European Journal of Business and Management Research
www.ejbmr.org

The Relationship between Emotional Intelligence, Job Satisfaction, and Job Performance: Empirical Evidence from Public Higher Education Institutions

Dagim Woldie Abebe and Devinder Pal Singh

ABSTRACT

One of the most significant concepts that have been introduced to management and psychology over the past ten years is emotional intelligence. This study sought to investigate the connection between emotional intelligence, job satisfaction, and job performance, in higher education settings. The academic staff of Ethiopian higher education institutions made up the population from which our sample was drawn. There was a total of 388 questionnaires given to participants who were chosen at random. The analysis was conducted using 315 questionnaires from these. Employees' emotional intelligence was found to be positively and significantly correlated with job satisfaction and performance, but the relationship between job satisfaction and job performance was found to be insignificant. In a similar vein, the connection between emotional intelligence and job performance at work is unmediated by job satisfaction. The findings highlight the significance of emotional intelligence and its influence on workplace situations. During the recruitment phase, service industries should strongly consider using an Emotional Intelligence test to assess an individual's capacity to control their emotions and recognize those of others, thereby increasing job satisfaction and performance.

Keywords: Emotional Intelligence, Job Satisfaction, Job Performance, Public Universities.

Submitted: March 24, 2023

Published: May 05, 2023

ISSN: 2507-1076

DOI: 10.24018/ejbmr.2023.8.3.1928

D. W. Abebe *
Ph.D. Scholar, Punjabi University, Faculty of Business Studies, Department of University School of Applied Management, Patiala, India
(e-mail: dagdagi2006@gmail.com)
D. P. Singh
Professor, University School of Applied Management, Punjabi University, Patiala, India

**Corresponding Author*

I. Introduction

The success of an individual is influenced by a variety of personal factors in this era of globalization, where there is a significant amount of cultural, scientific, economic, and social exchange. This includes things like a positive attitude, financial support, a good education, a social network, and so on. Even with all of these, success can come with failure. Emotional Intelligence (EI) was identified as one of the underlying causes(www.eq-test.com).

Emotional Intelligence is the capacity for intelligent emotion management. It is a set of learned skills and abilities that can predict positive outcomes at home, in school, and at work. People who have these are healthier, less depressed, more productive at work, and have better relationships. The modern world necessitates enhanced interpersonal relationships, mutual understanding, and workplace productivity.

A person can achieve success and satisfaction at work by having a solid understanding of the emotions of others and the ability to control them. Despite the fact that an individual's intelligence quotient (IQ) is a significant factor in determining their level of success, research indicates that, beyond a certain point, the emotional measure is more important than IQ; when it comes to an office setting. Workplace climate and management-employee relationships are both influenced by employee job satisfaction (Mayer & John, 2004). The work environment influences employees favourably or unfavorably which results in different levels of performance and satisfaction level. The task assigned for employees affects their well-being, satisfaction, and health since it could provide income and a means for social development. When a person's job seems to fulfil important job values, it is the positive emotional state; these values meet one's requirements (Mehrotra, 2005).

Some empirical research showed that emotional intelligence is a better predictor of life success (economic well-being, satisfaction with life, friendship, family life), including occupational attainments, than intelligent quotient. Hiring employees based on their emotional intelligence capability is crucial since it determines individuals' job performance (Luthans, 2010).

In this competitive work environment organization needs to improve its productivity to survive and ensure its continuity in the future. This come to be achieved by enhancing the performance of employees. The performance of employees in a particular organization plays a critical role. Performance is a critical determinant of organizational success and outcomes (Cheok & O'Higgins, 2011).

Research has tried to see the relationship between emotional intelligence and job satisfaction, and emotional intelligence and job performance. The researcher thinks it will be interesting to see if there is a connection between employee emotional intelligence, job satisfaction and job performance.

Based on the designation of employees, this study also proposes to investigate job satisfaction and employee performance relationship. The study also attempts to see if job satisfaction mediates the relationship between emotional intelligence and job performance.

II. Literature Review

A. Emotional Intelligence

Emotional intelligence describes the ability, capacity, skill, or, in the case of the trait emotional intelligence model, a self-perceived grand ability to identify, assess, manage, and control the emotions of oneself, of others, and of groups.

Emotional intelligence is considered to play a crucial role in modern work life (Goleman *et al.*, 2002). Its principles help in evaluating employee behaviour, management styles, attitudes, interpersonal skills, and potential and are considered to have great relevance in areas like job profiling, planning, recruitment, and selection (Serrat, 2009). Another major advantage of emotional intelligence is that it allows people to better understand and manage emotions (Salovey & Mayer, 1990). According to Oriole and Cooper (1997) psychological research also explains that emotions can be understood and controlled in a significant way to improve one's life and work environment.

The research finding of Boyatz and Oosten (2002); Emmerling and Goleman (2003); Cherniss *et al.* (2006) specified that if Intelligent Quotient (IQ) helps a person to get a good job; he would be able to keep it and succeed at work with the support of emotional intelligence. According to Gopinath (2020) there is a strong connection between job satisfaction, job involvement, and organizational commitment.

B. Job Satisfaction

Job satisfaction is a topic that has got wide appreciation in academics as well as industry. It refers to an employee's affective reaction to his job in terms of how much it satisfies his desired outcome (Jorfi & Jorfi, 2011). It actually refers to the extent to which one person likes his/her job (Spector, 1999) or it may be considered as the emotional attachment one has with his/her job (Meyer,1993). Job satisfaction is an attitude of an employee over a period of his job, so the factors of satisfaction and dissatisfaction change over the period.

C. Job Performance

"Murphy (1989) defines job performance as a function of the individual's performance of specific tasks that comprise standard job descriptions and declares that it is also affected by variables such as maintaining good interpersonal relations, absenteeism, and withdrawal behaviours, substance abuse and other behaviours that increase hazards at the workplace".

Research findings indicated that employees play a vital role to improve organizational success by creating new products, services, and working processes (Osman-Gani *et al.*, 2013). Due to its important nature job performance is considered a crucial dependent variable that researchers often give greater emphasis on so as to investigate the various factors that determine it (Jankingthong & Rurkkhum, 2012). According to Sony *et al.* (2016) there is a positive relationship between front-line employees' adaptability and their job performance.

D. Emotional Intelligence and Job Satisfaction

Job satisfaction can be a good indicator of how employees feel about their jobs and a good predictor of work behaviours like absenteeism, turnover, and organizational citizenship. According to Elias, A., and George, J. (2012), job satisfaction may partially mediate the connection between personality variables and deviant work behaviours. These authors assert that emotion is essential for motivating and directing behaviour. In addition, a person needs more than just a high Intelligence Quotient (IQ) to be happy and successful in life. Research finding indicates that academic intelligence and IQ scores do not accurately predict important life outcomes. Workplace climate and management of employee relationships are both influenced by employee job satisfaction. For the purpose of increasing employee satisfaction at work, firm and concrete actions should be taken. It is generally accepted that workers with higher emotional intelligence will be more satisfied in their jobs. This is due to the fact that workers with a higher emotional intelligence are better able to devise strategies for avoiding the negative effects of stress, whereas workers with a lower emotional intelligence will be unable to do so. Employees with higher emotional intelligence will also be able to influence the emotions of others in a group setting, boosting both their morale and that of their co-workers (Cooper, 1997).

E. Emotional Intelligence and Job Performance

Daus and Ashkanasy (2005, p. 441) categorized the research into three streams after reviewing the existing data on emotional intelligence: 1) a four-branch abilities test based on Mayer and Salovey's (1997) emotional intelligence model; 2) instruments for self-report based on Mayer-Salovey model; (3) tests that go beyond the Mayer-Salovey definition and are available on the market. Even though proponents of the three different kinds of research disagree a lot, there is good reason to think that all three kinds of measures predict three streams of research that measure at least part of the core concepts behind emotional intelligence. The ability to recognize emotions in oneself and in other people also helps people do a better job of controlling their own emotions.

Emotional intelligence has the potential to improve performance by assisting with group tasks, even in environments that are typically found in nature, such as classrooms and colleges. Emotional intelligence may be particularly important in the service industry and other occupations where employees interact with customers. Emotional labor has a greater impact on job performance than physical labor (the service sector of the economy has grown while manufacturing has declined since 2007.

According to Bono and Vey (2005) emotional labor can be stressful for some employees, particularly when there is a lack of autonomy (Grandey *et al.*, 2005). Employees who are able to control their emotions are better able to deal with this stress.

F. Research Hypothesis

H1: Emotional Intelligence will be positively associated with employee job satisfaction.

H2: Emotional Intelligence will be positively associated with employee Job performance.

H13: There is a significant and positive relationship between job satisfaction and job performance.

H4: Job Satisfaction mediates the relationship between emotional intelligence and job performance.

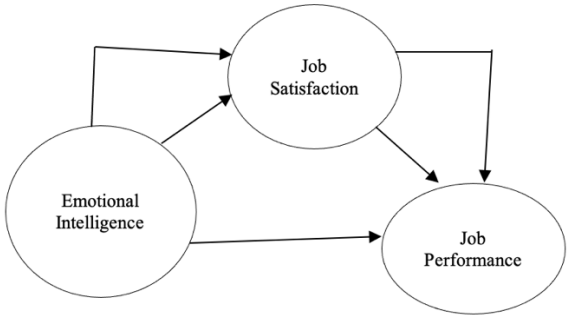

Fig. 1. Research Model.

III. Methodology

A. Research Design

When the problem has not been well researched before, the explanatory research design is used to set priorities, create operational definitions, and provide a model that has been better researched. According to Stebbins (2001) the primary focus of this research design is on providing a comprehensive explanation of the study's components.

The study's objective was to investigate the connection between emotional intelligence, job satisfaction, and job performance. As a result, the explanatory and cross-sectional descriptive research design was used in this study because the goal was to provide a comprehensive explanation of the connection between employee emotional intelligence, job satisfaction, and job performance at a single point in time.

B. Research Instruments and Variables

Based on the research done by Mayer and Salovey (1990) Wong and Law (2002) created the Wong and Law emotional intelligence Scale (WLEIS), a self-report emotional intelligence scale. There are 16 Likert-type self-report statements in the WLEIS. As a result, the Wong and Law emotional intelligence scale (Wong & Law, 2002) developed sixteen items to measure the four dimensions of emotional intelligence. Macdonald and Maclntyre (1997) developed a set of ten items to measure job satisfaction. Job performance was measured with 18 items scale developed by Koopmans (2015).

C. Sampling Technique, Population, and Sample Size

1) Sampling technique

To facilitate primary data collection, significant clusters of the chosen individuals are divided into sub-groups at various stages of this sampling method. In terms of experience, staff profile, leadership practice, infrastructure, and overall work environments, the populations from which the data were collected differ. As a result, universities in the Amhara regional state are divided into four generations and then samples were selected proportionally. Yamane Sample Size determination is suitable for survey research with a finite population. As a result, the formula used to calculate the sample for this study was, Taro Yamane's (Yamane, 1973). Accordingly, n = N /1 + N (e2), with a 95% confidence level. A sample of 388 students from each university was chosen using this formula. As a result, questionnaires were distributed to 388 academic personnel. 315 employees completed and accurately filled out questionnaires from these. The sample consisted of 87.3% of male respondents. 55.9 percent of respondents were between the ages of 31 and 40, 73% of workers have an MBA or MA/MSC degree, and 41.9 percent have less than five years of work experience.

IV. Data Analysis

A. Reliability Analysis

From Table I below we can realize that all the constructs have Cronbach's alpha value of greater than 0.7 which indicate high reliability (Nunnally, 1978).

TABLE I: Reliability Analysis

Cronbach α and average loading		
Construct	Cronbach α	Average loading
Emotional Intelligence	0.833	0.74
Job Satisfaction	0.825	0.76
Job Performance	0.807	0.74

* Average loading is the average factor loading of each construct.
Source: SPSS Output 2022

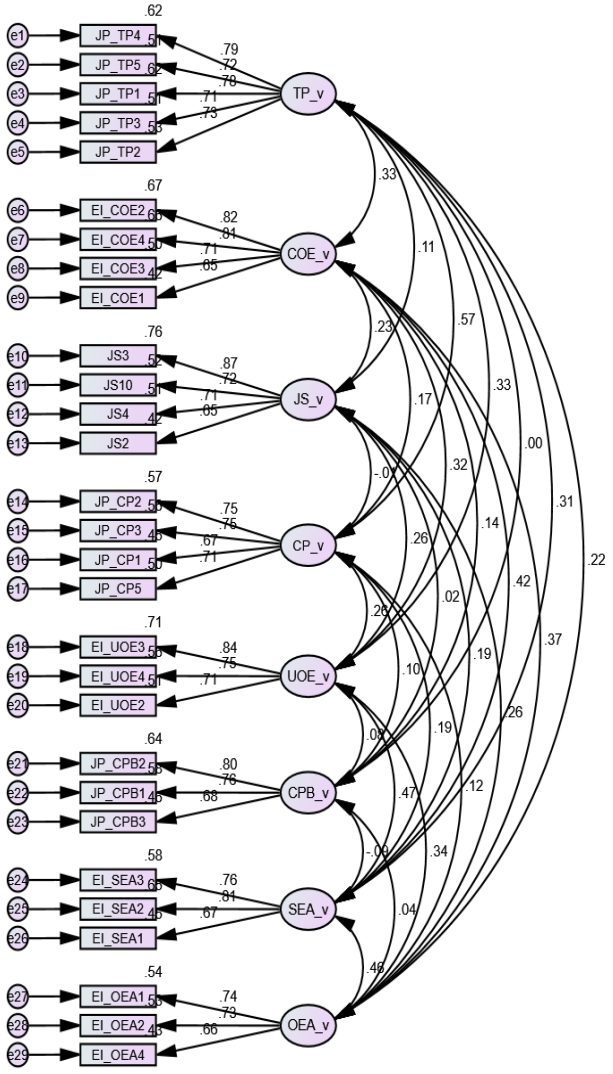

Fig. 2. First Order CFA of the model.

B. Validity Analysis

1) Convergent validity

The items that are indicators of a particular construct ought to converge or share a significant amount of variance in common. As indicated in Table II below, all factor loadings are statistically significant (Anderson and Gerbing,1988), and the average factor loadings of each factor are greater than 0.7, indicating high loading, and providing evidence of convergent validity. Good convergence is indicated when the extracted variance is also greater than 0.5 (Hair, 2009). The fact that the construct reliability was calculated to be greater than 0.7 for each construct lends credence to the convergent validity.

1) Discriminant validity

The average variance extracted for each construct and the correlation square for each dimension were compared to determine discriminant validity.

The percentages of the extracted variance were greater than the maximum shared variance (MSV) and the average shared variance (ASV), with all AVE values exceeding MSV and ASV (as shown in Table II below). Therefore, each construct has discriminant validity.

C. Common Method Bias

Common method variance (CMV) may be a concern when self-report questionnaires are used to collect data simultaneously from the same participants. According to Podsakoff and Organ (1986), this concern is heightened when both the focal explanatory and dependent variables are derived from the same respondent. The Harman single-factor test was used to calculate common method bias (CMB). It had a CMB of 18.644 percent, which was within the acceptable range (less than 50 percent) (Podsakoff *et al.*, 2003; Arya *et al*., 2019; Joshi & Yadav, 2019). Therefore, there is no common method bias (Harman, 1960).

TABLE II: MODEL VALIDITY MEASURES/ VALIDITY CONCERNS

	CR	AVE	MSV	MaxR(H)	TP	COE	JS	CP	UOE	CPB	SEA	OEA
1	0.863	0.559	0.323	0.866	**0.747**	-	-	-	-	-	-	-
2	0.836	0.562	0.172	0.850	0.328***	**0.750**	-	-	-	-	-	-
3	0.829	0.551	0.069	0.857	0.105	0.230***	**0.742**	-	-	-	-	-
4	0.812	0.520	0.323	0.815	0.568***	0.171*	-0.010	**0.721**	-	-	-	-
5	0.811	0.590	0.225	0.824	0.326***	0.321***	0.263***	0.260***	**0.768**	-	-	-
6	0.793	0.562	0.019	0.802	0.002	0.137*	0.023	0.098	0.076	**0.750**	-	-
7	0.790	0.558	0.225	0.801	0.315***	0.415***	0.189**	0.190**	0.474***	-0.089	**0.747**	-
8	0.751	0.502	0.209	0.755	0.222***	0.374***	0.260***	0.125	0.324***	0.039	0.457***	**0.708**

Note: 1. Job Performance has three latent variables (TP=task performance, CP=Contextual Performance, and CPB= counterproductive behaviour)
2. Emotional Intelligence has four dimensions (SEA= Self-emotion appraisal, OEA= other's emotion appraisal, UOE= use of emotion, and COE=control of emotion).
3. JS stands for Job satisfaction
Source: Amos Output 2022

D. Structural Model

The hypothesized structural model was then evaluated after the measurement model's validity and reliability were verified. When testing theories with structural equation modeling, multicollinearity causes issues (Jagpal, 1982). The variance inflation factor (VIF) was used to estimate multicollinearity, and the results are below 2.0 (Dwivedi & Merrilees, 2013; Garg & Pandey, 2020b). Since tolerance values were greater than 0.5, there was no multicollinearity between the variables.

The multivariate normality can be directly evaluated with Amos in terms of normality. Byrne (2011) says that a kurtosis value greater than seven (7) indicates a more significant deviation from multivariate normality, while values less than seven indicate that the SEM normality assumption is met. According to Kline (2011), a kurtosis statistic of 8 to 20 indicates a significant deviation from kurtosis in the data, which raises serious concerns when testing the assumption of multivariate normality because it indicates a violation of this assumption.

A skewness value greater than three /3/ (absolute value), as stated by Kline (2011), can be taken as a sign of extreme deviation from multivariate normality. Thus, a skewness coefficient of less than /3/ indicates that the multivariate normality assumption is satisfied.

The AMOS software was used to calculate Mardia's kurtosis coefficient for the variables that were measured.

TABLE III: ASSESSMENT OF NORMALITY (GROUP NUMBER 1)

Variable	min	max	skew	Cr.	kurtosis	c.r.
EI_OEA4	1.00	5.00	-0.71	-5.17	0.51	1.86
EI_OEA2	1.00	5.00	-0.62	-4.48	-0.13	-0.46
EI_OEA1	1.00	5.00	-0.37	-2.70	-0.60	-2.17
EI_SEA1	1.00	5.00	-1.41	-10.24	3.23	11.71
EI_SEA2	1.00	5.00	-1.02	-7.36	2.13	7.72
EI_SEA3	1.00	5.00	-1.04	-7.52	2.67	9.68
JP_CPB3	1.00	5.00	1.40	10.12	1.03	3.72
JP_CPB1	1.00	5.00	0.72	5.24	-0.26	-0.96
JP_CPB2	1.00	5.00	1.25	9.07	0.60	2.19
EI_UOE2	1.00	5.00	-1.01	-7.35	1.16	4.21
EI_UOE4	1.00	5.00	-1.18	-8.58	2.19	7.92
EI_UOE3	1.00	5.00	-1.09	-7.92	1.39	5.03
JP_CP5	1.00	5.00	0.14	0.99	-0.75	-2.73
JP_CP1	1.00	5.00	0.14	1.02	-0.74	-2.68
JP_CP3	1.00	5.00	-0.13	-0.97	-0.71	-2.56
JP_CP2	1.00	5.00	0.28	2.04	-0.69	-2.49
JS2	1.00	5.00	-1.03	-7.47	0.76	2.74
JS4	1.00	5.00	-0.67	-4.82	-0.27	-1.00
JS10	1.00	5.00	-0.94	-6.83	0.16	0.57
JS3	1.00	5.00	-.81	-5.86	-0.22	-0.79
EI_COE1	1.00	5.00	-0.89	-6.47	0.70	2.54
EI_COE3	1.00	5.00	-0.49	-3.57	-0.72	-2.60
EI_COE4	1.00	5.00	-0.77	-5.55	0.01	0.05
EI_COE2	1.00	5.00	-0.59	-4.27	-0.16	-0.58
JP_TP2	1.00	5.00	-0.11	-.077	-0.88	-3.18
JP_TP3	1.00	5.00	-0.28	-2.03	-0.76	-2.74
JP_TP1	1.00	5.00	-0.10	-0.74	-0.91	-3.31
JP_TP5	1.00	5.00	-0.10	-0.70	-0.91	-3.30
JP_TP4	1.00	5.00	-0.30	-2.21	-0.80	-2.91
Multivariate					131.30	27.48

Byrne (2010) says that because the normality limits are heavily influenced by sample size, using the rule of thumb instead of the C.R. values for significance testing would be more descriptive. In this study, deviations from normality were thus identified using the preceding skewness and kurtosis statistics rule. The Mardia's coefficients of kurtosis for all measured variables were between -0.91 and 3.230, as shown in Table III below, which strongly supports multivariate normality. In terms of skewness, the findings demonstrated that all of the variables had skewness values between -1.41 and 1.40, which is within the suggested threshold and lends additional support to the notion of normality.

Each pair of constructs is assumed to have relationships in the standard CFA model. This assumption would only be made by a saturated structural model. As a result, SEM structural models attempt to explain the relationship between constructs more than CFA does. Measurement model Cmin/df is 1.53 with GFI=0.90, CFI=0.95, RMSEA=0.04, and SRMR=0.04, whereas structural model Cmin/df is 1.53 with GFI=0.89, CFI=0.95, RMSEA, 0.04, and SRMR 0.05. Given the complexity of the model, these minor differences are insignificant for practical purposes, and the structural model suggests an adequate fit. Table IV below shows the fit statistics of the structural model.

TABLE IV: FIT STATISTICS OF THE STRUCTURAL MODEL

CMIN/DF	GFI	CFI	SRMR	RMSEA	PCLOSE
1.53	0.89	0.95	0.05	0.04	0.99

Source: Amos output 2022

E. Path Analysis Results

The theoretical model was tested with path analysis. AMOS utilized bootstrapping for path analysis (Byrne, 2010). AMOS 23.0 was used for all analyses. All analyses were carried out, and these analyses made use of the parameter estimation technique known as maximum likelihood. Path p-values and standardized regression weights were used to evaluate the hypothesized model. The standardized regression weights for the significant paths ranged from weak to moderately strong in size. The path model was used to test hypotheses H1 through H4. Fig. 3 shows the structural model and Table V provide a summary of the hypothesis testing results. The obtained values recommended that the impact of the capacity to understand anyone at their core on work fulfilment was critical at a 5% percent level of importance (P<0.05). Again, a significant (P<0.05) effect of emotional intelligence on job performance was found.

However, it was discovered that job satisfaction had no significant mediating effect i.e., the effect of emotional intelligence on job performance through job satisfaction is insignificant. Job satisfaction does not mediate the relationship between emotional intelligence and job performance because the direct effect of emotional intelligence on performance at work is significant while the indirect effect of emotional intelligence on performance at work is negligible. As a result, the researchers infer that the proposed model does not contain a mediation effect.

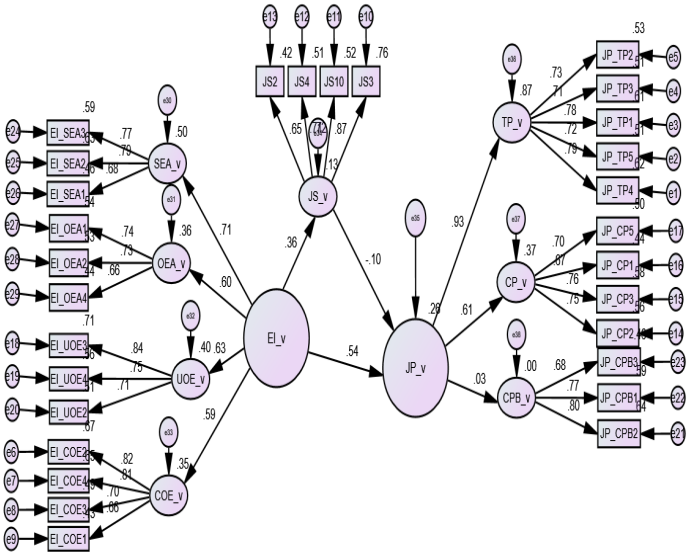

Fig. 3. Path diagram of the structural model.

TABLE V: A PATH ANALYSIS OF THE DIRECT EFFECTS BETWEEN EMOTIONAL INTELLIGENCE, JOB SATISFACTION, AND JOB PERFORMANCE REGRESSION WEIGHTS: (GROUP NUMBER 1 - DEFAULT MODEL)

	Estimate	S.E.	C.R.	P	Hypothesis	Remark
JS <…. EI	0.87	0.20	4.41	***	H1	Support
JP <…. JS	-0.08	0.05	-1.33	0.18	H3	Not support
JP <…. EI	1.06	0.20	5.18	***	H2	support

Note:
***Coefficient is significant at a p-value < 0.001.
EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction
Source: AMOS output, 2022

The result in the above table shows that emotional intelligence has a Positive and significant effect on job satisfaction with a path coefficient of 0.87, 4.41 CR, and p-value < 0.001. The study also shows a positive and significant effect of emotional intelligence on job performance with a 1.06 path coefficient, CR of 5.18, and p-value < 0.001. The relationship between job satisfaction and job performance is negative and insignificant with a p-value of 0.18, a path coefficient of - 0.08, and a CR value of -1.33.

Emotional intelligence has a standardized indirect (mediated) effect of -0.07 on employees' job performance. In addition to any direct (unmediated) impact of emotional intelligence on job performance, this test was administered. However, with regression weight/estimates of = -0.07, BS.SE= 0.07, and p=0.24, the analysis result becomes insignificant at p<0.05.

TABLE VI: PATH ANALYSIS OF THE INDIRECT EFFECTS BETWEEN EMOTIONAL INTELLIGENCE, JOB SATISFACTION, AND JOB PERFORMANCE

Hypothesis	Parameter	Estimate	Bootstrap S.E.	Lower	Upper	p	decision
H4	A×B	-0.07	0.07	-0.25	0.06	0.24	Not supported

Note:
A × B=The indirect effect of Emotional intelligence on job performance via job satisfaction
A=Represents EI------>JS regression weight.
B=Represents JS------>JP regression weight.
A × B standardized indirect effect= -0.07
Source: AMOS output, 2022

This indicates that there is no mediator in the causal relationship between job performance and emotional intelligence. Therefore, the relationship between academic staff at higher education institutions' emotional intelligence and job performance is not mediated by job satisfaction.

V. Findings

According to the study's findings, there was no relationship between job performance and emotional intelligence. The model demonstrates that emotional intelligence has a significant impact on job satisfaction. The estimation parameter used to test the impact of emotional intelligence on job satisfaction has a probability of 0.000 and a CR value of 4.41. Emotional intelligence has a significant positive impact on job satisfaction, according to these values. This finding is consistent with Gardner's (2006) research result. According to Latif *et al.* (2017), Emotional Intelligence can improve job satisfaction. The estimation parameter for determining whether Emotional intelligence has a direct impact on job performance has a probability of 0.000 and a CR value of 5.18. These values indicated that Emotional intelligence has a positive and significant impact on job performance. To put it another way, academic staff members' job performance in higher education institutions is influenced by their level of emotional intelligence.

This result supports the work of several previous researchers who have argued that Emotional Intelligence is an important predictor of work-related outcomes (Ashkanasy & Daus, 2005; Brackett & Mayer, 2003; Brackett *et al.*, 2004; Daus & Ashkanasy, 2005; Dulewicz & Higgs, 2000; Dulewicz *et al.*, 2003; Fox & Spector, 2000; Law *et al.*, 2004). A meta-analysis result by O'Boyle *et al.* (2011) also shows a positive and significant relationship between emotional intelligence and job performance.

VI. Discussion

A. Theoretical and Managerial Implications

Testing for connections between emotional intelligence, job satisfaction, and performance is the focus of the current study, which is part of a growing body of research on affectivity in the workplace. The study's findings emphasize the significance of emotional intelligence in the workplace in boosting employee job satisfaction and performance. This study's findings indicate that emotional intelligence plays a role in enhancing employee job satisfaction and performance.

The study found a significant and positive correlation between job satisfaction and emotional intelligence. This result is consistent with previous findings; to name: Latif *et al.* (2017) found that job satisfaction is positively associated with emotional intelligence. Emotional intelligence and job satisfaction have a strong positive correlation (Ealias & George, 2012). Emotional intelligence and job satisfaction were also found to have a significant positive relationship (Mousavi *et al.*, 2012). Accordingly, the finding of this study supported the first hypothesis where Emotional intelligence and job satisfaction have a significant relationship.

The study also found a positive and significant relationship between emotional Intelligence and employees' job performance. This finding is in line with the previous researchers finding (Ashkanasy & Daus, 2005; Brackett & Mayer, 2003; Brackett *et al.*, 2004; Daus & Ashkanasy, 2005; Dulewicz & Higgs, 2000; Dulewicz *et al.*, 2003; Fox & Spector, 2000; Law *et al.*, 2004; Ernest *et al.*, 2011).

Employees who are more adept at evaluating and regulating their own emotions and aware of the influence of emotions on behaviour and outcomes have more job satisfaction and desirable job performance, as the findings of this study demonstrate a significant relationship between Emotional Intelligence and job satisfaction and performance. These findings are in line with those of Sy *et al.* (2006), Law and Wong (2008), Goleman (1995), and Wong and Law (2002). Therefore, the third hypothesis is accepted. The second hypothesis is rejected since the estimation parameter for testing the effect of job satisfaction on job performance shows a negative and insignificant relationship. Finally, this research explores the relationship between emotional intelligence, Job satisfaction, and job performance of higher education institutions' academic staff.

The study also verifies whether job satisfaction mediates the relationship between emotional intelligence and job performance. It is also found that academic staff's job satisfaction does not mediate the relationship between emotional intelligence and Job performance. We are able to address many managerial implications thanks to this study's findings. First, our research demonstrates that employees' job satisfaction and performance are significantly influenced by their emotional intelligence. As a result, academic staff members should be provided with opportunities to improve their emotional intelligence in order to be more satisfied and perform at a higher level. This result is significant for institutions that provide services because it is essential to realize the organizations' sustainability to have an understanding of key variables that can improve employee job satisfaction and performance. Utilizing an emotional intelligence test is highly recommended to service sectors during the recruitment phase to assess an individual's capacity to control their emotions and recognize those of others. In addition, they ought to take these test scores into account when making decisions regarding the recruitment phase. Emotional intelligence generally consists of skills that can be taught, are adaptable, and change over time. As a result, this course of action will improve efficiency and job performance by enhancing employees' ability to adapt to the workplace and facilitating productive relationships at work.

B. Limitations and Directions for Future Research

Because the study was only conducted in one nation, it is possible that the findings cannot be applied to the entire world. The study's primary focus was on academic staff at public higher education institutions, which have a more favourable working environment than other teachers who are exposed to harsher and more stressful conditions. As a result, the findings cannot be generalized. Hence, more research is needed to better understand the connection between these variables. However, the cost was a barrier, so administering the structured questionnaire personally would have been preferable to having employees fill it out. It is common knowledge that no two people have the same way of seeing things.

This suggests that the survey's findings may be affected by respondents' bias. Extreme viewpoints distort survey results. It may be challenging to identify and eliminate such cases.

Consequently, the conclusions may not accurately reflect certain issues. In addition, the study used a cross-sectional approach, making it impossible to assess the incidence and draw a causal connection. As a result, the upcoming researcher should take these into account for future research.

REFERENCES

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin*, *103*(3), 411.

Arya, V., Sethi, D. and Paul, J., (2019) Does digital footprint act as a digital asset? – Enhancing brand experience through remarketing. *International Journal of Information Management 49:*142-156.

Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior, 26(4), 441*-452.

Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, *26*(4), 441-452.

Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, *26*(4), 441-452.

Bono, J. E., & Vey, M. A. (2005). Toward understanding emotional management at work: A quantitative review of emotional labor research. *Emotions in organizational behavior*, 224-244.

Boyatzis, R. E., & Van Oosten, E. (2002). Developing emotionally intelligent organizations. *International executive development Programmes*, *7*.

Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and social psychology bulletin*, *29*(9), 1147-1158.

Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: what does the research really indicate? *Educational psychologist*, *41*(4), 239-245.

Cooper, R. K. (1997). Applying emotional intelligence in the workplace. *Training & development*, *51*(12), 31-39.

Daus, C. S., & Ashkanasy, N. M. (2005). The case for the ability-based model of emotional intelligence in organizational behavior. *Journal of Organizational Behavior*, *26*(4), 453-466.

Dulewicz, V., & Higgs, M. (2000). Emotional intelligence–A review and evaluation study. *Journal of Managerial Psychology*, *15*(4), 341-372.

Dulewicz, V., Higgs, M., & Slaski, M. (2003). Measuring emotional intelligence: content, construct and criterion-related validity. *Journal of Managerial Psychology*, *18*(5), 405-420.

Dwivedi, A., & Merrilees, B. (2013). Brand extension feedback effects: towards a mediated framework. *Journal of Consumer Marketing*, *30*(5), 450-461.

Ealias, A., & George, J. (2012). Emotional intelligence and job satisfaction: A correlational study. *Research journal of commerce and behavioral science*, *1*(4).

Emmerling, R. J. & Goleman, D. (2003). Emotional Intelligence: Issues and Common Misunderstandings. Bantam Books.

Fox, S., & Spector, P. E. (2000). Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It's not all just 'G'. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *21*(2), 203-220.

Gardner, L. (2006). Emotional intelligence and occupational stress. In C. Stough, D. H. Saklofske, & K. Hansen (Eds.), Emotional intelligence: International symposium (pp. 169-195). Croydon, England: Tertiary Press.

Garg, P. & Pandey, A. (2020b) Towards sustainable tourism: an empirical investigation. Foresight. https://doi.org/10.1108/FS-04-2020-0042.

Goleman, D. (1995). Emotional intelligence. New York: Bantam Books.

Goleman, D., Boyatzis, R., & McKee, A. (2002). The emotional reality of teams. *Journal of Organizational Excellence*, *21*(2), 55-65.

Gopinath, R. (2020). An Investigation of the Relationship between Self-Actualization and Job Satisfaction of Academic Leaders. *International Journal of Management (IJM)*, *11*(8), 753-763.

Grandey, A. A., Fisk, G. M., & Steiner, D. D. (2005). Must" service with a smile" be stressful? The moderating role of personal control for American and French employees. *Journal of applied psychology*, *90*(5), 893.

Hair, J. F. (2009). *Multivariate data analysis.*

Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2010) *Multivariate Data Analysis: A Accepted Article Global Perspective*. (7th ed.). Prentice Hall, NJ.

Harman, H. H. (1960) *Modern factor analysis*. Chicago, IL. University of Chicago Press.

Jagpal, H. S. (1982). Multicollinearity in structural equation models with unobservable variables. *Journal of Marketing Research*, *19*(4), 431-439.

Jalowiec, A. N. N. E., Murphy, S. P., & Powers, M. J. (1984). Psychometric assessment of the Jalowiec coping scale. *Nursing research*, *33*(3), 157-161.

Jankingthong, K., & Rurkkhum, S. (2012). Factors affecting job performance: a review of literature. *Humanities, Arts and Social Sciences Studies (former name Silpakorn University Journal of Social Sciences, Humanities, and Arts)*, 115-128.

Jorfi, H., & Jorfi, S. (2011). Strategic operations management: Investigating the factors impacting communication effectiveness and job satisfaction. *Procedia-Social and Behavioral Sciences*, *24*, 1596-1605.

Joshi, R. and Yadav, R. (2019). The study of brand extension among generation Y in the Indian market. Int. J. Indian Culture and Business Management 19(3): 339–353.

Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling.

Koopmans, L. (2015). Individual Work Performance Questionnaire instruction manual. Amsterdam, NL: TNO Innovation for Life – VU University Medical Center.

Latif, H., Majoka, M. I., & Khan, M. I. (2017). Emotional intelligence and job performance of high school female teachers. *Pakistan Journal of Psychological Research*, *32*(2).

Law, K. S., Wong, C. S., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology, 89*, 483-496.

Law, K. S., Wong, C. S., Huang, G. H., & Li, X. (2008). The effects of emotional intelligence on job performance and life satisfaction for the research and development scientists in China. *Asia Pacific Journal of Management*, *25*(1), 51-69.

Lopes, P. N., Brackett, M. A., Nezlek, J. B., Schütz, A., Sellin, I., & Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and social psychology bulletin*, *30*(8), 1018-1034.

Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human resource development quarterly*, *21*(1), 41-67.

Macdonald, S., & Maclntyre, P. (1997). The generic job satisfaction scale: Scale development and its correlates. *Employee Assistance Quarterly*, *13*(2), 1-16.

Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. Biometrika, 57(3), 519-530.

Mayer, J. D. (2004). What is emotional intelligence?

Mehrotra, A. (2005). *Leadership styles of principals*. Mittal Publications.

Mousavi, S. H., Yarmohammadi, S., Nosrat, A. B., & Tarasi, Z. (2012). The relationship between emotional intelligence and job satisfaction of physical education teachers. *Annals of Biological Research*, *3*(2), 780-788.

Murphy, K. R. (1989). Is the relationship between cognitive ability and job performance stable over time? *Human performance*, *2*(3), 183-200.

Narayanan, L., Menon, S., & Spector, P. E. (1999). Stress in the workplace: A comparison of gender and occupations. *Journal of Organizational Behaviour: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *20*(1), 63-73.

O'Boyle Jr, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, *32*(5), 788-818.

Oriole, E. M., & Cooper, R. K. (1997). EQ-Map: Interpretation Guide. An integrated EQ assessment and individual profile. San Francisco, CA: Essi System.

Osman-Gani, A. M., Hashim, J., & Ismail, Y. (2013). Establishing linkages between religiosity and spirituality on employee performance. *Employee relations*, *35*(4), 360-376.

Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, *12*(4), 531-544.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, *88*(5), 879.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 185-211.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 185-211.

San Lam, C., & O'Higgins, E. (2013). Emotional Intelligence and Leadership Styles in China. *Asia Pacific Management Review*, *18*(4).

Serrat, O. (2009). Drawing mind maps.

Sony, M., & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, *30*, 20-32.

Stebbins, R. A. (2001). *Exploratory research in the social sciences* (Vol. 48). Sage.

Sutton, M. (2006). Emotional intelligence and competence in a knowledge citizen's world. *SA Journal of Information Management*, *8*(4).

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.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel Psychology*, *46*(2), 259-293.

Wong, C. S., & Law, K. S. (2002). Wong and law emotional intelligence scale. *The Leadership Quarterly*.

Yamane, T. (1973). Research Methodology/Sample Size. *Florida: University of Florida*.