hackman & Oldham, 1976) is a necessary component that contributes to informing the employee about issues such as his performance, his capabilities and any problems that appear. Thus, feedback improves employee morale and increases levels of job satisfaction.

The cooperation and teamwork that exists within the company is a very important factor that increases job satisfaction (Xyrichis & Ream, 2008). And this is because it is considered to offer greater adaptability, productivity and creativity in relation to the levels that each employee can individually achieve and offer to his company.

The salary is of course one of the main parameters that contribute to overall job satisfaction, as well as, of course, the general benefits that employees enjoy from their employment (Judge, Piccolo, Podsakoff, Shaw & Rich, 2010). In general, it is assumed that all workers have a clear and objective perception of the salary they should receive in relation to their knowledge, skills and experience, performance, training and age (Porter & Lawler, 1968).

An important factor is also the feeling of security that the employee feels in his job as it is positively related to job satisfaction and negatively to the stress of maintaining this job (Argyle, 1989), a factor that reduces

levels of commitment and negatively affects employee performance. Also, according to the same researcher, the prestige that a job can offer is positively related to job satisfaction, although on the one hand, high-prestige positions may be stressful for some employees, which can be a negative feature of the job, while on the other hand there are many cases where high levels of job satisfaction have also been observed in workers who held low-prestige positions, but which allowed them to make the most of their knowledge and skills and to have a good relationship with their colleagues.

Personal characteristics and temperament also play a big role and are factors that can affect the degree of job satisfaction of the employee as personality traits of the individual, such as extroversion and conscientiousness, have a certain correlation while the nature of the work itself is important causal factor of job satisfaction as it constitutes a key internal component of it. In this direction, many research findings agree that to provide satisfaction an occupation should include work characteristics such as challenge, autonomy and variety of skills (Argyle, 1989).

Research Methodology

The purpose of this research is to analyze two very important concepts for modern economic and business life, emotional intelligence in the workplace and job satisfaction, as well as their correlation with other important parameters, such as demographic data and the characteristics of each employee.

The research was carried out with the help of a structured questionnaire that was distributed to a random sample using the corresponding Google tool to employees of Greek companies in a random way (June 2023) and over a period of one month. 120 responses were collected, which constitutes a satisfactory random sample number.

The construction of the questionnaire is mainly based on the studies of the psychologists-researchers Maslach & Leiter (1998) who mainly dealt with the burnout felt by employees in their workplace, but also on the concepts of emotional intelligence (its five components) and professional satisfaction that employees feel in their workplace.

The questions concerning emotional intelligence (25 questions) refer to the five categories of emotional intelligence in the workplace, while the questions (25 questions) concerning job satisfaction refer to the main causes of satisfaction that employees feel in their workplace. Demographic characteristics refer to age, marital status, number of children, level of education, years of service and the level of hierarchy in the company they work for. Finally, the possibility of a correlation between the two variables of emotional intelligence and job satisfaction and between these two variables separately and the seven demographic elements of the sample is investigated.

Reliability Analysis

Reliability is a key characteristic of all behavioral research and assesses the extent to which questions measuring the same psychometric trait exhibit high consistency or correlation, both with each other and with that trait. Reliability is assessed using the Cronbach's a reliability coefficient. This coefficient when it takes values greater than 0.7 is considered satisfactory, that is, our variables are considered reliable (consistent and coherent).

Reliability Analysis for Emotional Intelligence

Reliability: Emotional Intelligence Questionnaire (25 Questions)		
Categories	Questions	Cronbach's a
Self-awareness	1 – 5	0,92
Self-regulation	6 – 10	0,77
Empathy	11 – 15, 20	0,84
Motivation	16 – 19	0,87
Social skills	21 – 25	0,79
Total Emotional Intelligence	1 - 25	0,89

Table 1: Cronbach's an Index for Emotional Intelligence

Check process for emotional intelligence shows that this variable also fluctuated at particularly high levels. Table 1 shows the values of the Cronbach's index regarding the questionnaire of this research and its subscales. The same high fluctuations scores appear in the following 5 variables of the emotional intelligence, as shown in Tables 2,3,4,5 & 6.

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,924	0,918	5

Table 2: Cronbach's a Index for Self-Awareness

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,771	0,769	5

Table 3: Gronbach's a Index for Self-Regulation

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,844	0,841	6

Table 4: Gronbach's a Index for Empathy

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,873	0,869	4

Table 5: Gronbach's a Index for Motivation

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,792	0,788	5

Table 6: Gronbach's a Index for Social Skills***Reliability Analysis for Job Satisfaction***

The occupational satisfaction questionnaire also appears to have an adequate and rather high score in relation to the reliability criterion of internal consistency and coherence, both overall and in its individual categories. The following Tables show the results of the Cronbach's Alpha index regarding the professional satisfaction questionnaire of our research, both overall and for the individual factors.

Reliability: Job Satisfaction Questionnaire (25 Questions)		
Categories	Questions	Cronbach's a
Payment	1, 14, 18	0,89
Promotion	2, 8, 16, 22, 24	0,83
Supervision	9, 10	0,87
Associates	3, 5	0,86
Other benefits	4, 10, 17, 21	0,87
Nature of work	6, 23, 25	0,63
Communication	7, 13, 20	0,79
Operating conditions	12, 16, 19	0,89
Total Professional Satisfaction	1 – 25	0,88

Table 7: Gronbach's a Index for Professional Satisfaction

It is observed that the entire questionnaire has a really high index for this criterion, so we can consider that its reliability is at a completely satisfactory level. We also notice that all the individual factors have the highest score with the only exception of the factor of the nature of work where a result of 0.63 appears, which is below the level of 0.7 but there are several authors who accept the values of this index that are above 0.6 that they meet the criterion of reliability.

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,889	0,886	3

Table 8: Gronbach's a index for Payment

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,832	0,829	5

Table 9: Gronbach's a Index for Promotion

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,872	0,867	2

Table 10: Gronbach's a Index for Supervision

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,859	0,857	2

Table 11: Gronbah's a index for Associates

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,873	0,867	4

Table 12: Gronbach's a Index for Other Benefits

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items ^a	N of Items
0,633	0,629	3

Table 13: Gronbach's a Index for Nature of Work

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,794	0,788	3

Table 14: Gronbach's a Index for Communication

<i>Reliability Statistics</i>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,891	0,889	3

Table 15: Gronbach's a Index for Operating Conditions***Descriptive Analysis – Demographics***

The demographic results of the survey respondents showed the following results:

Age is divided into the various value ranges with the most frequently answered age being between 40 and 49 years old, about a third of the total responses come from this age range. The marital status of about half of those who answered is married, while the single category follows with almost 40% (for the younger ones perhaps).

More than half (51.7%) of those who answered have no children, followed by the category with 2 children for almost one in four (about 22%) of those who answered the questions. The level of education of those who answered is very high since the two main categories (with about 30% each) are holders of a master's degree and graduates of higher education (University).

Regarding the years of service in the same job, it is observed that mainly the oldest employees are the ones who responded to our questionnaire (with a rate of about 30% for each, the two main categories are in order that with 21 years of service and above and that between 11 and 20 years old).

Finally, regarding the hierarchical level within the company they work for, most (a percentage greater than 70%) are in the last hierarchical level of the ordinary employee.

About emotional intelligence, respondents appear to consistently maintain a medium or high level of empathy, a high level of workplace motivation, and a high level of social skills.

Regarding job satisfaction, the respondents do not appear to be particularly satisfied with their pay in their profession, medium to low level of job satisfaction, there is a fairly high level of supervision, high level of cooperation and job satisfaction from their colleagues, high level of job satisfaction with the other benefits he derives from his work, is highly satisfied with the nature of his work, is neutral to somewhat satisfied with the level of communication at work. Finally, regarding the category of working conditions at work, the respondents state that they are dissatisfied, due to workload and with the working conditions at work.

Correlation Analysis

The following is the examination and analysis of some correlations between some of the variables in our sample, such as:

- Correlation between Emotional Intelligence and Professional Satisfaction
- Correlation between Education and Emotional Intelligence
- Correlation between Education and Professional Satisfaction
- Correlation Relationship between Age and Emotional Intelligence
- Correlation between Age and Professional Satisfaction
- Correlation between Obligations (number of children) and Emotional Intelligence
- Correlation between Obligations (number of children) and Professional Satisfaction.

These correlations will be measured using Pearson's r correlation coefficient at a statistical significance level of 0.01 and 0.05.

Correlation between Emotional Intelligence and Job Satisfaction

A strong positive relationship (correlation coefficient 0.728) appears to exist between emotional intelligence and job satisfaction of our sample's responses.

		Professional Satisfaction
Emotional Satisfaction	Pearson Correlation	0,728
	Sig. (2-tailed)	,000
	N	120

Table 16: Correlation of Emotional Intelligence and Job Satisfaction

The correlation coefficient (Pearson's r) reaches 0.728 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is zero).

Relationship between Education and Emotional Intelligence

A strong positive relationship (correlation coefficient 0.678) appears to exist between education and the emotional intelligence of our sample's responses.

		Education
Emotional Intelligence	Pearson Correlation	0,678
	Sig. (2-tailed)	,008
	N	120

Table 17: Correlation of Education and Emotional Intelligence

The correlation coefficient (Pearson's r) reaches 0.678 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is zero)

Relationship between Education and Career Satisfaction

A low negative relationship (correlation coefficient -0.372) appears to exist between education and job satisfaction of our sample's responses.

		Career/Professional Satisfaction
Education	Pearson Correlation	-0,372
	Sig. (2-tailed)	,007
	N	120

Table 18: Correlation of Education and Professional Satisfaction

The correlation coefficient (Pearson's r) reaches -0.372 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is zero). It is reasonable for this to happen since people with a higher educational level have more demands and are more difficult to satisfy from their work.

Relationship between Age and Emotional Intelligence

A moderate positive relationship (correlation coefficient 0.728) appears to exist between age and the emotional intelligence of our sample's responses.

		Age
Emotional Intelligence	Pearson Correlation	0,728
	Sig. (2-tailed)	,000
	N	120

Table 19: Correlation of Age and Emotional Intelligence

The correlation coefficient (Pearson's r) reaches 0.728 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is zero).

Relationship between Age and Job Satisfaction

A moderate positive relationship (correlation coefficient 0.428) seems to exist between age and the job satisfaction of our sample's responses.

		Career/Professional Satisfaction
Age	Pearson Correlation	0,428
	Sig. (2-tailed)	,000
	N	120

Table 20: Correlation of Age and Professional Satisfaction

The correlation coefficient (Pearson's r) reaches 0.428 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is zero).

Relationship between Obligations and Emotional Intelligence

A low positive relationship (correlation coefficient 0.227) seems to exist between emotional intelligence and obligations (as measured and based on the number of children each employee has) of the sample responses.

		Obligations
Emotional Intelligence	Pearson Correlation	0,227
	Sig. (2-tailed)	,009
	N	120

Table 21: Correlation of Obligations and Emotional Intelligence

The correlation coefficient (Pearson's r) reaches 0.227 and is statistically significant at both the 0.05 and 0.01 levels of significance (p value is 0.009).

Relationship between Obligations and Job Satisfaction

A low positive relationship (correlation coefficient 0.387) appears to exist between obligations (number of children) and job satisfaction of the sample responses.

		Job Satisfaction
Obligations	Pearson Correlation	0,387
	Sig. (2-tailed)	,004
	N	120

Table 22: Correlation of Obligations and Job Satisfaction

The correlation coefficient (Pearson's r) reaches 0.387 and is statistically significant at both the 0.05 and 0.01 levels of significance (the p value is almost zero).

Conclusions

Emotional Intelligence and Job Satisfaction are two factors that play an increasingly important role in business management, the effectiveness of the business and the productivity of each employee. The analysis and attempt to measure these two factors, as well as their correlation with various other variables interpret the success or failure of many investment efforts worldwide.

From the literature review so far, as well as the expected results from this research, a strong correlation of emotional intelligence and job satisfaction with the factor of operational efficiency, both individually in the work of each employee and overall, in their general success, is proven. organization.

There is also a strong correlation between emotional intelligence and job satisfaction, since it is reasonable to expect that people with greater emotional intelligence will also feel more satisfied with their work.

We can also expect that people with a higher level of education, regardless of gender and age, will have greater emotional intelligence but will probably feel more difficult to be satisfied with their work (so expect a negative correlation between educational level and job satisfaction). Especially, in fact, we can expect this to happen to younger people, with fewer obligations in life (marriage, family and children).

Regarding the gender of the employee, it is reasonable to expect that men feel more satisfied with the earnings they receive from their work, while women give more importance to other factors, such as the appreciation

of colleagues, a good working environment and the working conditions, but also the existing development and promotion prospects.

The present research showed similar results to the international literature. The correlation between emotional intelligence and job satisfaction was assessed, on the one hand, but also between each factor and various other variables. The research was carried out with the help of a structured questionnaire that was distributed electronically in a random way to employees of Greek business units.

The results of the research showed that there is a strong positive correlation between the factors emotional intelligence and job satisfaction. It also showed that there is a correlation, even if low, between each of these two factors with various variables, such as education and educational level, age and level of hierarchy within the company, but also the obligations they have in the personal their life. Depending on their gender, employees are motivated more by the earnings themselves (men), but also by the general working conditions and good relations with colleagues (women).

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