

## The Effect of Emotional Intelligence on Managerial Involvement: An Empirical Study In Istanbul

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### Abstract

*The aim of this study was to analyze the relationship between the emotional intelligence levels and job satisfaction of the managers and to carry out a research in this sense. In the research, the relationship of emotional intelligence abilities in managers with their own job satisfaction was analyzed. The main population of the study included the managers in different grades of small, medium, and large scale entities from different sectors in Istanbul. The basic purpose of the study was to reveal the relationship between the emotional intelligence dimensions the managers had and their own job satisfaction. In this sense, it was analyzed the effect of emotional intelligence abilities managers had upon their own job satisfaction, and whether there was a relationship between them or not. The field research was carried out with reference to the theoretical framework revealed after the literature review. In the methodology section of the study, the findings related to the research and the interpretations were included with the analyses. It was revealed depending upon the correlation and regression analyses performed within the scope of the research that interpersonal relationships factor had an effect upon the job satisfaction.*

**Keywords:** Emotional Intelligence, Job Satisfaction, Manager Skills

**JEL:** M10, M12

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### 1. Introduction

Emotional intelligence is the ability of the individuals for understanding the feelings of themselves and the others and managing these. In the literature, some researches have mostly been carried out upon the emotional intelligence in professional life, and emotional intelligence's effect upon the productivity of people and its effects through increasing the productivity of people upon the organizational purposes. Breakdown of personal relationships, people's getting away from themselves and their surroundings and the same problems' occurrence in organizations depending upon these have all directed us towards searching for the effect of emotional intelligence upon overcoming the problems related to life and professional life. Increases at pressures in the workplace environment provides a new value to people who are as optimist as they can overcome the troubles and failures, use initiative and are motivating for

themselves and the others around them. Scarcity/lack of love and respect between employee-employer, and employee-employee in organizations, behaviors including the mobbing, increase at turnover requests of employees, employee circulation at a level affecting the operating efficiency, and not overcoming these were the most important reasons for carrying out this study. The purpose of this study was to analyze the relationship between the managers' emotional intelligence and their own job satisfaction and carry out a practical research in this sense.

## **2. Literature Review**

### *The Concept of Emotional Intelligence*

The concept of emotion as the basis of emotional intelligence, and behaviors of individuals towards themselves and others is the most essential constituent for coping with several positive and negative situations encountered in daily life and working life. Emotion is the basis for our presence and gives meaning to our lives. It provides a system for values and meanings during the development and termination process of our lives as well as our careers (Cooper and Sawaf, 2010, p. 8).

Emotional intelligence is the ability of individuals for understanding the present feelings of themselves and feelings of others. The people with this ability can accurately understand the feelings and thoughts of the people and their colleagues they communicate in daily life. This is as efficient as the other factors in terms of success both in private life and the business life. Mayer and Salovey mentioned that emotional intelligence includes four interrelated abilities: perceiving emotions, using emotions to facilitate thoughts, understanding emotions, and managing emotions to enhance personal growth (Emmerling and Cherniss, 2003, p.153).

The term of emotional intelligence appeared first in doctoral thesis of Israeli Psychologist Dr. Reuvan Bar-On in the beginnings of 1980s, and then a comprehensive theory of emotional intelligence was revealed by psychologist Peter Salovey from Harvard University and psychologist John Mayer from New Hampshire University in 1990 (Goleman, 2012b, p.446; Kaya and Kozak, 2006, p.576).

The American psychologist Daniel Goleman from Harvard University as the old journalist of New York Times and responsible for behavioral and brains sciences is one of the most important names giving prominence the issue through his emotional intelligence study. He tried to prove in his book titled as "Emotional Intelligence" published in 1995 that emotional intelligence abilities are more important than IQ that is also called as the cognitive intelligence. Goleman defined the emotional intelligence as "recognizing the feelings of yourself and the others, motivating yourself, and the ability of managing the feelings inside us and in our relationships well" (Goleman, 2012c, p.393; Kaya and Kozak, 2006, p.576).

### *Emotional Intelligence Abilities*

As the researches revealed the factors of emotional intelligence abilities, emotional intelligence has gained some dimensions. In existing emotional intelligence abilities, whereas some dimensions are strong in some people, the others can be weaker.

Cognitive skills' being better than the others in career development is not the unique factor that provides leaders to be successful. The one creating the difference between the average and the best is the emotional competence (Edizler, 2010a, p.2981).

No doubt, it is not necessary to have feelings alone. The emotional intelligence provides us learning to recognize and evaluate the feelings of ourselves and the others and to react appropriately reflecting the information related to feelings and energy of feelings efficiently to our lives and works (Cooper and Sawaf, 2010, p.12).

Salovey and his colleague Gardner categorized emotional intelligence abilities under five groups (Goleman, 2012a, p.73).

*Self-awareness: Self-knowledge and realizing a feeling while appearing are the basis of emotional intelligence.*

*Self-regulation: While the people weak in abilities such as relieving themselves, and getting rid of intense anxiety, pessimism and sensitivity struggle with constant uneasiness, the strong ones recover themselves easier after encountering with difficulties and unpleasant surprises of life.*

*Motivation: It is necessary for getting over the feelings in accordance with a purpose, paying attention, motivating themselves, self-control, and creativity.*

*Empathy: The term of "empathia" that means "feeling inside in Greek was firstly used by the esthetic theoreticians for the "ability of perceiving the subjective experience of the other."*

*Managing relationships: The art of relationship is mostly the ability of managing the feelings of others. Understanding the feelings of others and taking an action for motivating these feelings are the basis for this art of relationship with people.*

#### *Emotional Intelligence Abilities According to Gender*

Throughout the history, the differences between females and males have been a matter of discussion. As in several issues, there have been some differences between the females and males in emotional intelligence abilities. Beside the gender-inclusive differences, different upbringing ways of the two individuals have caused some effects upon their emotional intelligence abilities.

Gender is another issue emphasized for the emotional intelligence. Girls and boys are brought up through different emotional approaches by their families. The voices and words used by the families while loving the two different genders are different, as well. While mothers are telling stories to their daughters, they even use more emotional expressions rather than their sons. The suggestions offered to both genders for coping with emotions are fairly different, as well (Tuğrul, 1999, p. 16-17).

The males with higher emotional intelligence ability are the individuals who are socially balanced, extrovert, cheerful, and have no inclination towards cowardice and deep-thinking. They are at peace with themselves and their social surrounding and understanding and concerning towards the others in their relationships. Moreover, they appear as critical, self-righteous, fussy, dissimulating, and hesitant on emotional experiences, distant, emotionally indifferent, and cold. The females with high intelligence are the ones expressing their thoughts clearly, having intellectual confidence, expressing their emotions, looking optimistically to themselves and the others finding a meaning in life. Furthermore, such females are the ones leaning towards anxiety, deep-thinking and feeling guilty and avoiding from their anger clearly (Doğan, Demiral, 2007, p. 213-214).

Whereas females are more successful at the dimension of empathy, self-awareness, and relationship control of the emotional intelligence; the males are more successful at being sure, easy-adaptation and coping with stress (Goleman, 2012a, p.181).

#### *Dimensions of Emotional Intelligence*

It will be very difficult to express the ability of emotional intelligence in humans through only one dimension. There are one or more than one indicators in people related to the presence of emotional intelligence ability, and those have been analyzed and categorized under dimensions in their own merits.

According to Goleman, the emotional intelligence has five factors including self-awareness, self-regulation, motivation, empathy, and social abilities as the indicators of the emotional intelligence. These five factors have been categorized according to their own merits, and each group includes the competences required for the emotional life and establishing an efficient communication (Goleman,2012c, p.394).

Self-awareness that has been defined as people's being aware of the feelings of their own and their feelings create the basis of the emotional intelligence. The leaders aware of their own feelings have high self-confidence, they know how much risk they should take; and because they know their capacity they do not get a job they cannot overcome. The leaders with such features are considered to be more successful due to their being aware of their own competences, knowing the areas they need help and requesting support in areas they are incompetent if required. For that reason, self-awareness competence is a necessary condition for efficient leadership (Erdoğan and Kenarlı, 2008, p.65).

Self-confidence as another component of self-awareness means individuals'being sure of themselves related to the values they have a feeling their abilities and values well. Self-confidence, leaving this impression towards the others, expressing the ideas that are not acceptable easily, decisive, and making healthy decisions even under pressure are the general traits of the people that have self-confidence (Şahinkaya, 2006, p. 37; Goleman, 2012c, p.71). Self-confidence is individuals' acting through the way they determine or believe in a difficult decision that should be made despite the disagreements and others against those (Karmyshakova, 2006, p. 106).

Motivation is the general concept covering requests, needs, impulse, and interests. The motives providing organism to go into action and be stimulated direct the behavior of an organism to specific targets. These two features are motivated when organism develops in behavior (Cüceloğlu, 2011, p.229).

Manager's developing behaviors that provide job satisfaction creates the basis of efforts towards motivating the employees. These efforts will actualize the organizational purposes and provide the personal satisfaction. Because the individual behaviors have a complex structure, it cannot be possible to create standard factors to provide motivation. Whereas these factors revealed by the interpersonal differences make a manager successful in an organization, these can also make unsuccessful in another organization. The most essential point related to this issue is being aware of encouragement tools required for motivation and using those. Motivation plans depended upon these encouragement tools become successful (Eren, 2010, p.516).

It is important to perceive the feelings of the other correctly and providing the feedback according to this. Empathy that we can summarize as a person's putting himself in another's place is one of the basic factors of social intelligence. It is not always possible to express the feelings by words. These feelings can be expressed through facial expressions or several nonverbal methods. Understanding such feeling of the others is related to self-regulation and self-awareness abilities in people.

Empathy means people's putting themselves in place of the others they communicate and the competence for understanding the feelings and thoughts of them. Empathy is very important in solidarity. Moreover, it can be hard for individuals to develop empathy with the others among the problems they struggle inside themselves. For developing the empathy correctly, it is very important to perceive the messages received by the others accurately. Furthermore, the one who develops empathy should transfer to the other accurately. To sum up, it is important to understand the feelings of others as well as expressing this accurately. Being a solidarist individual trying to find similarities between the differences and not being defensive are the features necessary for empathic communication competences to reach the top level (Uztuğ, 2006, p. 211-212).

"Emotional Intelligence" is a kind of viewing the experience and expression of emotions as a domain of intelligence. The leaders with empathy ability anticipate the feelings that are not put into words but felt, and perceive the emotional signals in the environment accurately. Besides, it is not very hard for the leaders who are good listeners to understand the viewpoints in the environment. In management of groups in which various viewpoints and different characters are together, the most important abilities of the leader is efficient listening and empathy. The leaders with a high level of social intelligence are aware of the social networks and power relations. The leader with this competence is also aware of the political powers cooperation can be established and non-verbal rules. The managers following the satisfaction created by meeting the customer needs are the ones with high service competence (Goleman, 2012c, p.264; Schutte.et.al, 1997).

### *Emotional Intelligence in Managers*

The people are not machines; it is not possible for them to enter into the entity by leaving their feeling out. The people can sometimes be upset and sometimes furious, and these can sometimes be arisen from the reasons related to business

and sometimes related to the daily life. Whatever the reason is, the mood of the people and the feelings they have will affect their labor productivity and relationships with friends (Akın, 2004, p.28).

Emotional maturity is the thing expected to be in managers for the working environment. According to a research carried out upon the young managers who were expected to be successful in ten years but could not, these aforementioned young managers were noticed to have four features leading to their failure rather than their successful colleagues. These features were being unsuccessful in human relations, being authoritarian, conflicting with the senior management, and being overambitious (Baltaş, 2001, p.65).

### *The Concept of Job Satisfaction*

Profession as an important focal point in human life also covers a big part of the daily life. Individuals' achieving a spiritual satisfaction through accomplishments and creating themselves are not the unique material acquisitions. They also require to feel themselves as serviceable and valuable, to be appreciated. The way for providing this is the work requirements' and needs' being compatible with the people performing this. This coherence leads to job satisfaction (Berber, 2011, p.32).

Satisfaction means providing something to be actualized and achieving satisfaction (Turkish Language Society, 2013). It is also defined as the happiness actualizes when the needs are met (İşcan and Timuroğlu, 2007, p.124).

Satisfaction is a concept that can only be defined through feeling of the individual, and that cannot be directly understood by the others; and it is a personal, emotional, and social qualified concept. It is the expression of individuals' satisfaction from their lives and surrounding, and their content from their job and labor relations (Örücü et al. 2006, p.40).

Within organizations, the people can achieve job satisfaction as being satisfied from the working conditions and the works they carry on. There are several factors to create the job satisfaction. It is related to individuals themselves to develop positive and negative attitudes related to job evaluating these factors. For that reason, whereas some employees achieve satisfaction, the others can experience dissatisfaction. When the concept of satisfaction is considered as a whole, it expresses the satisfaction felt by the individuals for their job and all factors related to this (Eğinli, 2009, p.36).

Job satisfaction means the personal evaluation of the results obtained from the job such as the attitude of the employed job management, conditions of the work as well as the job's itself and occupational safety. Job satisfaction includes internal responses developed by the individuals against the perceptions created towards working conditions reasoning out of the norms, expectations, and system of values. Under the light of all these, job satisfaction includes the perceptions of individuals related to the effect of their profession and the conditions of their profession and the emotional response given as a reply. It is the positive effect upon the employee created by the work experiences

acquired at working environment. The individuals acquiring the required job satisfaction at work will have positive attitude towards their profession and working environment (Çekmecelioğlu, 2007, p.84).

The attitudes developed by the employees towards their profession create the job satisfaction, and it is an emotional response towards their professional lives. This is not much different from the concept of job satisfaction in general; it is related to satisfying the needs (Avşaroğlu et al., 2005, p.117). All employees expect their psychological, economic, sociologic requests to be satisfied, and job satisfaction becomes provided as far as all these requests are satisfied by the institution they carry on their duties (Çam et al., 2005, p.214).

Job satisfaction actualizes in case of employee requests and working conditions match each other. When these conditions cause employees to be satisfied or dissatisfied, the concept job satisfaction appears as positive or negative. Because this concept has a dynamic structure, it is very important for this fact to be created upon the employees in terms of organization's fulfilling its purposes and an increase in its productivity. Due to its being such an important issue for the employees, this variable should not be ignored after being provided by the managers (Berber, 2011, p.34).

The productivity of the individual increases as their expectations are fulfilled at work they get through some expectations. Increase at the productivity of an individual and job performance related to this also affect the productivity and performance of the entity positively, as well. In this case, it is important to provide job satisfaction of employee at work and not to make the employee disappointed to make the productivity and the performance of the employees reach to top level. In case the employee experiences job dissatisfaction, the problems can occur such as organization's not fulfilling its targets on time and low performance. An employee's level of happiness is an indicator of job satisfaction. It is the name given for the emotional reaction against the job satisfaction. Job satisfaction is a concept shaped by the individuals' themselves and including the feelings, emotions and experiences related to the employee (Erdil et al., 2004, p.18).

### **3. Research Methodology**

The basic purpose of this research was to reveal the relationship between the emotional intelligence dimensions the managers had and their own job satisfaction. In this sense, it was analyzed the effect of emotional intelligence abilities the managers had upon their job satisfaction, and whether there was a relationship between these or not. In performing the research, reliability and healthiness of the answers given to the questionnaire are important. In order to increase the rate of participation into the questionnaire, it will be beneficial to inform the people on the purpose of the research. For that reason, a cover letter expressing the subject and purposes of the research was attached to the questionnaire. The managers within the sample group were informed about the purposes of the research, and trust of them was provided related to the facts that the results will be evaluated collectively, and institutional names will not be used. Some of the participants were attained through electronic mail. The field research was carried out with the managers of some entities carrying on business in Istanbul between March and April 2013.

### *3.1 Scope of the Research*

In the research, the relationship of emotional intelligence abilities in managers with their job satisfaction was analyzed. The main population of the research included the managers at different grades of small, medium, and large scale entities from different sectors in Istanbul. Among those, 51% were male, and 49% were female. Majority of the participants had graduate or postgraduate educational status.

In data collection, two questionnaires were used to determine the effect of emotional intelligence the managers had upon their job satisfaction. Questions related to the dimensions required to be measured were selected, and after adding a demographical information section, two more sections as the emotional intelligence and job satisfaction were created and it was turned into one questionnaire. “Bar-On EQ” questionnaire developed by Füsün Tekin Acar in 2001 in her doctoral thesis and “job satisfaction questionnaire used in the postgraduate thesis were used after obtaining the necessary permissions.

The reliability and validity of the questionnaire was tested, and the reliability was analyzed with the Cronbach Alpha Coefficient.

In the research, the emotional intelligence and job satisfaction of the participants was tried to be measured using the questionnaire application. The explanations of these two measurement tools were as below:

Bar-On’s Emotional Coefficient Inventory was an emotional intelligence inventory which was analyzed in terms of its reliability and validity in six countries (Canada, USA, Argentina, Germany, South Africa and Israel) for 12 years (1985–1997). Bar-On EQ questionnaire which was analyzed by Dr. Reuvenin terms of its reliability and validity has been used in several academic studies up to now; however, it was used in our study in its shortened and transformed form which was also used by Füsün Tekin Acar in her study before (Acar, 2001, p.98).

The expressions included into the questionnaire form were classified according to 5-point Likert scale. The most positive choices for all variables in the 5-point scale were coded with 1, and the most negative ones were coded with 5. There has been no scoring; only tendency was measured.

In order to increase the reliability of the questionnaire, the internal consistency between the statements included into the questionnaire were tested with Cronbach Alpha Coefficiency reliability analyses. According to this, Alpha coefficient was .92.12 with the total dimensions of the questionnaire including 87 expressions, and this was at an acceptable level.

Allen and Meyer did not discuss organizational commitment as one-dimensional, and they firstly prepared a two-dimensional scale including the emotional commitment and continuance commitment concepts in 1984. Then, the concept of normative commitment was added to this scale, and it was turned into a three-dimensional scale (Çakır, 2006, s. 77).

The job satisfaction scale used in the postgraduate thesis in 2006 by Birgül Çakır was used in the research together with the emotional intelligence scale.

Cronbach Alpha coefficients of each and all scales including Emotional Intelligence, Organizational Commitment and other Job Satisfaction questions as the questionnaires used in the study were analyzed. Emotional Intelligence scale coefficient calculated for this sample was 0,917; the coefficient calculated for Organizational Commitment scale was 0,701; and coefficient of the Job Satisfaction scale was 0,902; and those were at acceptable level. Total coefficient of all scales was 0,916; and Alpha coefficient of all questionnaires was at an acceptable level.

**Table 1:** Cronbach Alpha Coefficients of the questionnaire used in the study and scales classified in the questionnaire

<b>Questionnaire Scales</b>	<b>Cronbach Alpha</b>	<b>Number of Items</b>
<i>Emotional Intelligence</i>	,917	32
<i>Organizational Commitment</i>	,701	7
<i>Job Satisfaction</i>	,902	16
<i>All Scales</i>	,916	55

Interpretable significant factors can be determined by the help of Rotated Component Matrix. All factorial values in this analysis should be over 0,500. The factors with a value below 0,500 should be excluded from the model. Here, the factors below the value of 0,500 were marked with (\*), and these factors were excluded from the model. The factors were divided into 13 in factor analysis performed to whole scale; because 13 different factors will complicate the study, factor analysis was re-performed as 3-factor. Because three different variable sets were used in the study, different factor analysis was performed for each set.

The factor analysis performed for the Emotional Intelligence questions used in the questionnaire research were classified into three different factors. The first one of these was Social Intelligence, the second one was Interpersonal Relations, and the third one was called as the Impulse Control. All factorial values in this analysis should be over 0,500. The factors with value below 0,500 were excluded from the model. In this table, the factors with value below 0,500 were indicated with (\*). According the factor analysis of managers' emotional intelligence, the analysis included 3 different factors. Moreover, the factors with a value below 0,500 and indicated with (\*) in the table were excluded from the model before performing correlation and regression analyses.

Correlation analysis indicating the relationship between the factors was performed before the regression analysis which is the one for dependent and independent variables. Through the correlation analysis, information related to the size and direction of the relationship between the two different variables is provided. And the correlation coefficient indicates the direction and size of the relationship between the variables. The correlation coefficient takes a value between (r) 0 and 1. 0 indicates no relationship, and 1 indicates a full relationship. The coefficient can be (+) or (-).

When correlation analysis table of the scales was analyzed, it was noticed that social intelligence factor directly and heavily affected the factors of interpersonal relationships, impulse control, and working conditions. The effect of social intelligence upon the working conditions factor express socially intelligent people's easy adaptation to conditions in workplaces. Moreover, workplace commitment and viewpoint to employee factors noticed to be related with the social intelligence can be mentioned to be an indicator of the fact that the participants with social intelligence can be individuals attached to their organization and working in good agreement with their colleagues. No significant relationship was found between the social intelligence and emotional commitment to workplace. The social intelligence noticed to affect viewpoint to managers and job satisfaction factors was also revealed to be correlated with satisfaction of individuals from their jobs significantly.

There is a direct and heavy relationship between interpersonal relations factor and social intelligence, impulse control and job satisfaction factors. The intense relationship between the interpersonal relationships and job satisfaction attracted the attention. When the correlation relationship between these two factors was analyzed, it was possible to say that the managers considered to have good interpersonal relationships were generally satisfied from their job and life quality. A significant relationship was observed between the interpersonal relationships, commitment to workplace and viewpoint to colleagues.

A direct and intense relationship was noticed between the impulse control factor, and social intelligence and interpersonal relations. Whereas there was a low level of relationship between the emotional commitment, viewpoint to employees and the factor of job satisfaction, no significant relationship was found between the impulse control and viewpoint to managers. Furthermore, a significant relationship was found between impulse control, commitment to workplace and working conditions factors.

No significant relationship was found between workplace commitment and social intelligence. It was determined that the factor of workplace commitment having a low level of relationship with impulse control was in a direct and intense relationship with working conditions, viewpoint to employees, viewpoint to managers, and job satisfaction factors. It is possible to say that the people considering that they deserve the commitment of the workplace and they appreciate much to the organization are the ones satisfied from their job.

The intense relationship between the workplace commitment and social intelligence attracted the attention. Whereas a low level of relationship was noticed between workplace commitment and interpersonal relationships, it had a direct and intense relationship with factors of emotional commitment, working conditions, viewpoint to employees, viewpoint to managers and job satisfaction. Moreover, a significant relationship was also determined between impulse control and workplace commitment.

An intense relationship between working conditions factor and impulse control, and an intense and direct relationship between social intelligence, interpersonal relations, emotional commitment, viewpoint to employees, viewpoint to managers and job satisfaction attracted the attention. It is possible to conclude from this aforementioned correlation that the working conditions the individuals have is directly related to conditions.

The direct and intense relationship between viewpoint to employees and social intelligence revealed that approach of individuals to their colleagues and their social intelligence abilities had a direct relationship. The factor of viewpoint to employees had a direct relationship with emotional commitment, workplace commitment, working conditions, viewpoint to managers and job satisfaction factors. It was noticed to have a significant relationship with interpersonal relationship, and a significant but a low level relationship with impulse control factor. High level relationship of viewpoint to colleagues with job satisfaction also attracted the attention.

Whereas it is acceptable for viewpoint to managers to have an intense relationship with the factors in the same scale as emotional commitment, workplace commitment, working conditions, viewpoint to employees and job satisfaction, this factor's direct and intense relationship with interpersonal relations and significant relationship with social intelligence were the ones that should be considered.

The job satisfaction factor is also in a direct and intense relationship with emotional commitment, workplace commitment, working conditions, viewpoint to employees, and viewpoint to manager factors included into its own scale. The relationship between these factors that mostly attracted in relationship of job satisfaction factor with the others and social intelligence was intense; and it had a direct and intense relationship with interpersonal relations. Intensity of the correlation between these two factors of the emotional intelligence scale and job satisfaction especially grabbed our attention in this research in which we tried to measure the effect of emotional intelligence abilities upon the job satisfaction.

**Table 2:** Correlation Analysis Table

Factors	Social Intelligence	Interpersonal Relations	Impulse Control	Emotional Commitment	Workplace Commitment	Working Conditions	Viewpoint to Employees	Viewpoint to Managers	Job Satisfaction
Social Intelligence	1 157	,625** ,000 157	,506** ,000 157	-,056 ,484 157	,172* ,031 157	,278** ,000 157	,203* ,011 157	,105 ,192 157	,146 ,067 157
Interpersonal Relations	,625** ,000 157	1 157	,384** ,000 157	,106 ,184 157	,038 ,636 157	,187* ,019 157	,119 ,137 157	,203* ,011 157	,238** ,003 157
Impulse Control	,506** ,000 157	,384** ,000 157	1 157	,031 ,702 157	,113 ,158 157	,129 ,106 157	,055 ,493 157	-,008 ,925 157	,017 ,837 157
Emotional Commitment	-,056 ,484 157	,106 ,184 157	,031 ,702 157	1 157	,170* ,033 157	,223** ,005 157	,237** ,003 157	,261** ,001 157	,190* ,017 157
Workplace Commitment	,172* ,031 157	,038 ,636 157	,113 ,158 157	,170* ,033 157	1 157	,496** ,000 157	,398** ,000 157	,442** ,000 157	,554** ,000 157
Working Conditions	,278** ,000 157	,187* ,019 157	,129 ,106 157	,223** ,005 157	,496** ,000 157	1 157	,354** ,000 157	,367** ,000 157	,407** ,000 157
Viewpoint to Employees	,203* ,011 157	,119 ,137 157	,055 ,493 157	,237** ,003 157	,398** ,000 157	,354** ,000 157	1 157	,395** ,000 157	,450** ,000 157
Viewpoint to Managers	,105 ,192 157	,203* ,011 157	-,008 ,925 157	,261** ,001 157	,442** ,000 157	,367** ,000 157	,395** ,000 157	1 157	,715** ,000 157
Job Satisfaction	,146 ,067 157	,238** ,003 157	,017 ,837 157	,190* ,017 157	,554** ,000 157	,407** ,000 157	,450** ,000 157	,715** ,000 157	1 157

Source: Author's own Calculation

Regression analysis is a type of analysis that is used to measure the relationship between the two or more variables. Through this analysis, information related to the presence of the relationship between the variables, and if present, the strength of this relationship can be obtained. The regression analysis that will be used here will be actualized between the dependent variable called as job satisfaction and the independent variables as social intelligence, interpersonal relations, impulse control, emotional commitment, and workplace commitment.

In multiple regression analysis, total effect of more than one independent variable upon the dependent variable is researched. In regression analysis in which all factors and scales were included, it was noticed that the dependent variables as working conditions, viewpoint to employees, viewpoint to managers were in a mutual interaction with the independent variable of workplace commitment; and the dependent variable of job satisfaction was in a mutual interaction with the independent variables of both workplace commitment and interpersonal relations. Because there was a significant relationship between the interpersonal relations and job satisfaction as the important factors of the emotional intelligence scale and the same significant relationship was also noticed in the correlation analysis, it was possible to say that emotional intelligence had effect upon job satisfaction.

R<sup>2</sup> indicates a value useful for observing to what extent independent variables in the model measures the dependent variable, and R<sup>2</sup> values and relationship rate of the factors with significant relationship in the regression analysis was as below:

**Table 3:** Regression Analysis of Working Conditions Factor

<b>Factors</b>	<b>Significance (Sig.)</b>	<b>t</b>	<b>β</b>
<i>Social Intelligence</i>	,031	2,173	,209
<i>Interpersonal Relations</i>	,644	,463	,041
<i>Impulse Control</i>	,554	-,594	-,047
<i>Emotional Commitment</i>	,027	2,238	,157
<i>Workplace Commitment</i>	,000	6,217	,437

In Table 3, it was noticed that the dependent variable of working conditions was in a mutual interaction with the independent variable of workplace commitment. R<sup>2</sup> value was determined as 0,312 when the effect of workplace commitment independent variable upon the dependent variable of working conditions was analyzed. According to this, the variable of workplace commitment affected the variable of working conditions by 31.2%. And this affected individuals' affection towards their profession, commitment to the organization and feeling as a member of the family.

**Table 4:** Regression Analysis of Factor Related to Viewpoint to Employees

<i>Factors</i>	Significance (Sig.)	t	$\beta$
<i>Social Intelligence</i>	,045	2,024	,208
<i>Interpersonal Relations</i>	,920	-,101	-,010
<i>Impulse Control</i>	,281	-1,081	-,091
<i>Emotional Commitment</i>	,010	2,594	,195
<i>Workplace Commitment</i>	,000	4,530	,340

In Table 4, it was noticed that the dependent variable of viewpoint to employees was in a mutual interaction with the independent variable of workplace commitment.  $R^2$  value was determined as 0,217 when the effect of workplace commitment independent variable upon the dependent variable of viewpoint to employees was analyzed. According to this, the variable of viewpoint to employees affected the dependent variable of workplace commitment by 21.7%. Individuals' positive and negative thoughts on their colleagues affected their commitment to their working environment.

**Table 5:** Regression Analysis of the Factor Related to Viewpoint to Managers

<b>Factors</b>	Significance (Sig.)	t	$\beta$
Social Intelligence	,611	-,509	-,050
Interpersonal Relations	,007	2,756	,251
Impulse Control	,103	-1,638	-,132
Emotional Commitment	,025	2,258	,163
Workplace Commitment	,000	5,942	,428

In Table 5, it was noticed that the dependent variable of viewpoint to managers had a mutual interaction with the independent variable of workplace commitment.  $R^2$  value was determined as 0,278 when the effect of workplace commitment independent variable upon the dependent variable of viewpoint to employees was analyzed. According to this, the variable of viewpoint to employees affected the dependent variable of workplace commitment by 27.8%. The factor of viewpoint to managers affected the workplace commitment of the individuals more than the viewpoint to employees. The relationship of individuals with their managers is one of the most important factors in viewpoint of individuals towards their job and workplace.

**Table 6:**Regression Analysis of Job Satisfaction Factor

<b>Factors</b>	<b>Significance (Sig.)</b>	<b>t</b>	<b>β</b>
<i>Social Intelligence</i>	,437	-,780	-,071
<i>Interpersonal Relations</i>	,000	3,604	,304
<i>Impulse Control</i>	,085	-1,733	-,130
<i>Emotional Commitment</i>	,355	,928	,062
<i>Workplace Commitment</i>	,000	8,371	,558

In Table 6, it was noticed that the dependent variable of job satisfaction had a mutual interaction with the independent variables of workplace commitment and interpersonal relationships.  $R^2$  value was determined as 0,381 when the effect of workplace commitment and interpersonal relationship independent variables upon the dependent variable of job satisfaction was analyzed. According to this, the independent variables of workplace commitment and interpersonal relationships affected the dependent variable of job satisfaction by 38.1%. In this study in which we searched for the effect of emotional intelligence upon job satisfaction, the relationship between the same factors attracted the attention in correlation analysis and effect rate of the independent variables efficient upon especially this factor.

#### **4. Findings and Implications**

It was understood as the result of the analysis that the managers at or above 40 years old have different emotional intelligence. As the age gets older, emotional intelligence increases. Moreover, it can be understood from the studies that females have higher emotional intelligence rather than males. In workplaces, people from different educational status have worked. As the educational status of people increases, their emotional intelligence increases to such extent. The least negative behavior of the employer can direct us towards looking for a new job. The precondition for employers expecting for an increase at productivity and performance in their entities to be successful during this process is their respect to employees. In contrast, the manager cannot get the required efficiency from them. For this, the employers should provide material and moral support for their employees, should establish a close communication with them, and make the required efforts to provide them more comfortable and peaceful working place. A satisfactory wage and paying the wages on time will both provide productivity, performance and job satisfaction.

When the relationship of the dependent variable of job satisfaction with emotional intelligence as one of the independent variable factors of job satisfaction variable was analyzed, it was noticed that to be correlated with interpersonal relationships and workplace commitment factors among the emotional intelligence variables. According to this, as self-awareness, social awareness and social skills of the employees increase, efficiency of their communication with colleagues and managers increase, as well. In current order of organizations, the individuals with higher emotional intelligence will lead to job satisfaction of employees and provide contributions

upon their commitment to workplace. The employees should have emotional intelligence trainings for the managers and employees to be in an efficient communication in an entity.

On the other hand, it was also revealed that job satisfaction was more correlated with the variables representing the organizational commitment. Job satisfaction relationship in managers among the variables was mostly with "Interpersonal Relations," and "Workplace Commitment." Moreover, a weak relationship was found between "Impulse Control" from the emotional intelligence dimensions and job satisfaction. When the relationship of variables with "Viewpoint to Managers" was analyzed, all variables except "Social Intelligence" and "Impulse Control" among the emotional intelligence variables were noticed to be in a relationship with "Viewpoint to Managers." The variables that were mostly in relationship with workplace commitment were "Working Conditions," "Viewpoint to Employees," and "Job Satisfaction," respectively. On the other hand, the variable of job satisfaction was revealed to have no relationship with "Impulse Control" and "Social Intelligence."

A perfect working environment will be created for the employees through carrying out different research techniques on emotional intelligence in different lines of business, and the effects of these will be noticed on people. Employing true employees to a true profession and evaluating the emotional intelligence of employees will affect time and cost. The necessary importance should be given for interactive training programs for improving the emotional intelligence of employees. When emotional intelligence criteria is considered in performance assessment, more accurate decisions will be made on leader members for issues such as wage and promotion.

## **5. Conclusion and Discussion**

The people should firstly recognize their own feelings and thoughts. If people do not recognize their own feelings and thoughts, they do not care about the feelings and thoughts of the others, as well. For this, they should constantly empathize. More precisely, they should put themselves into the place of others, and think like them. Empathic approach will increase love and respect between the employees in a working environment, and even in neighborhood relations. By this means, the employees will understand the importance given for them, and this will bring job satisfaction to the top. When morale and motivation of the employees are high, the productivity in the company will increase more.

The constitutive role of feelings in life experiences has been gradually increasing day by day. Employees' being emotionally mature and managers' having qualifications that will be a role model for the employees are important in terms of the entities. The belief that feelings have contribution upon providing life satisfaction beside the intelligence has been supported with the results of several studies carried out on emotional intelligence. Emotional intelligence means people's primarily recognizing and controlling their own feelings as the indicator of their life success, and then providing their own motivation in accordance with their life goals, and empathizing with the others noticing their feelings through their interpersonal relationship abilities.

The emotional intelligence defining the abilities of individuals related to perceiving and evaluating the feelings they and the others have, expressing those, discriminating between these feelings and using the knowledge they

acquired in behaviors is just as efficient as in determining the success of people both in private life and career life like the other factors. Recently, managers' not being efficient upon human relations and managing the feeling and their regarding to gain experience more on technical and professional qualities can cause some disadvantages. Those are the problems such as managers' not meeting the expectations of employees, increase at pressure upon the employees, inefficient awarding, managers' not feeling themselves as a team with their employees, and experiencing a trust problem between the employee and manager. The managers carry on their duties creating efficient organizations through their knowledge, skills, attitudes and approaches to problems. An efficient organization is provided through the people motivated at a high level. The managers are obliged to motivate their employees and provide them to work voluntarily. The organizational purposes will be fulfilled in an organization which has been conducted through motivated employees.

If the organizations only focus on people's cognitive skills during the recruitment process, they cannot achieve this goal. Beside those, another point that should not be ignored is that even non-cognitive skills are also efficient upon the job satisfaction of employees. Determining a positive relationship between the emotional intelligence abilities from non-cognitive abilities and some emotional intelligence components revealed the necessity of entities' making arrangements upon this. Accordingly, making arrangements related to improving the emotional intelligence abilities of managers will provide contributions upon entities' achieving their purposes. It can be provided through adding emotional intelligence into trainings of managers and employees to have social benefits and create job satisfaction.

Emotional intelligence should be regarded in universities training on management and in-service training curriculums of organizations. So, an increase in these institutions will be provided. It will be necessary to regard the emotional intelligence of students providing social-relation developing environments for them. The productivity in universities will be provided to reach the top level through searching for the competences of students related to emotional intelligence and communication skills and the variables affecting those.

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