EMOTIONAL INTELLIGENCE AND JOB SATISFACTION. HOW DO THEY WORK TOGETHER?

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ABSTRACT

Emotional intelligence has required a lot of attention in the past years. Starting with the first mention of emotional intelligence in the doctoral thesis of Wayne Payne in 1985 and moving forward to the well known models developed by the researchers as K.V. Petrides (2001) Mayer and Salovey (2001) and Daniel Goleman (1995), this subject has been well studied and debated. This research is following the model of K. V. Petrides, the Trait model, and is also developing a method of measuring job satisfaction in accordance with emotional intelligence. The instrument presented here starts from combining the current models of job satisfaction with the Trait model of emotional intelligence, using the same scale as Petrides used for his TEIQue. This research method is developed in order to measure the level of emotional intelligence of university professors and the job satisfaction level in accordance with the emotional intelligence that students are proving. The objective of this study is to verify the research metod developed, and its utility. The hipothesis of this research are: a)professors with high levels of emotional intelligence are more satisfied about their jobs;b) students with high levels of emotional intelligence are more satisfied about their professors and the learning environment. The respondents involved in this research are professors working for one of the most prestigious Universities in Romania, Bucharest University of Economic Studies and their students. The results of this study lead the major research on a new level of investigating the connections between emotional intelligence and job satisfaction within the student-professor relationship.

KEYWORDS: *Trait model, emotional intelligence, job satisfaction.*

JEL CLASSIFICATION: *M5, A1.*

1. INTRODUCTION

This paper aims to provide valuable information regarding the connection between emotional intelligence and job satisfaction. The utility of emotional intelligence, as a concept, started to gather many connections with the traits and feelings of people in their personal and professional life. The idea of observing links between concepts is the foundation of this research. Emotional intelligence is a debated subject and a well-researched concept, job satisfaction as well. Both concepts are divided in many models but the common points and the relationship between these two is poorly documented.

A relationship with a high impact for both of the involved parties is the student-professor relationship. Creating an engaging environment can be possible due to the exchange of emotional intelligence traits and capabilities. This research investigates the level of emotional intelligence of university professors and as well of their students and analyses the job satisfaction level validating important correlations between the concepts.

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1.1. Conceptualization of emotional intelligence and job satisfaction
a. Emotional Intelligence

Emotional intelligence, as a concept, appeared for the first time in Wayne Payne's doctoral thesis in 1985. Since that first mention, the concept started to be developed and debated by many researchers seeking for the best definition.

The first model of emotional intelligence is proposed by Mayer and Salovey in 1990, and it's known as ability model. The two researchers defined emotional intelligence as the ability to recognize the meaning of emotions and their relationships in order to be able to use them in solving conflicts and different situations, as well as encountering them just before the occurrence. The measuring method for this model is the MSCEIT test. The official version of the test, described in the 2003 report, contains 141 elements for measuring the four branches, and each branch is measured by two tasks. The first step is to identify, based on photographs, the emotions expressed by the people in those photos. The second one evaluates the respondents' ability to describe the sensations. The third looks at the complex emotions that can be combined to produce other emotions, a stage where participants choose an emotion that results from the intensification of another feeling. The last test phase checks the respondents' reaction to hypothetical situations (Brackett & Salovey, 2006).

The second model of emotional intelligence is developed by Daniel Goleman. The mixt model, as it is known, pulled the trigger for this concept by his best seller "Emotional intelligence. Why it can matter more than IQ" published in 1995. Measurement of emotional intelligence based on this model is achieved through ESCI (Emotional and Social Competence Inventory) (Boyatzis et al, 2000). Each competence of emotional intelligence is measured by the four levels identified by Daniel Goleman as defining the concept. There are 72 questions (18 skills x 4 levels). The response measurement scale is by giving a score of 1 to 6, representing 1 - never, 2 - rarely, 3 - catered, 4 - often, 5 - consecutive, 6 - do not know. The reported score for competence is the most proficient level of competence for a person in his / her daily work, based on the feedback received from others. (Wolff, 2005).

The third model of emotional intelligence is the one chosen for this research, Petrides' trait model. This model is conceptualized by K. V. Petrides during several researches as a non-cognitive constellation of behavioral devices and self-perceptions of the ability to recognize, process, and use emotionally charged information (Petrides, Frederickson, Furham, 2004).

The development of the measuring instrument begins in 1998 as part of the doctoral work of Konstantin V. Petrides, a work completed in 2001 (Petrides, 2001). In the initial phase, the elements in the tool are designed to cover the 15 facets in the sample, and each element is assigned to a single facet (Petrides, 2009). TEIQue integrates and extends IE-related ideas in a general framework that includes 15 specific facets, plus scores for four broadly relevant factors. TEIQue is an instrument based on the EI theory of traits and cannot be used with other models of emotional intelligence (Petrides, 2001).

All the 15 facets and their 4 factors are represented in the above figure. Well-being is composed of trait optimism, trait happiness and self-esteem; sociability factor is marked by emotion management, assertiveness and social awareness; emotionality factor is determined by trait empathy, emotion expression and relationships; emotion regulation, impulsiveness and stress management are the ones who represent the third factor, self-control, and there are two more facets who are not part of any factor, , but calculated directly into the global trait EI score, self-motivation and adaptability (Andrei et al, 2016). The trait model is very well represented and explained and the split on the factors and facets make it easy to understand and accept. Trait's emotional intelligence measure method in called TEIQue. There are 153 affirmations for which every respondent has to choose on a scale from 1 (disagree completely) to 7 (agree completely) the one that describes them the best. After the entire questionnaire is completed, all the answers are transposed into facets and factors.
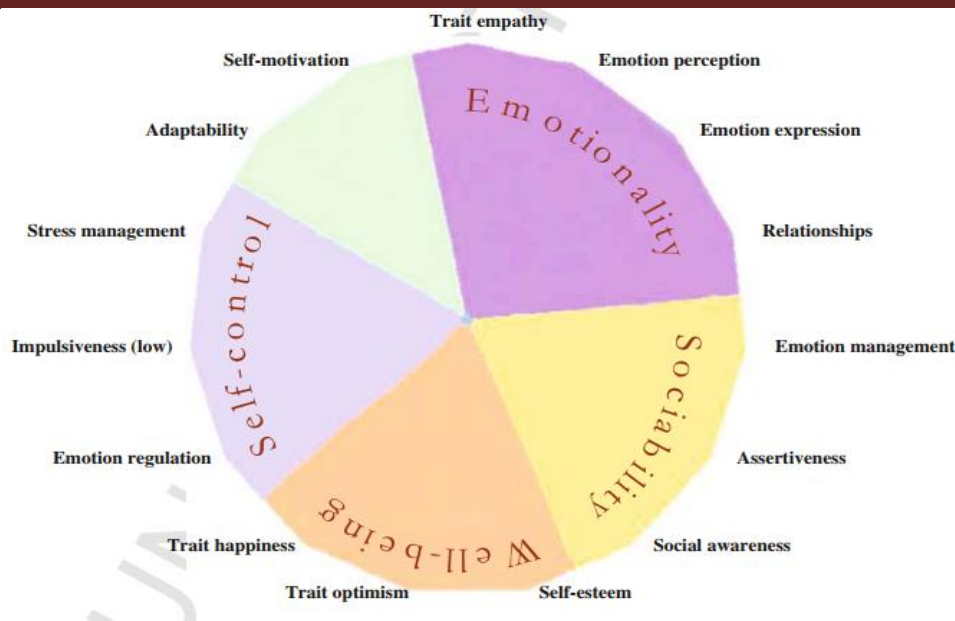
Figure 1. An overview of the trait model took over from the original document describing the model
Source: www.psychometriclab.com Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire

b. Job Satisfaction

As emotional intelligence is divided in different models conceptualized by researchers interested in this subject, so is job satisfaction. There are different models of job satisfaction developed across the years. Hoppock (1935/1977) is the first person interested in work satisfaction, and his studies developed in this sense have led to the emergence of the book "Job Satisfaction" (Hoppock, 1935/1977). The book was published at a time when this topic was not given much importance.

Two-factor theory of Frederick Herzberg (1959,1966,1968) is based on the way of identifying the factors underlying this theory and has been applied by addressing two questions to identify the period during which the employees felt the best at the office and the time they felt the worst. They are identified on one hand the hygiene factors, which refer to company policies, direct superiors, wages, interpersonal relations and working conditions considered demotivating factors, and on the other hand the motivating factors identified by achievement, recognition, nature of work, responsibility and promotion, are those that promote work satisfaction. (Herzberg, 1959)

One of the most popular patterns of work satisfaction is that of Edwin E. Locke and is known as "affective theory." In Locke's opinion (1969), emotions are the one that contribute to defining work satisfaction. He argues that every person can figure out the pleasures or miseries offered by either the same job through the various tasks assigned or different jobs. In this case, satisfaction or dissatisfaction are the emotional reactions to the workplace. He divides emotions into three different categories such as cognition, which he defines as identifying existing things, objects or actions; evaluation, defined as estimating the beneficial or unfavorable relationship of self-existence and action regulation (Locke, 1969).

The dispositional approach to work satisfaction suggests that employees vary in their tendency to be content with their job, so it is deduced that to some extent job satisfaction is an individual trait (Staw & Bell, 1986). To demonstrate this theory, the authors investigate several hypotheses during the research, including the fact that personal disposition affects workplace attitudes.

In order to fit the dispositional approach into a study, the basic model of self-evaluation, developed and investigated for the first time in 1997 by Judge, Locke, and Durham, was developed. The

definition of the model is based on the assumption that the basis of self-evaluation is a stable feature that includes the subconscious assessments of an individual in relation to one's own person, with his/her abilities and personal control. People who get a high score in the self-evaluation process are people who have a positive attitude, think positive about their own person and are confident in their own skills, unlike those who get a low score that have a negative opinion about themselves and low trust in their own abilities.

1.2. Measuring emotional intelligence and job satisfaction

Some studies demonstrate that within universities the educational system requires a motivational environment for the students. Emotional intelligence is considered to be an important element in the educational process because it helps teachers keep their students motivated and with a good attitude and behavior (Radu, 2014).

This research is measuring professors and students level of emotional intelligence according to TEIQue method. Moreover, the level of satisfaction is measured through a method developed by the author. Through this method, the author identifies the job satisfaction level of the involved professors and the satisfaction level that the students have related to their professor and in general, related to the learning environment. For the development of this research professors and students from Bucharest University of Economic Studies have been involved.

After scrolling the literature review for both emotional intelligence and job satisfaction, the model that represented a reference for the current research is the trait model, developed by Konstantin Petrides. For this model there is a continuous improvement through the psychometric lab based at the University College of London which is directed by Konstantin V. Petrides. So taking into account the development of the research in this field, the research method used for this paper in order to identify the level of emotional intelligence is TEIQue.

The questionnaire is provided by the www.psychometriclab.com free of charge for research purpose. It can be downloaded in many languages and all the necessary materials are provided through this website. After the completion of the 153 questions, there is a file provided in which all the responses are copied and uploaded in an application that automatically calculates the average of every factor and facet, and also the general level of emotional intelligence. The completion of the questionnaire usually takes 20 minutes for each person. In this research the Romanian form has been downloaded from psychometric lab's website, from translations tab, and uploaded on Google docs for a better and faster track of the responses.

The fact that between emotional intelligence and job satisfaction can be some undiscovered connections represents the starting point of this research. Staw and Bell (1986) mention in their research that job satisfaction represents an individual trait. This part of the literature review is the one that represented a basement for the beginning of the research. After the review of the existing methods of measuring job satisfaction, the development of a more representative method has shown to be the best option. In order to create the connection between emotional intelligence and job satisfaction through the TEIQue method, the first step in the development of the new job satisfaction measurement method was to use the same scale from 1(disagree completely) to 7 (agree completely). After the scale has been decided, 8 questions have been constructed in order to understand the entire level of satisfaction.

After the completion of the questionnaire for professors, the one for the students has been developed. In this case, the questions for the students have been grouped by the factors asking them what they think regarding their professor and their own performance.

The number of respondents in this research is a small as one of the purposes for this research, is to test the research method and to obtain feedback about it. There were 9 professors and 13 students involved. All of them completed the questionnaire on Google docs after the link with the instructions was distributed.

1.3. Does emotional intelligence influence job satisfaction?

Starting with this question in mind, the first step in this research is to test the level of emotional intelligence for each participant. After the scoring has been performed the results showed that the average level of emotional intelligence is 4.95, and 4 out of 9 professors exceed the average, while the average level of students' emotional intelligence is 4.98, and 6 out of 13 students are above the average level.

Table 1. The average level of emotional intelligence of the involved professors and students, divided on facets and factors

	Professors Average	Professors Above the average	Percentage	Students Average	Students Above the average	Percentage Above the average
Self-esteem	5.353	5	56%	5.314685315	7	54%
Emotion expression	5.288	6	67%	4.830769231	6	46%
Motivation	5.011	4	44%	5.007692308	6	46%
Emotion regulation	3.888	4	44%	4.557692308	6	46%
Happiness	5.958	6	67%	5.894230769	7	54%
Empathy	5.024	5	56%	5.213675214	6	46%
Social-awareness	4.696	4	44%	4.846153846	7	54%
Impulse control	4.555	3	33%	4.205128205	6	46%
Emotion Perception	5.122	3	33%	4.915384615	6	46%
Stress Management	4.011	5	56%	4.384615385	8	62%
Emotion Management	4.962	4	44%	4.837606838	5	38%
Optimism	5.388	5	56%	5.846153846	8	62%
Relationships	5.888	4	44%	5.777777778	8	62%
Adaptability	4.703	5	56%	4.615384615	6	46%
Assertiveness	4.432	5	56%	4.478632479	4	31%
Well being	5.566	5	56%	5.68502331	7	54%
Self-control	4.151	3	33%	4.382478632	7	54%
Emotionality	5.331	3	33%	5.184401709	7	54%
Sociability	4.697	5	56%	4.720797721	6	46%
Total	4.952	4	44%	4.981705517	6	46%

Source: Interpretation of the file exported from www.psychometriclab.com

The level of emotional intelligence compared between professors and students, based on the facets and factors of the model show that there are differences between respondents described in the following aspects. On the well-being factor, the self-esteem facet shows a difference of 2 points between professors and students; happiness, the second facet of this factor, proves that 67% of the involved professors are happier compared to 54% of their students. For the optimism facets, professors are the ones who score lower than their students, 56% of them being optimistic while 62% of the students express themselves with a high level of optimism. The general score of well-

being factor is 56% in case of professors and 54% of their students. From the sociability point of view, social awareness is much lower for the professors (44%) than it is for the students (54%), while assertiveness is greater for the professors (56%) than it is for the students (31%). The Emotion management facet shows a percentage of 44% for professors and 38% for the students. The general factor scored 33% in case of the professors and 54% in case of students. With a general score of 33% (professors) versus 54% (students) in the self-control factor, the first facet, emotion regulation scores 44% (professors) and 46% students. 33% of the professors are contemplative and avoiding to let their weaknesses be urgent compared to 46% of the students. Stress management scored 56% of the respondents who are professors and 62% of the students. 44% of the professors are goal oriented, always persuade for their dreams and 46% of the students, representing the self-motivation facet. When talking about adaptability, 56% of the professors scored as being flexible and easily accepting the changes while 46% of the students are proving the same.

Table 2. Professors' versus students' satisfaction

Question	Average	Question	Average
1. Do you have the necessary tools and materials for your job?	3.67	1. Do you have the necessary tools and materials to learn for the class?	5.92
2. Do you think that you represent a model for your students?	5.78	2. Do you think that your professor represents a model?	5.54
3. To what extend do you consider that emotional intelligence is reflected in the grade given to the student?	5	3. To what extent do you think emotional intelligence is reflected in the received grade?	4.62
4. How satisfied are you with the current job?	6	4. Do you think that your teacher's emotional intelligence helps your school performance?	5.77
5. Are you satisfied to work with students with high levels of emotional intelligence?	7	5. To what extend is emotional intelligence identified to your professor?	5.46
6. Do you have the feeling of accomplishment when you related to your job?	6.44	6. How satisfied are you with your professor's level of emotional intelligence?	5.77
7. Is the current job suitable for you?	6.78	7. Which is your grade obtained at the last assessment made by your teacher?	9.09
8. Are you satisfied with your working conditions?	4.55	8. Are you satisfied with the relationship that you have with your professor?	6.15

Professors and students received different types of questionnaires but with few similar questions. The first similar question is addressed to professors asking them if they have the necessary tools and materials for their jobs, the average being 3.67, and students asked if they have the necessary tools and materials to learn for the class, the average score being 5.92 (out of 7). On an average score of 5.78 professors think about themselves that they are a model for their students, while students scored an average of 5.54 when asked if they consider that their professor is a model for them. When asked to what extent emotional intelligence is reflected in the grade given/obtained, a score of 5 was marked by the professors, while students marked only 4.62. When students were asked which would be the level of emotional intelligence that their professors has, students provided an average score of 5.46, which compared to the previous table in which the real result on average is provided, the score is 4.95.

The figure 2 represents the job satisfaction differences between professors who are above the average of general level of emotional intelligence and professors that are below the average. As for the emotional intelligence test, professors were asked to score all the question on a scale from 1(disagree completely) to 7 (agree completely).
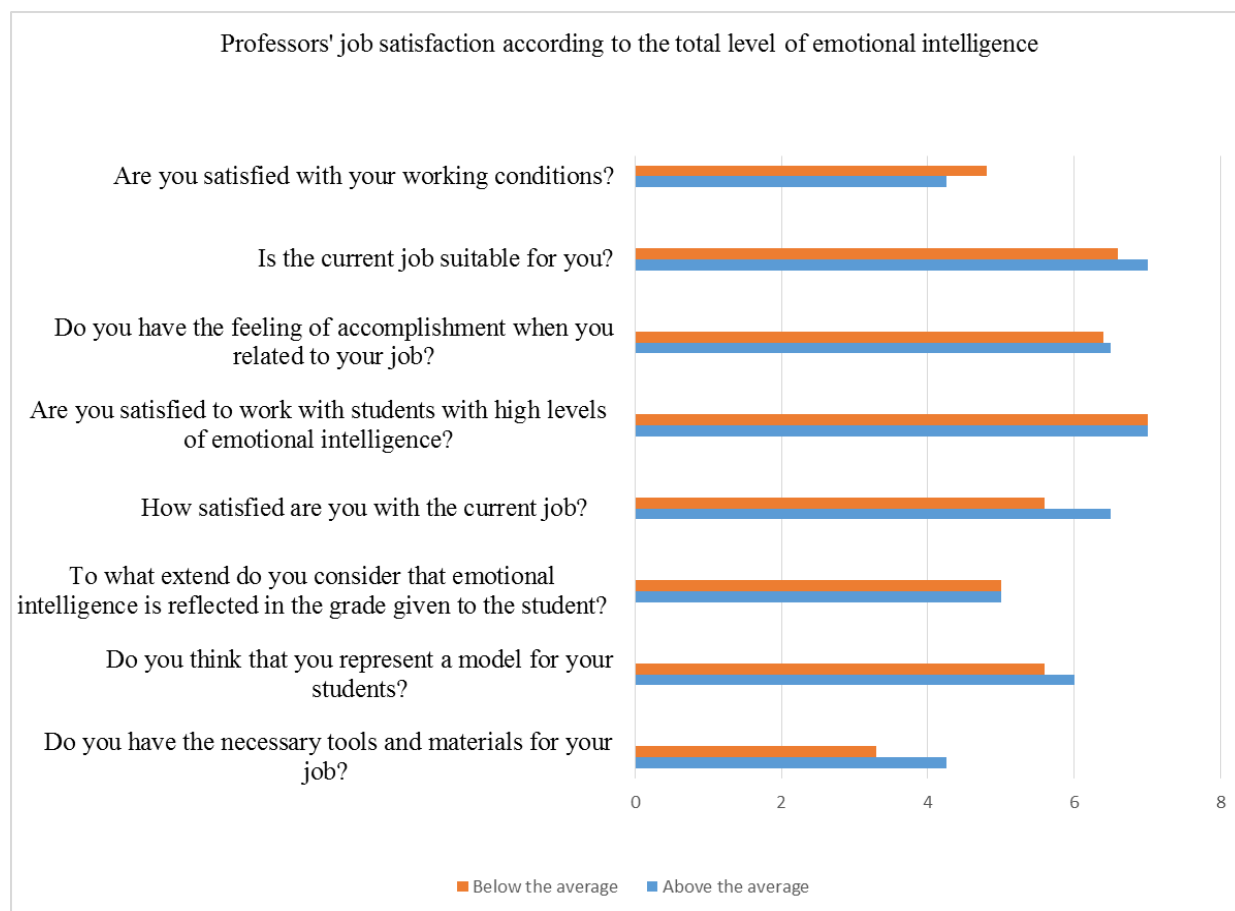
Figure 2. The difference between below average and above average professors from a job satisfaction point of view

For the first question addressed, if they are satisfied with the working conditions, there is just a small difference. Respondents that are below the average scored on average 4.8 while the ones that are above the average scored 4.2. When asked if they think that their job is suitable for them, the ones above the average scored a pure 7, while the ones below the average scored 6.6. Professors consider that they are a model for their students on an average of 6, above the average, and 5.6, below the average. The most reduced difference is observed for the feeling of accomplishment when respondents relate to their jobs and they scored 6.5 (above the average) and 6.4 (below the average). The difference of 0.9 is registered for the question, how satisfied are they with the current job? And scored 6.5 (above the average), 5.6 (below the average); Do they have the necessary tools and materials? Scored 4.2 (above the average) and 3.2 (below the average).There is no difference between the scores for two of the questions. Asked if they are satisfied to work with students with high levels of emotional intelligence, both categories of respondents answered 7, and as well, when asked if they consider that emotional intelligence reflects in the grade given to the student, they both scored 5.

From students' perspective, the Figure 3 represents the satisfaction differences between professors who are above the average of general level of emotional intelligence and professors that are below the average. When students were asked if they are satisfied with the relationship that they have with their professor, students above the average scored on average 6.33, while the ones below the average scored 6. The satisfaction they have regarding the level of emotional intelligence of their professor scored 6 (above the average) and 5.6 (below the average) and as an extension of this question, they were asked to evaluate the level of emotional intelligence of their professor scored 5.66 (above the average) and 5.3 (below the average). Another question was if students think that

their professors' emotional intelligence helps their school performance and in average, students confirmed that 6.2 out of 7 (the ones above the average) and 5.4 (below the average). Students had to think also if they see their professor as a model for themselves, and this questions scored on average 5.7 from the students that are above the average level of emotional intelligence and 5.4 from the students that are below. As professors were asked if they have the necessary tools and materials, so were students, and in this case the score is 5.8 (above the average), 6 (below the average).
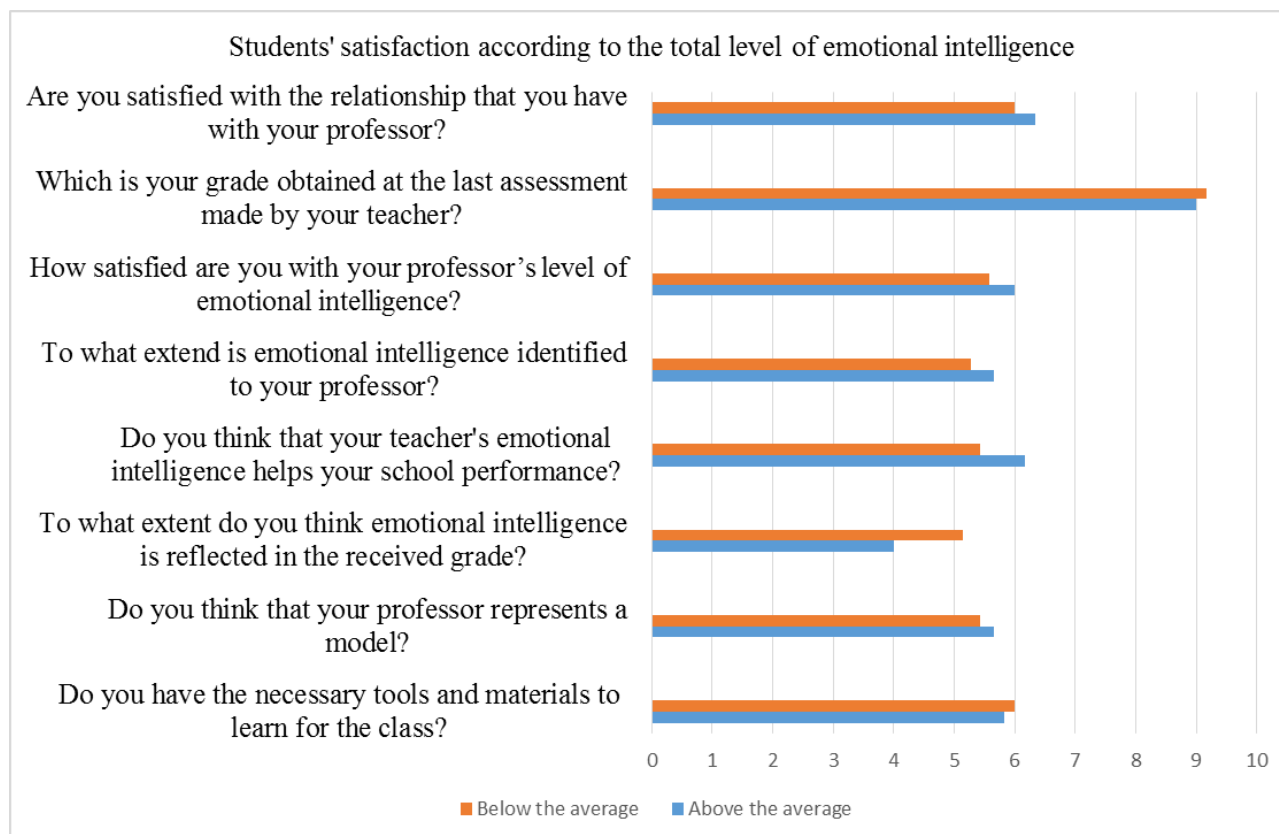

Figure 3. The difference between below average and above average students from their satisfaction point of view

1.4. Outcomes and discussions
The tested hypothesis of this research obtained the following results:
 a) Professors with high levels of emotional intelligence are more satisfied about their jobs;
The average level of emotional intelligence calculated on the sample of this research (9 professors of Bucharest University of Economic Studies) is 4.95 out of which 4 respondents are above the average and 5 below the average. When the average score, of those above the average level of emotional intelligence and those below the level, is compared on the job satisfaction questionnaire, there were some differences observed. Professors whose level of emotional intelligence is above the average, scored higher in almost all of the questions for the job satisfaction questionnaire with two exceptions, one when the score is higher for the ones above the average and one when the score is similar. The question where respondents below the average level of emotional intelligence scored higher is when asked if they are satisfied of the working conditions, and the difference is of 0.6%. The case for which the scores are equal asks the professors if the level of emotional intelligence is reflected in the grade given to the students.
 b) Students with high levels of emotional intelligence are more satisfied about their professors
    and about the learning environment;
The average level of emotional intelligence calculated on the sample of this research (13 students of

Bucharest University of Economic Studies) is 4.98 out of which 6 respondents are above the average and 7 below the average. In this scenario, students who are above the average level of emotional intelligence scored higher in the satisfaction questionnaire but with more than two exceptions where the average score is higher for those below the average level of emotional intelligence, as is the case of the professors. For this sample, there are three differences; one related to the materials and tools available for the students in order to perform in class, and there is registered a difference of 0.17%; the second one asks the students to what extent they consider that emotional intelligence is reflected in their grade, and the registered difference is of 1.14% when students below the average scored higher than those above the average. The last difference is regarding the grade that the students obtained and the results show that the ones below the average level of emotional intelligence got higher grades that the one above the average with a difference of 0.16%.

2. CONCLUSIONS

The bridge between emotional intelligence and job satisfaction is in a continuous development and research (Tram et al, 2006; Hosseinian et al, 2008; Naderi 2012). As other researchers have concluded, there is a positive significant relationship between emotional intelligence and job satisfaction (Naderi, 2012), as this research also proves by its results. The way emotional intelligences influences job satisfaction is outlined in this research by the percentage differences obtained.

The limitations of this study are strictly related to the number of the respondents which make this research valid for further investigations on the described domains and connections.

The feedback obtained during the research concluded in a future research with another questionnaire (TEIQue-SF) that contains less questions and a shorter period of completion.

A further research will focus on a quantitative data analysis so that the results will not only be interpreted by their average score but rather determined on a larger sample.

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