International Research Journal of Education and Technology
Peer Reviewed Journal
ISSN 2581-7795

Impact of Emotional Intelligence on Job Satisfaction in the IT Sector

M. Monisha[1]*, Dr. Satyajeet Nanda[2]

[1]*Student, MBA, CMS Business School, Jain (Deemed-to-be) University, Bangalore, India.

[2]Professor of Human Resource, CMS Business School, Jain (Deemed-to-be) University, Bangalore, India.

ABSTRACT

With the fast pace of change in the Information Technology industry, the job requirements have increased, which has made the development of psychological skills essential for the welfare of employees. The current research focuses on the influence of Emotional Intelligence (EI) on the Job Satisfaction (JS) of employees working in the Indian Information Technology industry. Based on the EI model by Goleman, including Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills, this study analyzes how these aspects affect the five dimensions of Job Satisfaction, including Job Role Satisfaction, Work Environment, Pay and Reward, Career Growth, and Management and Recognition.

A quantitative cross-sectional research method was used in the study. The primary data were gathered from 94 IT professionals using a survey questionnaire with a 5-point Likert scale. The analysis was performed with PSPP, including descriptive statistics, correlation, and multiple regressions.

The results show that Emotional Intelligence has a highly significant influence on Job Satisfaction, with an Adjusted R^2 of 0.75, meaning that 75% of the variation in Job Satisfaction can be explained by Emotional Intelligence. Among the four components of EI, Social Skills were found to have the highest level of significance ($\beta = 0.29$, $p = 0.000$), followed by Motivation and Empathy (both $\beta = 0.24$), while Self-Regulation was the only insignificant component. The research highlights a person-oriented paradigm for HRM, suggesting EI-based training programs.

Keywords: Emotional Intelligence, Job Satisfaction, IT Sector, Social Skills, Motivation, Empathy, Self-awareness, Self-Regulation

1. INTRODUCTION

The contemporary workspace, particularly in the field of Information Technology (IT), has witnessed tremendous change due to fast-paced technological development, global competition, and business model evolution. Companies now exist in an extremely competitive environment that requires constant innovation and efficiency (Goleman, 1995). Despite the many benefits derived from such a scenario, organizations have been forced to deal with increased levels of stress, exhaustion, and interpersonal problems among workers. In light of the above, Emotional Intelligence plays an essential role in determining the emotional and behavioral response of employees.

Emotional Intelligence (EI) refers to the capability of perceiving, comprehending, managing, and utilizing both one's and others' emotions (Salovey & Mayer, 1990). EI is increasingly becoming pertinent in IT workplaces owing to high levels of stress associated with stringent performance demands, stringent deadlines, teamwork, and interactions with customers. Employees with high EI levels can cope with stressful work environments and foster positive interpersonal relations during tough times (Goleman, 1998).

Moreover, increasing importance is being accorded to Job Satisfaction as a significant measure of employee well-being and organizational success. According to Locke (1976), "Job satisfaction may be defined as a pleasurable emotional state produced through judgments made regarding one's jobs or job experiences" and includes factors like job-role clarity, work environment, pay, promotion and managerial support. Satisfied employees tend to stay motivated, committed and productive (Spector, 1997).

While it is apparent that both the constructs have become increasingly relevant in the current scenario, there has been relatively little empirical evidence on the impact of the various dimensions of Emotional Intelligence on the various dimensions of Job Satisfaction in the Indian IT sector. The present paper intends to bridge this research gap through studying the correlation between the two sets of dimensions in the IT employees of India.

REVIEW OF LITERATURE

Emotional Intelligence became popular following its formal definition by Salovey & Mayer (1990). It is widely acknowledged to have five major competencies including Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. These competencies as defined by Goleman (1995) can predict an individual's success even more effectively than intellectual intelligence. This hypothesis was confirmed by Mayer et al. (2004) when the construct was further proven valid in terms of its impact on one's professional life.

Numerous studies have examined the relationship between EI and Job Satisfaction. For instance, Sy, Tram, and O'Hara (2006) discovered that high levels of EI were positively correlated with job satisfaction and performance as employees could control their emotions while working. The same results were reported in another study by Kafetsios & Zampetakis (2008). These researchers established a strong correlation between EI and job satisfaction of public servants who had good emotional awareness and control skills.

In their study, Wong & Law (2002) revealed that both leader's and employee's EI have a positive influence on job satisfaction and performance using WLEIS measurement scale. Abraham (1999)

supported this finding showing that EI was related to higher job satisfaction in professions where emotional labor and interpersonal interaction play a crucial role.

Theoretically speaking, according to the Two-Factor Theory by Herzberg (1959), there are hygiene factors, like pay and working conditions, and motivators like recognition and growth. Emotional intelligence is beneficial for handling both, and thus improves overall satisfaction. Similarly, according to the Hierarchy of Needs by Maslow (1943), people who have high emotional intelligence will be able to meet their needs, especially esteem needs and self-actualization needs. Moreover, according to the Self-Determination Theory by Deci & Ryan (2000), intrinsically motivated employees experience job satisfaction.

Although the above-mentioned studies provide a clear understanding of the relationship between EI and Job Satisfaction, they do not examine the relationships between dimensions of emotional intelligence and job satisfaction. There is also a lack of studies about this in the context of India's IT industry, which has unique dynamics.

Research Hypotheses

Based on the review of literature and theoretical framework, the following hypotheses are formulated:

H_0 (Null Hypothesis): There is no significant impact of Emotional Intelligence on Job Satisfaction among IT employees.

H_1 (Alternative Hypothesis): There is a significant positive impact of Emotional Intelligence on Job Satisfaction among IT employees.

2. RESEARCH METHODOLOGY

Quantitative research, descriptive, and analytical design was used to explore the association between Emotional Intelligence (IV) and Job Satisfaction (DV) using cross-sectional approaches.

Data were collected through a well-designed survey sent to respondents through Google Forms who belonged to IT firms across India (product/service-based companies). A convenient sampling method was used resulting in 94 valid responses. The inclusion criteria consisted of being a full-time employee in the Information Technology sector, with at least six months' work experience.

Variables were measured on the Likert Scale of 1-5 (1 = strongly disagree, 5 = strongly agree). The survey instrument consisted of fifteen statements for five dimensions of EI (Goleman, 1995; three questions each) and fifteen statements for five dimensions of Job Satisfaction (Hackman & Oldham, 1975; three questions each).

Data AnalysisPSPP software was used for data analysis. The descriptive statistics gave an overall picture of the profiles of the respondents and their variables. Pearson correlation was used to determine the correlation between emotional intelligence and job satisfaction. The multiple regressions were applied to measure the effects of the dimensions of emotional intelligence on job satisfaction.

3. Data Analysis and Interpretation

3.1 Demographic Profile of Respondents

Table 1: Profile of Respondents (N = 94)

Profile Variable	Category	Percentage (%)
Age	20–25 years	44.7
	26–30 years	42.6
	31–35 years	11.7
	36–40 years	1.1
Work Experience	1–5 years	73.0
	6–10 years	25.8
	11–15 years	1.1
Seniority Level	Junior	45.7
	Mid-Level	46.8
	Senior	7.4
Organization Type	Service-based	47.9
	Product-based	52.1

The participants were mostly young working individuals aged 20 to 30 years (87.3%), with an average age of 26.59 years (SD = 3.50). Most participants had 1 to 5 years of experience (73%), with an average working experience of 3.91 years (SD = 2.71). In terms of seniority, there was an almost equal division among juniors (45.7%) and mid-level workers (46.8%), while the remaining 7.4% belonged to the senior level. There was an almost equal representation of organizations in the product-based category (52.1%) and the service-based category (47.9%).

3.2 Descriptive Statistics

Table 2: Descriptive Statistics – Emotional Intelligence (N = 94)

EI Dimension	Mean	Std. Deviation
Self-Awareness	3.42	0.78
Self-Regulation	3.40	0.69
Motivation	3.43	0.73
Empathy	3.41	0.76
Social Skills	3.45	0.77

All dimensions of EI have average scores that are moderately high and range between 3.40 and 3.45. This indicates a relatively balanced level of emotional intelligence among the participants. The dimension that has the highest average score is social skills at 3.45, which indicates that the employees are confident in their ability to communicate and manage relationships.

Table 3: Descriptive Statistics – Job Satisfaction (N = 94)

JS Dimension	Mean	Std. Deviation
Job Role Satisfaction	3.42	0.81
Work Environment	3.38	0.83
Pay & Rewards	3.40	0.74
Career Growth	3.45	0.74
Management & Recognition	3.38	0.86

Job Satisfaction scores too remain in the middle range on all five factors (3.38 to 3.45). The factor scoring the highest on Job Satisfaction is Career Growth (3.45), reflecting employee confidence in career advancement. Work Environment and Management & Recognition tie for the lowest scores (3.38), implying these aspects require immediate attention.

3.3 Correlation Analysis

Table 4: Pearson Correlation – EI and Job Satisfaction Dimensions (N = 94)

	Overall EI	Job Role Sat.	Work Env.	Pay & Rewards	Career Growth	Mgmt. &Recog.
Overall EI	1.000					
Job Role Satisfaction	0.684**	1.000				
Work Environment	0.761**	0.559**	1.000			
Pay & Rewards	0.762**	0.702**	0.614**	1.000		
Career Growth	0.651**	0.599**	0.560**	0.705**	1.000	
Mgmt. & Recognition	0.655**	0.307**	0.646**	0.558**	0.494**	1.000

Correlations of Overall Emotional Intelligence with Job Satisfaction dimensions have been found to be statistically significant at the 0.01 level, indicating that there exists a strong positive correlation between them. The most highly correlated dimension with Overall Emotional Intelligence is that of Pay & Rewards (r = 0.762) and Work Environment (r = 0.761). This is followed by Job Role Satisfaction (r = 0.684), Management & Recognition (r = 0.655), and Career Growth (r = 0.651).

3.4 Regression Analysis

Table 5: Regression Analysis – Impact of EI on Job Satisfaction (N = 94)

Predictor Variable	Beta (β)	Sig. (p-value)	Result
Constant	0.28	0.152	—
Self-Awareness	0.19	0.008	Significant
Self-Regulation	0.10	0.192	Not Significant

Motivation	0.24	0.004	Significant
Empathy	0.24	0.003	Significant
Social Skills	0.29	0.000	Significant

Dependent Variable: Total Job Satisfaction | Adjusted $R^2 = 0.75$ | Model: JS = 0.28 + 0.19(SA) + 0.10(SR) + 0.24(MO) + 0.24(EM) + 0.29(SS)

The regression analysis model accounts for 75% of the variation in Job Satisfaction (Adjusted $R^2 = 0.75$), thereby validating EI as a reliable predictor of JS in the Information Technology industry. Social Skills emerge as the most powerful predictor ($\beta = 0.29$, $p = 0.000$), highlighting the importance of effective communication. Motivation and Empathy emerge as the next most powerful predictors with similar coefficient values ($\beta = 0.24$), followed by Self-Awareness, which also emerges as a strong predictor ($\beta = 0.19$, $p = 0.008$). The only predictor with non-significance is Self-Regulation ($\beta = 0.10$, $p = 0.192$).

4. Findings and Discussion

The results of this research study have shown very conclusive proof of the positive effect of Emotional Intelligence on Job Satisfaction among IT workers. The high value of Adjusted R^2 of 0.75 proves that EI is a very good explanatory variable, explaining up to 3/4th of variations in job satisfaction.

The predominance of Social Skills as the best predictor in the results has been explained by the fact that most IT-related jobs involve many tasks in which the employee has to interact with others in a teamwork project, with clients, and across functional departments. Those who are good at managing relationships and communicating with people can easily adapt to such conditions. It is also evident that Motivation and Empathy are important variables, which means that those employees are more satisfied with their job who are intrinsically motivated and understand their colleagues' viewpoints.

Self-Regulation was found to be insignificant. Although managing emotions is essential, it works as a basic skill that every employee needs to have to cope with the situation in IT, but does not necessarily contribute much to job satisfaction when there are other EI factors.

The high correlation between EI and Pay & Rewards ($r = 0.762$) as well as Work Environment ($r = 0.761$) indicates that people with higher EI might have a more positive attitude towards the working environment, perhaps due to their capability in setting realistic expectations and developing relationships which make them view their pay and rewards more positively.

The relatively high levels of EI and JS among the majority of young and inexperienced workforce indicate an immature workforce and hence the possibility of significant gains from training in EI.

5. Recommendations and Implications

As such, it would be best if IT firms focused their training and development on the enhancement of EI-based skills. In particular, because Social Skills was the most powerful predictor, programs targeted at developing social communication, conflict-resolution and relationship-management abilities can become an important element of HR management.

It is advisable that managers demonstrate and promote motivation through goal setting, employee appreciation and alignment between personal and organizational objectives. Providing emotionally safe environment can help increase both empathy and job satisfaction.

Finally, given the relatively low satisfaction with regard to work environment and management/recognition, it may be necessary to re-evaluate current procedures and communication practices in terms of encouraging transparency, empathy and appreciation.

Finally, although Self-Regulation did not turn out to be among key predictors, it does not mean that IT companies must neglect this ability. Training in stress management, flexibility and wellness programs may assist employees in improving self-regulation skills.

6. Limitations of the Study

There are several limitations that need to be kept in mind while analyzing the results of this study. Firstly, the study has adopted the method of convenient sampling where the sample size is of 94 individuals, which makes the results of this study applicable to a narrow population in the IT industry. Secondly, the majority of the sample consists of young professionals who have less than five years of work experience.

Thirdly, the use of self-reporting methods in collecting data may lead to certain biases since the respondents' evaluation of their own EI may not entirely correspond to reality. Lastly, the fact that the study adopts a cross-sectional approach means that the results will be applicable to a single point in time rather than for a prolonged period.

7. Conclusion

The analysis shows that EI is a very important positive determinant of job satisfaction for IT workers in India. The Adjusted R^2 is found to be 0.75, indicating that the five aspects of EI together account for a sizable amount of variation in job satisfaction. Hence, the results support the alternative hypothesis H_1. It can be seen that social skills, motivation, and empathy stand out as having the highest importance while self-regulation, although positive, is not statistically significant.

These results reveal that the emotional intelligence of individuals is far from being soft skills but are actually strategic organizational assets that influence the way workers feel about their jobs. In an increasingly dynamic and competitive IT field, organizations need to focus on creating emotionally intelligent workplaces. Organizations which are successful in doing this would be in a position to create satisfied and resilient workforces.

References

Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. Genetic, Social, and General Psychology Monographs, 125(2), 209–224.

Blau, P. M. (1964). Exchange and power in social life. Wiley.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88–103.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the selfdetermination of behavior. Psychological Inquiry, 11(4), 227–268.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.

Goleman, D. (1998). Working with emotional intelligence. Bantam Books.

Herzberg, F. (1959). The motivation to work. Wiley.

Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. Human Performance, 17(2), 195–218.

Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. Personality and Individual Differences, 44(3), 712– 722.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology (pp. 1297–1349). Rand McNally.

Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. Psicothema, 18(Suppl.), 132–138.Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. Psychological Inquiry, 15(3), 197–215.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185–211.

Spector, P. E. (1997). Job satisfaction: Application, assessment, causes, and consequences. SAGE Publications.

Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. Journal of Vocational Behavior, 68(3), 461–473.

Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. The Leadership Quarterly, 13(3), 243–274.