

Personal Emotional Intelligence Competencies and Their Influence on Job Satisfaction

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Abstract: *The ability of employees to understand and manage emotions plays a key role in shaping their workplace experiences in today's dynamic and demanding work environment. Emotional intelligence (EI) has been identified as an important factor in positive employee outcomes, especially job satisfaction. The present study examined the influence of four dimensions of emotional intelligence comprising self-awareness, self-regulation, empathy, and social skills on the job satisfaction of employees.*

The quantitative research approach has been adopted, and data has been collected through a structured questionnaire administered to working professionals in different sectors. The proposed research model was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the aid of SmartPLS 4.0. The results show that self-awareness, self-regulation, and social skills have a significant positive effect on job satisfaction. Of these dimensions, self-regulation was the most powerful predictor of job satisfaction. In contrast, empathy was not found to be significantly related to job satisfaction. The standard tailed well and explained 62% of the variance in job satisfaction ($R^2 = 0.620$).

The study underlines the significance of emotional competencies in enhancing employees' satisfaction with their jobs. People who are good at managing their emotions, know what their strengths and weaknesses are, and have positive relationships at work tend to have higher job satisfaction. These findings provide useful insights for organizations seeking to cultivate a supportive and productive work environment through emotional intelligence development initiatives. Organizations can improve employee well-being strengthen relationships in the workplace and improve overall organizational effectiveness by investing in emotional intelligence training and employee development programs.

Keywords: Emotional Intelligence, Self-Awareness, Self-Regulation, Empathy, Social Skills, Job Satisfaction, Employee Well-being, PLS-SEM.

Introduction

Succeeding at work today calls for more than a strong educational background and years of professional experience. As workplaces grow more competitive and fast-paced, employees need additional capabilities to get along with one another, manage pressure, and stay mentally well. Emotional intelligence is one such capability. Ashkanasy and Daus (2020) describe it as the capacity to recognize and make sense of one's own feelings while also reading and reacting appropriately to the emotions of others. Building this capacity can lower workplace stress, sharpen communication, and support better problem-solving.

Daniel Goleman's framework breaks down intelligence into five parts: self-awareness, self-regulation, self-motivation, empathy, and relationship management. These components help people understand their emotions and build better relationships with others. Smart employees use their skills more effectively, as noted by Prentice et al. In 2020. Many studies have found a link between emotional intelligence and job satisfaction. This relation is especially important due to digital changes, new work arrangements, and increasing job demands. The state organizations are changing rapidly because of technology, different work styles, and higher competition. As a result, emotional intelligence is becoming crucial for professionals to manage stress, adapt to changes, and maintain relationships at work.

When the corporate work life changes, even if people are satisfied with their job, it reflects how motivated employees are, how committed they are, and how much work they do. This also affects how well organizations work. People who understand emotions and use this skill at work can handle days more easily, talk to others more easily, and feel better about their job. So, looking at how this works in organizations in Gujarat can help people feel better at work, stop them from quitting, and make a team in a tough business world. This leads to a question: how does understanding emotions affect how happy people are with their job in Gujarat?

This study helps us learn more by looking at how understanding emotions affects how happy people are with their jobs in different industries in Gujarat. A lot of studies only looked at one type of job or one industry, and not many looked at how this works for all types of workers in Gujarat. By thinking about what makes the workers in Gujarat special, this study shows a picture of how understanding emotions affects how happy people are with their job.

Theoretical Framework

This study is primarily grounded in Emotional Intelligence (EI) Theory, which posits that an individual's ability to perceive, understand, regulate, and utilize emotions significantly influences workplace attitudes and outcomes. The concept of emotional intelligence was initially introduced by Salovey and Mayer (1990), who defined it as the ability to monitor one's own and others' emotions, discriminate among them, and use this information to guide thinking and actions. Subsequently, Goleman (1995) expanded the framework by identifying key dimensions of emotional intelligence, including self-awareness, self-regulation, empathy, and social skills, which are considered critical competencies for effective workplace functioning.

Self-awareness refers to an individual's ability to recognize and understand their emotions, strengths, weaknesses, values, and their impact on others. Employees with high self-awareness are better equipped to evaluate their performance objectively, make informed decisions, and adapt to organizational demands, thereby enhancing their satisfaction with their jobs (Goleman, 1998). Self-regulation, another core dimension of emotional intelligence, involves managing emotions effectively and maintaining emotional balance in challenging situations. Employees who can regulate their emotions are less likely to experience workplace stress and conflict, leading to more positive job experiences and greater satisfaction (Mayer et al., 2004).

Empathy, defined as the ability to understand and share the feelings of others, plays a vital role in fostering positive workplace relationships. Empathetic employees are more likely to develop trust, cooperation, and supportive interactions with colleagues and supervisors, which contribute positively to job satisfaction (Goleman, 1998). Similarly, social skills encompass communication, relationship management, teamwork, and conflict-resolution capabilities. Employees possessing strong social skills can establish productive interpersonal relationships and create collaborative work environments, thereby enhancing their overall satisfaction with their jobs (Bar-On, 2006).

The study is further supported by Affective Events Theory (AET), which suggests that workplace events generate emotional reactions that shape employees' attitudes and job-related outcomes, including job satisfaction (Weiss & Cropanzano, 1996). According to AET, employees with higher emotional intelligence are better able to interpret and manage emotional experiences at work, enabling them to respond constructively to workplace challenges and derive greater satisfaction from their roles. Emotional competencies such as self-awareness, empathy, self-regulation, and social skills help employees maintain positive emotional states and foster meaningful workplace relationships, which are essential determinants of job satisfaction.

Based on Emotional Intelligence Theory and Affective Events Theory, the present study proposes that self-awareness, self-regulation, empathy, and social skills positively influence job satisfaction. Employees who effectively understand and manage their own emotions while maintaining positive interpersonal relationships are more likely to experience favourable work attitudes and higher levels of job satisfaction.

Literature Review and Hypothesis Development

Emotional Intelligence Factors

Self-awareness

People need to understand themselves to be good at dealing with their emotions. Self-awareness is what helps people see how they feel, think, and behave. Some researchers, Jantsch et al. said in 2017 that it is about knowing what you are like and checking if your actions are what you think they should be. When people know themselves well, they can do their job better. They know what they are good at and what they are not. They can see what triggers their emotions and control how they react. This helps them get along with the people they work with, like their

colleagues and managers. When people understand each other, they can talk clearly and make better decisions, as Clark et al said in 2018. It led us to form our first hypothesis,

H1: There is a strong association between Self-awareness and job satisfaction

Self-Regulation

Being able to manage yourself is really important. It means you can keep your feelings, thoughts and actions in check. Employees who are good at managing themselves can stay calm when things get tough; they do not do things on impulse. They can adjust to changes at work. For example, self-management helps employees stay composed under pressure, resist acting on impulse, and adjust when workplace circumstances shift, as Ikpesu said in 2017. Brown and Lent said in 2019 that self-management gets better when you know what is important, use your strengths well manage your time well, and focus on what matters. When people do these things, they do their jobs better. They also help their company reach its goals. So, self-management is like a skill that helps you understand your emotions, which's a part of emotional intelligence. Therefore, we came up with a hypothesis

H2: There is a correlation between self-regulation, which is an emotional intelligence skill and job satisfaction.

Social Skills

Relationship management is about using intelligence to build good relationships with the people you work with. It is a combination of knowing yourself, managing your emotions and being aware of the people around you. This helps you communicate work in a team and solve problems. People who are good at managing relationships usually gain the trust of others easily can influence them in a way and help create a team spirit. Arnold from 2017 said that to build relationships at work you need to communicate well, stop doing things that hurt relationships and keep doing things that help. Souri and others from 2019 found that when you manage relationships well, people work together and the organisation does well in the run. So we thought, there must be a link between being able to understand and share the feelings of others, which is a part of emotional intelligence, and being happy with your job. Therefore, our idea is:

H3: Social skills have a positive and significant effect on job satisfaction.

Empathy

People need to understand the feelings and needs of others around them. This is what we call awareness. It helps us work well with people from different backgrounds and be ourselves in different situations. For example, Serrat said in 2017 that social awareness makes us more open to people who're different from us. We learn to respect people who have ideas and come from different cultures. Empathy is a part of social awareness. It means we can understand how others are feeling and be kind to them. When we can see things from another person's point of view, we can make decisions and work well with others. Issah said in 2018 that this helps build relationships and teamwork. So, we think that self-aware people will be happy with their jobs. We came up with a hypothesis

H4: Empathy has a positive and significant effect on job satisfaction.

Impact of Emotional Intelligence on Job Satisfaction

Job satisfaction reflects the positive feelings employees experience about their jobs in terms of its nature, duties and responsibilities, the environment in which they work, and what they receive in return (Amin, 2021). Emotional intelligence is a topic of great interest because it enables individuals to control their emotions as well as to respond to the emotions of other people. Those employees who have high levels of emotional intelligence are able to cope with workplace problems better, develop positive relationships and adapt to organizational change faster (Al Khoury et al., 2020).

It has been shown in various studies that there is a positive correlation between emotional intelligence and job satisfaction, although the strength of this relationship depends on many organizational and personal factors. Job satisfaction increases when the skills and emotional competences of the employee correspond to the requirements of the role and organization, thus making employees be able to perform efficiently and effectively (Khan et al., 2017).

Emotional intelligence was found by Miao et al. (2017) to contribute significantly to job satisfaction and organisational effectiveness. Emotionally intelligent employees tend to have higher empathy, collaboration skills, and understanding of interpersonal messages, which allows for creating strong teams and positive working relationships. At the same time, these authors suggest that in those positions that require assertiveness and competitiveness, there is no guarantee that emotional intelligence will lead to improved performance. The authors point out another gap in the literature, namely, the fact that the existing body of research is mostly corporate research conducted in developed countries (Miao et al., 2017).

There is also additional evidence about the relationship between emotional intelligence and well-being. For example, Rose (2021) and Bano et al. (2021) state that emotionally intelligent employees have higher ability to control their emotions and cope with the stress at work, thus reducing the probability of being dissatisfied with their jobs due to negative emotions experienced. According to Huang et al. (2018), emotionally intelligent employees tend to be more responsive to others' needs in terms of emotions, which contributes to creating positive atmosphere and, therefore, increases job satisfaction.

Self-regulation is yet another way through which emotional intelligence influences behavior in the workplace. People who possess high levels of emotional intelligence are usually more capable of controlling their impulsive actions, handling stressful situations, and maintaining strong relationships. The abovementioned traits make such people more likely to be trusted, able to cooperate, and create even stronger connections in the working environment (P. Machera & C. Machera, 2017). According to Burcea and Sabie (2020), people with high levels of emotional intelligence are also better communicators; they can understand the feelings of their coworkers and contribute to the formation of more united teams.

There are a number of research papers focusing on the mentioned connection. For example, Riaz et al. (2018) revealed that workers with higher emotional intelligence have a higher level

of job satisfaction, as they create more productive relationships with their superiors and coworkers. In a similar study, Dartey-Baah and Mekpor (2017) found a significant connection between several aspects of emotional intelligence and job satisfaction.

However, there are some studies indicating that emotional intelligence does not always have an ability to predict job satisfaction. For example, Jordan et al. (2002) claimed that the impact of the former on the latter could weaken in case employees had to face additional challenges, such as job insecurity and organisational uncertainty. Therefore, instead of working as a predictor, emotional intelligence could serve as a protective factor helping people to cope with challenging situations.

Moreover, El-Badawy and Magdy (2015) discovered that there were no significant correlations between emotional intelligence and job satisfaction in a sample of Egyptian faculty members of universities. Additionally, the authors indicated that demographic factors should be considered as there was a noticeable relationship only between younger workers and emotional intelligence. The correlation between older employees and emotional intelligence was weak or insignificant.

Taking everything into account, it should be noted that the effect of emotional intelligence on job satisfaction is positively related. However, it changes according to various individual and organisational factors. Therefore, emotional intelligence should be researched along with other relevant factors.

Abebe and Singh (2023) researched the relationship between emotional intelligence, job satisfaction, and organisational commitment and found the correlation between all three variables is very strong and positive. Employees with higher emotional intelligence demonstrated better ability to control their own emotions, communicate with others, and resolve conflicts successfully, which led to increased job satisfaction and greater commitment to the organisation. As a conclusion, the authors suggested incorporating emotional intelligence training in the process of developing employee skills in order to increase productivity and reduce turnover rates.

Anari (2012) conducted research on teachers and concluded that teachers with high levels of emotional intelligence have significantly higher levels of job satisfaction and organisational commitment. Emotional intelligence proved to be a significant predictor of positive attitudes towards one's job, as the teachers with higher levels of emotional intelligence have the ability to regulate their emotions, handle relationships and deal with job-related stress. The authors concluded that the schools should foster development of emotional intelligence among teachers in order to increase their efficiency and reduce turnover.

Brunetto, Teo et al. (2012) continued studying the same topic and investigated the relationships between emotional intelligence, job satisfaction, organisational commitment, and employee wellbeing. Emotionally intelligent employees experienced greater job satisfaction, which then strengthened their commitment to the organisation — with job satisfaction acting as a mediating link between emotional intelligence and stronger organisational outcomes.

Febrina and Putri (2023) furthered this research by investigating how emotional intelligence, job satisfaction and organisational commitment affect employee performance as a combined effect. They showed that the role of emotional intelligence in improving job satisfaction and organisational commitment was significant, and thus improved performance; job satisfaction partially mediated the relationship between emotional intelligence and performance.

Malayil and Krishnan (2023), researching among health professionals, found that the role of emotional intelligence was very important in affecting job satisfaction, and thereby influencing organisational commitment. It was found that professionals who have high emotional intelligence are more resilient and adaptable to stressful circumstances, maintaining positive workplace relations.

In their 2023 research, Meradios and Alcantara analyzed the combined impact of emotional intelligence, job satisfaction and organizational commitment on organizational outcomes, thus proving the existing research that indicated the importance of emotional intelligence as an antecedent of job satisfaction and commitment. In addition, the organizational commitment played a critical role as one of the mechanisms through which emotional intelligence impacted performance and effectiveness.

On the whole, these studies have convincingly shown that emotional intelligence is an important antecedent of job satisfaction and organizational commitment in the contexts of education, healthcare and corporate organization. Job satisfaction can be viewed as a mediating variable that connects emotional intelligence and organizational commitment, while organizational commitment contributes to organizational effectiveness. These findings prove the relevance of developing emotional intelligence in organizational development and the necessity of further research on this topic. Based on the above information, the following hypothesis was deduced. Based on the above, we deduced the following hypothesis,

Research Method

This research examined the impact of Emotional Intelligence on job satisfaction among working professionals in Gujarat. The study employed a descriptive cross-sectional quantitative study to analyse and interpret participants' responses towards the questions administered. This method allowed for the structured and systematic collection of data, which was then analysed using statistical techniques.

Population and sample

The target population for this study consisted of academic professionals, bank employees, IT employees and other employees across various organizations in Gujarat. A total of 410 respondents participated in the survey. EI was assessed using the EI Self-Assessment by Goleman (1998), adapted by Harvard Business Review. This 40-item self-assessment questionnaire uses a 5-point Likert scale (ranging from 5 = Strongly Agree to 1 = Strongly Disagree). Job satisfaction self-evaluation using a well-established 5-point Likert scale that assesses various aspects based on Tlaiss (2013) in Gujarat. The responses were gathered through Google Forms.

Statistical analysis

The collected data were analyzed using SPSS and SmartPLS 4.0. Descriptive statistics were used to provide an overview of the demographic profile of respondents and characteristics of the study variables. Then, the proposed research model was tested using Partial Least Squares Structural Equation Modeling (PLS-SEM). The measurement model was assessed using factor loadings, Cronbach's alpha, Composite Reliability (CR), Average Variance Extracted (AVE) and HTMT values. The structural model was evaluated using path coefficients, t-values, p-values, R^2 and f^2 values. Bootstrapping with 5,000 resamples was used to test the significance of the hypothesized relationships between emotional intelligence dimensions and job satisfaction.

Analysis and Interpretation

5.1 Demographic profile of the Respondents

Out of the 410 respondents who participated in the survey 48.5% of the respondents were male and 51.5% of the respondents were female working professionals. 35.6% of the respondents were in the age group of 21 to 30 years, 39% of the respondents were in the age group of 31 to 40 years of age, 17.6% of respondents were in the age group of 41 to 50 years of age and 7.8% of respondents were in above 50 years age category. Since marital status is also an important factor for emotional well-being, it was also administered where 58.5% of the respondents were married and 30.2% of the respondents were unmarried and a small proportion of 11.2% of the respondents preferred not to say. 40.5% of the respondents had a work experience of 1 to 3 years, 26.8% of the respondents had work experience of 4 to 6 years, 18.3% of respondents had work experience of 7 to 10 years and 14.1% of respondents had work experience of more than 10 years. 32.4% of the respondents were academic professionals, 26.3% of respondents were bank employees, 23.2% of respondents were IT employees and 18% of respondents preferred not to mention their profession. 16.3% of respondents earned between 15,000 to 30,000 rupees a month, 33.2% of respondents earned between 31,000 to 45,000 per month, 15.6% of respondents earned between 46,000 to 60,000 per month and 34.9% of respondents earned 60,000 and above per month.

5.2 Descriptive Assessment of Study Variables

Awareness about Emotional Intelligence

The findings reveal an exceptionally high level of awareness of the concept of Emotional Intelligence (EI), with 98.8% of respondents indicating that they are familiar with the term. This suggests that EI has become a well-recognized concept among the study participants, likely due to its growing emphasis in academic, professional, and organizational settings, providing a strong foundation for examining its influence on workplace outcomes such as job satisfaction.

The findings indicate that respondents predominantly viewed combinations of Emotional Intelligence (EI) competencies as essential for effective conflict resolution rather than individual skills. The most frequently identified combination was Self-Awareness and Motivation (10.0%), followed by Self-Awareness and Empathy (9.0%) and Self-Awareness, Motivation, and Social Skill (8.5%). Overall, Self-Awareness emerged as the most consistently

represented competency across responses, highlighting its central role in understanding emotions, managing interpersonal conflicts, and facilitating constructive workplace relationships.

Self- Awareness

In regard to workplace stress, a large number of people 60.24% opt for having a rest in order to think about things. At the same time, 32.93%prefer ignoring the stress or overcoming it. A small group of people 6.83% tends to ask for emotional support from someone else.

In case of problems with the project, 43.17% of participants recognize their responsibility and try to benefit from this situation. In contrast, 31.71% opt for solving the problem without any publicity, which is because of shame. Moreover, there are those who keep silent about their frustration and hide their feelings, 16.10%.

Table 1 : Self-Awareness					
Competency	Strongl y Agree	Agre e	Neutra l	Disagre e	Strongl y Disagre e
I can recognize when my emotions are affecting my work performance	.7	3.9	16.6	63.9	14.9
I take time to reflect on how I respond emotionally in difficult situations	2.0	6.8	22.2	30.5	38.5
I am aware of how my mood impacts the people	50.5	21.0	3.2	25.4	0

Responses to the three self-awareness items were mixed. Most respondents (63.9% disagree, 14.9% strongly disagree) don't feel they recognize when emotions affect their work performance, and a similar pattern shows for reflecting on emotional responses in difficult situations (30.5% disagree, 38.5% strongly disagree). However, awareness of mood affecting others skewed positive, with 50.5% strongly agreeing and 21.0% agreeing, though a notable 25.4% disagreed — suggesting inconsistent levels of emotional self-awareness across the sample.

Self-Regulation

When faced with unfair criticism from a supervisor, most respondents (63.7%) said they would stay calm, listen to the feedback, and privately seek clarification afterward — indicating strong emotional regulation. A smaller share (26.8%) would feel hurt or defensive but try to control their emotions during the conversation. Only a minority showed less constructive responses: 5.4% would express frustration immediately, and 4.1% would withdraw and avoid the situation altogether, suggesting most employees favor composed, delayed responses over confrontation or avoidance.

When provoked by a negative comment from a colleague, the largest share of respondents (40.7%) said they would stay calm and not engage, focusing instead on their work. Close behind, 31.0% would try to defuse the situation with humour or by changing the subject. A smaller portion showed less composed reactions: 16.1% would feel offended and respond in kind, while 12.2% would ignore the comment outwardly but remain bothered by it internally.

Table 2 : Self-Regulation					
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am able to manage my impulses even when I am under pressure	2.4	4.9	22.7	57.6	12.4
I adapt well to unexpected changes without losing focus or composure	.7	4.6	14.9	34.4	45.4
I adapt well to unexpected changes without losing focus or composure	1.5	6.8	21.2	38.3	32.2

Responses on self-management were largely negative. For managing impulses under pressure, most respondents disagreed (57.6%) or strongly disagreed (12.4%), with only 7.3% agreeing. On adapting to unexpected changes without losing composure, results were similarly weak, with 45.4% strongly disagreeing and 34.4% disagreeing on one measure, and 38.3% disagreeing plus 32.2% strongly disagreeing on a related measure — indicating that most respondents struggle to regulate impulses and maintain composure amid pressure or disruption.

Empathy/ Social Awareness

When a colleague seemed stressed or upset, most respondents (58.3%) said they would approach them privately to offer help or support. A smaller group (12.9%) would check in but keep the conversation work-focused, while 10.7% would grow concerned and offer unsolicited advice. Notably, 18.0% said they would ignore the situation and assume the colleague would handle it independently — showing that while empathetic responses dominate, a meaningful minority remain disengaged from coworkers' emotional states.

When witnessing a colleague treated unfairly in a meeting, half of respondents (50.5%) said they would speak up during or after the meeting, offering support and addressing the unfairness directly. A significant portion (27.3%) would stay quiet despite feeling uncomfortable, avoiding involvement. Smaller shares would privately check in with the colleague afterward (13.4%) or dismiss the situation entirely, assuming the colleague could handle it alone (8.8%) — showing that while many favor active support, discomfort still keeps a notable share from intervening.

Table 3: Empathy					
Statement	Strongl y Agree	Agre e	Neutra l	Disagre e	Strongl y Disagre e
I try to understand the reasons behind a colleague's negative behaviour rather than taking it personally	1.2	3.4	15.9	62.0	17.6
I adjust my communication style depending on how othhers are feeling	1.0	4.9	15.4	26.1	52.7
I recognize when team members are overwhelmed and offer to help when possible.	1.2	5.4	17.8	46.3	29.3

Responses across these social-awareness statements skewed negative overall. Most respondents disagreed or strongly disagreed that they try to understand the reasons behind a colleague's negative behaviour rather than taking it personally (62.0% and 17.6%). Similarly, a majority disagreed with adjusting their communication style based on others' emotions (26.1% disagree, 52.7% strongly disagree), and with recognizing when teammates are overwhelmed and offering help (46.3% disagree, 29.3% strongly disagree) — suggesting limited self-reported social awareness among respondents.

Social Skills

When facing a conflict with a colleague over a project, most respondents (59.3%) said they would try to understand the other person's viewpoint, engage in respectful discussion, and work toward a compromise. About a quarter (25.4%) would avoid the conflict altogether, hoping it resolves on its own. Smaller shares would escalate the issue to a supervisor (8.0%) or stand firm on their own position (7.3%) — indicating a general preference for collaborative resolution over avoidance or confrontation.

When collaborating with a colleague who had a different working style, nearly half of the respondents (48.3%) said they would make an effort to understand that style and find common ground for effective teamwork. Close to a third (29.3%) would feel frustrated but continue working together, hoping the colleague adapts. Smaller shares would avoid collaboration entirely (11.2%) or openly express frustration while pushing the colleague to adjust (11.2%) — showing most favor accommodation over confrontation or withdrawal.

Table 4 : Social Skills					
Statements	Strongl y Agree	Agre e	Neutra l	Disagre e	Strongl y Disagre e

I handle disagreements professionally without damaging relationships.	.7	9.0	21.0	56.1	13.2
I feel confident in giving constructive feedback to colleagues.	.5	2.4	17.8	35.1	44.1
I can build rapport easily with new team members or clients	1.5	1.7	27.1	42.7	27.1

Impact on Job Satisfaction

A large majority of respondents (96.6%) agreed that understanding and empathizing with others' emotions had an impact on their job satisfaction, while only a small minority (3.4%) disagreed. This overwhelming consensus highlights empathy's perceived importance in shaping how satisfied employees feel in their roles.

The vast majority of respondents (93.9%) felt that their organization considered emotional intelligence an important skill, while only a small minority (6.1%) did not share this view — indicating strong perceived organizational recognition of emotional intelligence's value in the workplace.

Table 5 : Impact on Job Satisfaction					
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My ability to understand my own emotions contributes to my overall satisfaction with my job.	74.1	1.0	10.7	0	14.1
Being aware of my emotional strengths and weaknesses helps me navigate workplace challenges more effectively.	51.0	2.4	15.1	31.5	0.0
Effective emotional regulation allows me to maintain a high level of job satisfaction, even during difficult times.	1.5	7.1	29.8	31.2	30.5
Emotional intelligence enhances my drive to achieve professional goals, which in turn boosts my job satisfaction.	1.5	7.1	24.9	45.9	20.7
Understanding and addressing the emotions of others enhances my job satisfaction by fostering better relationships at work.	1.2	9.3	19.3	40.2	30.0

Effective communication and collaboration, driven by my social skills, contribute to a more satisfying work experience.	1.2	6.6	17.6	43.7	31.0
Positive interactions with colleagues, facilitated by my social skills, significantly enhance my overall job satisfaction.	.7	6.1	20.2	46.1	26.8
My organization's investment in emotional intelligence development positively impacts my level of job satisfaction.	2.4	13.2	17.6	38.0	28.8
I believe that enhanced emotional intelligence through training has directly improved my job performance and satisfaction.	2.0	8.0	24.6	43.2	22.2
My emotional intelligence helps me handle workplace conflicts in a way that maintains or enhances my job satisfaction.	1.0	7.6	14.1	49.3	28.0

Responses were mixed: self-emotion understanding strongly boosted satisfaction (74.1% strongly agree), as did awareness of emotional strengths/weaknesses (51.0%). However, most disagreed that emotional regulation, goal-driven EI, empathy, social skills, positive interactions, organisational EI investment, EI training, and conflict-handling through EI meaningfully improved satisfaction — disagreement ranged roughly 38–49% across these items, with strongly disagree often 20–31%, indicating limited perceived impact of most EI-satisfaction pathways beyond basic self-awareness.

The analysis began with descriptive statistics to summarize the demographic profile of the respondents and provide an overview of the study variables. Following this preliminary analysis, SmartPLS 4.0 was utilized to perform Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis was conducted in two stages: first, the measurement model was assessed to establish the reliability and validity of the constructs, and second, the structural model was evaluated to examine the hypothesized relationships among the variables. This approach is particularly suitable for predictive research models involving multiple latent constructs and complex relationships.

5.3 Measurement Model Assessment

Table 6 : Reliability and Convergent Validity Assessment			
	Cranach's alpha	Composite reliability (rho)	Average variance extracted (AVE)
Self-Awareness	0.709	0.783	0.548

Self-Regulation	0.740	0.805	0.582
Empathy	0.708	0.780	0.543
Social skills	0.712	0.794	0.562
Job Satisfaction	0.755	0.819	0.516

As seen in the table presented above, all constructs had acceptable levels of reliability and convergent validity. All values of Cronbach's alpha fell between 0.708 and 0.755, while composite reliability values fell between 0.780 and 0.819. These values exceeded the standard level of reliability of 0.70, which indicates sufficient levels of internal consistency (Hair et al., 2022). In addition, all AVE values were between 0.516 and 0.582, and exceeded the standard criterion value of 0.50, thus proving convergent validity (Fornell & Larcker, 1981). Overall, the results indicate that the measurement model is reliable and valid and can be used for further research.

Table 7: Discriminant Validity Assessment, HTMT Analysis

	Empathy	Job Satisfaction	Self-Awareness	Self-Regulation	Social skills
Empathy					
Job Satisfaction	0.705				
Self-Awareness	0.647	0.546			
Self-Regulation	0.896	0.626	0.692		
Social Skills	0.897	0.739	0.811	0.895	

To measure discriminant validity, we employed Heterotrait–Monotrait Ratio (HTMT) criteria which is considered a good indicator to check whether the latent constructs under consideration in PLS-SEM are distinctive. Based on the statement of Henseler et al. (2015), when HTMT values are less than 0.90, then the constructs can be considered empirically distinct and are able to represent different conceptual dimensions.

According to Table 7, HTMT values vary from 0.546 to 0.897, where all the HTMT values do not exceed 0.90. This indicates that the constructs used in the current research have discriminant validity. It can be seen that the dimensions of emotional intelligence and job satisfaction are related but still distinctive.

A relatively high value of HTMT was obtained for the relationships between Empathy and Self-Regulation (0.896), Social Skills and Self-Regulation (0.895), and Social Skills and Empathy (0.897). Considering the closeness of concepts under examination, these associations can be considered normal. However, they stay within an acceptable limit, which suggests that these

constructs have their conceptual independence and do not experience the problem of redundancy (Henseler et al., 2015).

On the other hand, a lower HTMT value was obtained for the relationships between Job Satisfaction and Self-Awareness (0.546) and between Job Satisfaction and Self-Regulation (0.626), thus proving the conceptual distinctiveness of these constructs once again. According to Hair et al. (2022), HTMT values below the set level show a strong indication that latent variables measure different concepts and are distinguishable from one another.

On balance, the HTMT validation technique shows that the discriminant validity is present in the measurement model. Consequently, the measures used in this study are distinctive enough to conduct further analysis within the structural model.

5.4 Structural Model Assessment

Table 8 : VIF Values	
	VIF
Self-Awareness -> Job Satisfaction	1.411
Self-Regulation -> Job Satisfaction	1.566
Social skills -> Job Satisfaction	4.228
Empathy -> Job Satisfaction	4.674

For determining collinearity of the predictor constructs and to improve the accuracy and reliability of the structural model, the Variance Inflation Factor (VIF) was employed. Collinearity analysis is necessary in the context of PLS-SEM as the high overlap between predictor variables can negatively influence the estimation and interpretation of the path coefficients (Hair et al., 2022).

As it can be seen from Table 8, the VIF values varied from 1.411 to 4.674. Self-Awareness (VIF = 1.411) and Self-Regulation (VIF = 1.566) showed low values of collinearity which means that those two constructs offer unique information for explaining Job Satisfaction. Empathy (VIF = 4.674) and Social Skills (VIF = 4.228) displayed higher VIF values although still lower than 5.0. According to Hair, Hult, Ringle, and Sarstedt (2022), If the value of VIF is less than 5, then the multicollinearity problem does not pose any serious threat to the analysis of the structural relationships. Likewise, Ringle et al. (2024) stress that if the VIF values are acceptable, this would provide proof that the predictor constructs are independent enough and thus the path coefficients could be analyzed accurately.

On the whole, one can conclude that there is no multicollinearity problem in the current research. As all VIF values are acceptable, the predictor constructs could be used in the further examination of the structural relationships between dimensions of Emotional Intelligence and Job Satisfaction.

Table 9 : Path Coefficients and Hypothesis Testing Results				
Hypothesis	Path	T statistics (O/STDEV)	P values	Decision
H1	Self-Awareness -> Job Satisfaction	2.002	0.045	Supported
H2	Self-Regulation -> Job Satisfaction	3.922	0.000	Supported
H3	Social skills-> Job Satisfaction	2.847	0.004	Supported
H4	Empathy -> Job Satisfaction	1.052	0.293	Not Supported

The results of hypothesis testing on the basis of bootstrapping analysis are represented in Table 9. It can be stated that three out of four tested hypotheses were found to be true. To be more precise, Self-Awareness turned out to have a significant positive impact on Job Satisfaction ($t = 2.002$, $p = 0.045$), which is consistent with H1. At the same time, Self-Regulation turned out to have a significant positive effect on Job Satisfaction ($t = 3.922$, $p < 0.001$), confirming H2. Finally, Social Skills turned out to have a significant positive effect on Job Satisfaction ($t = 2.847$, $p = 0.004$), confirming H4.

Empathy did not have a significant positive impact on Job Satisfaction ($t = 1.052$, $p = 0.293$). Thus, H4 was rejected. Self-Regulation turned out to have the highest statistical impact among significant predictors.

Overall, the results suggest that employees' ability to understand themselves, regulate their emotions, and effectively manage interpersonal relationships contributes significantly to their job satisfaction. However, empathy alone does not appear to directly influence job satisfaction in the context of the present study. These findings provide partial support for the proposed research model and highlight the importance of specific emotional intelligence dimensions in enhancing workplace satisfaction (Hair et al., 2022).

Table 10: Coefficient of Determination (R^2)		
	R-square	R-square adjusted
Job Satisfaction	0.620	0.613

The table above shows the coefficient of determination (R^2) for the endogenous construct Job Satisfaction. The coefficient of determination of 0.620 shows that the dimensions of emotional intelligence employed in the model namely Empathy, Self-Awareness, Self-Regulation, and Social Skills have a joint explanatory ability of 62.0% in Job Satisfaction. The adjusted R^2 of 0.613 shows that the model has a high explanatory ability with minimum estimation error.

Based on Hair et al., R^2 values of 0.75, 0.50, and 0.25 show substantial, moderate, and weak explanatory abilities, respectively. The obtained value of R^2 , which is 0.620, thus shows that

there is a moderate to substantial level of explanatory ability, indicating that the dimensions of emotional intelligence have a key role to play in determining employees' job satisfaction.

Table 11: Effect Size (f^2) Assessment	
Path	f-square
Self-Awareness -> Job Satisfaction	0.013
Self-Regulation -> Job Satisfaction	0.040
Social skills1 -> Job Satisfaction	0.020
Empathy -> Job Satisfaction	0.003

Table X contains the effect sizes (f^2) of all predictor constructs and their individual contributions to the variance of Job Satisfaction. As mentioned by Hair et al. (2022), the f^2 values 0.02, 0.15, and 0.35 correspond to small, medium, and large effects, respectively.

From the findings, it can be seen that Self-Regulation had the largest effect on Job Satisfaction ($f^2 = 0.040$), followed by Social Skills ($f^2 = 0.020$). Both predictor constructs had a small effect size and contributed significantly to the explanation of Job Satisfaction. However, Self-Awareness had an effect size of $f^2 = 0.013$, while Empathy had the smallest effect size of $f^2 = 0.003$.

In general, according to the obtained f^2 values, the individual effects of the emotional intelligence dimensions on Job Satisfaction can be considered as being rather insignificant. Still, Social Skills and Self-Regulation prove to have the greatest impact from among the variables under consideration. In other words, even though all these constructs individually demonstrate only little impact, when their combined effect is considered, the explanatory power of the model increases significantly, which is seen in the obtained R^2 value. This type of pattern is rather typical of studies in behavioral and social sciences.

Discussion

The present study examined the influence of emotional intelligence dimensions, namely self-awareness, self-regulation, empathy, and social skills, on employees' job satisfaction. The findings provide valuable insights into the role of emotional competencies in shaping workplace attitudes and contribute to the growing body of literature on emotional intelligence and organizational behavior.

The results revealed that self-awareness has a positive and significant effect on job satisfaction. This finding suggests that employees who possess a clear understanding of their emotions, strengths, and limitations are better equipped to manage workplace challenges and align their personal goals with organizational expectations. Such individuals are more likely to maintain positive attitudes toward their work, resulting in higher levels of job satisfaction. This finding is consistent with the Emotional Intelligence Theory proposed by Goleman (1995) and aligns with previous studies that have highlighted the importance of self-awareness in promoting positive workplace outcomes.

Similarly, self-regulation emerged as a significant predictor of job satisfaction. Employees who can effectively control their emotions and respond constructively to stressful situations tend to experience greater satisfaction in their jobs. The ability to manage emotional reactions helps individuals cope with workplace pressures, resolve conflicts more effectively, and maintain productive relationships with colleagues and supervisors. Among the examined emotional intelligence dimensions, self-regulation demonstrated the strongest contribution, highlighting its critical role in fostering employee well-being and positive work experiences. This finding supports earlier research indicating that emotional control and adaptability are essential determinants of workplace satisfaction.

The study also found that social skills positively and significantly influence job satisfaction. Employees with strong communication, collaboration, and relationship-management abilities are more likely to develop supportive workplace networks and experience positive interactions with colleagues. These interpersonal benefits contribute to a more favorable work environment, which in turn enhances job satisfaction. The finding reinforces the view that effective social functioning is a valuable organizational resource that facilitates teamwork, cooperation, and employee engagement.

Contrary to expectations, empathy did not exhibit a significant effect on job satisfaction. Although empathy is widely recognized as an important emotional intelligence competency, its direct influence on job satisfaction was not supported in the present study. One possible explanation is that while empathy improves interpersonal understanding and workplace relationships, it may not directly affect employees' evaluations of their jobs. Job satisfaction is often influenced by factors such as work environment, recognition, career opportunities, compensation, and organizational support, which may overshadow the direct impact of empathy. Another possible explanation is that empathy may influence job satisfaction indirectly through variables such as organizational commitment, employee engagement, team cohesion, or workplace relationships. Therefore, future research could explore potential mediating mechanisms to better understand the role of empathy in organizational settings.

The coefficient of determination ($R^2 = 0.620$) indicates that the proposed model explains 62% of the variance in job satisfaction, demonstrating substantial explanatory power. This finding confirms that emotional intelligence dimensions play a meaningful role in shaping employee attitudes and satisfaction levels. However, the effect size analysis revealed that the individual contributions of the constructs were relatively small, suggesting that job satisfaction is a multifaceted phenomenon influenced by a combination of emotional, organizational, and contextual factors. Nevertheless, the collective influence of emotional intelligence competencies provides strong support for their inclusion in organizational development and employee well-being initiatives.

Overall, the findings support the underlying assumptions of Emotional Intelligence Theory and Affective Events Theory by demonstrating that employees who effectively understand and manage their emotions and maintain positive interpersonal relationships are more likely to experience favorable workplace outcomes. The study therefore highlights the strategic

importance of emotional intelligence competencies in enhancing employee satisfaction and organizational effectiveness.

Managerial Implication

The findings of this study provide several important implications for organizational leaders, human resource professionals, and policymakers. First, organizations should prioritize the development of emotional intelligence competencies through structured training and development programs. Since self-awareness, self-regulation, and social skills significantly influence job satisfaction, organizations can design workshops focused on emotional awareness, stress management, emotional resilience, communication, and interpersonal effectiveness.

Second, the significant role of self-regulation suggests that organizations should equip employees with techniques for managing workplace stress, handling conflicts, and adapting to changing work environments. Incorporating emotional resilience and mindfulness-based interventions into employee development initiatives may contribute to higher levels of job satisfaction and overall well-being.

Third, the positive influence of social skills highlights the need for organizations to cultivate collaborative and supportive workplace cultures. Team-building activities, mentoring programs, and leadership development initiatives can strengthen communication and relationship-management skills, thereby enhancing employee satisfaction and workplace harmony.

Conclusion

This study examined the influence of key emotional intelligence dimensions, namely self-awareness, self-regulation, empathy, and social skills, on employee job satisfaction. Drawing upon Emotional Intelligence Theory and Affective Events Theory, the study provides empirical evidence regarding the role of emotional competencies in shaping workplace attitudes.

The findings indicate that self-awareness, self-regulation, and social skills positively and significantly influence job satisfaction, highlighting the importance of employees' ability to understand their emotions, manage emotional responses, and maintain effective interpersonal relationships in the workplace. Among the examined dimensions, self-regulation demonstrated the strongest contribution, suggesting that employees who can effectively control their emotions and adapt to workplace challenges are more likely to experience higher levels of job satisfaction.

In contrast, empathy did not exhibit a significant influence on job satisfaction. This finding suggests that while understanding the emotions of others is valuable for workplace interactions, it may not directly contribute to employees' personal evaluations of their jobs within the context of the present study.

Furthermore, the model explained 62% of the variance in job satisfaction ($R^2 = 0.620$), indicating substantial explanatory power. The results reinforce the growing body of literature emphasizing emotional intelligence as a critical resource for enhancing employee well-being and positive workplace outcomes. Overall, the study contributes to the understanding of how specific emotional intelligence competencies influence job satisfaction and offers practical insights for organizations seeking to foster a more satisfied and productive workforce.

Limitations and Future Research Directions

Despite providing valuable insights into the relationship between emotional intelligence dimensions and job satisfaction, this study has several limitations that should be acknowledged. First, the study employed a cross-sectional research design, which captures respondents' perceptions at a single point in time. Consequently, causal relationships among the variables cannot be established with certainty. Future studies may adopt longitudinal research designs to examine how emotional intelligence competencies influence job satisfaction over time.

Second, the study relied on self-reported data, which may be susceptible to common method bias and social desirability bias. Although appropriate statistical procedures were employed to ensure data quality and validity, future researchers may consider collecting data from multiple sources, such as supervisors, peers, or organizational records, to enhance the robustness of findings.

Third, the study focused on selected dimensions of emotional intelligence, namely self-awareness, self-regulation, empathy, and social skills. While these dimensions explained a substantial proportion of variance in job satisfaction, other psychological and organizational factors may also influence employee satisfaction. Future studies could incorporate variables such as psychological capital, organizational commitment, work engagement, perceived organizational support, leadership style, and workplace culture to develop a more comprehensive understanding of job satisfaction.

Fourth, the findings may be influenced by the specific demographic and organizational context of the sample. Therefore, caution should be exercised when generalizing the results to different industries, regions, or cultural settings. Future research may conduct comparative studies across sectors, organizations, and countries to examine the consistency of these relationships in diverse contexts.

The non-significant relationship between empathy and job satisfaction also presents an important avenue for future research. Researchers may investigate whether empathy exerts an indirect effect on job satisfaction through mediating variables such as employee engagement, interpersonal relationships, organizational commitment, or team cohesion. Additionally, moderating variables such as organizational support, leadership effectiveness, and workplace climate may be explored to better understand the conditions under which emotional intelligence contributes to employee satisfaction.

Finally, future studies may employ advanced analytical approaches, such as multi-group analysis (MGA), higher-order construct modeling, or longitudinal PLS-SEM, to gain deeper insights into the complex mechanisms linking emotional intelligence and job-related outcomes. Such investigations would further enrich the theoretical and practical understanding of emotional intelligence in organizational settings.

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