

The Effect of Emotional Intelligence on Job Satisfaction and Organizational Commitment: The Case of Educational Sector

¹Edwin Ramirez-Asis, ²Antonio Huaman-Osorio, ³Rolando Sáenz-Rodríguez, ⁴Martha Guerra-Muñoz, ⁵Edwin Asnate-Salazar, ⁶Joseph Alvarado-Tolentino

¹*eramirez@ucvvirtual.edu.pe*
Universidad Cesar Vallejo, Huaraz, Peru.
<https://orcid.org/0000-0002-9918-7607>
PhD of management

²*ahuamano@unasam.edu.pe*
Universidad Nacional Santiago Antunez de Mayolo, Huaraz, Perú.
<https://orcid.org/0000-0002-7442-2965>
Msc in economic sciences with major in business management

³Universidad Cesar Vallejo, Huaraz, Perú.
rsaenz@ucv.edu.pe
<https://orcid.org/0000-0002-2496-3843>
PhD of Educacion Management,

⁴*marthaguerra@unicesar.edu.co*
Universidad Popular del Cesar, Valledupar, Colombia.
<https://orcid.org/0000-0001-6927-1157>
PhD of social sciences administration

⁵*edwin_johny@unasam.edu.pe*
Universidad Nacional Santiago Antunez de Mayolo, Huaraz, Peru.
<https://orcid.org/0000-0002-4319-8964>
Ph.D. of computer science and engineering

⁶*jalvaradot@unasam.edu.pe*
Universidad Nacional Santiago Antunez de Mayolo, Huaraz, Perú.
<https://orcid.org/0000-0001-8321-8870>

Msc in science and engineering with a major in audit and computer security

Abstract

This study is a review of current research into the field of emotional intelligence as it pertains to business. The research implemented the quantitative methodology throughout implementing surveys over a defined number of respondents for data collection and the data had been treated using the SPSS statistical tool. The overall aim of the study was to study the effect of emotional intelligence on both job satisfaction and organizational commitment. Findings indicate a strong positive correlation

between emotional intelligence and both employee organizational commitment and employee job satisfaction. The relationship between individual success and organizational success was established only conditionally. Further study is recommended to establish this relationship in other fields of business.

Keywords: *Empathy, Emotional Intelligence, Leadership, Self-relationship, self-management, self-awareness, Job Satisfaction, Organizational Commitment*

General background of the study

The potential tangible benefits of EI for the business world are vast. They include more innovation and creativity in the workplace, as well as better physical and mental health (and thus reduced sick days and healthcare costs), healthier and more satisfactory workplace relationships, boosts in efficiency and in productivity. For the individual, this means being both more successful and more satisfied. Benefits for the organization include improved morale and higher levels of employee engagement. Further benefits include having happier employees that work harder, that have a personal stake in what they do, and that facilitate world class performance. In essence, it is possible that EI, when extended throughout a company, can act as a factor which aligns individual satisfaction and success with success and profits for the company according to Yoke (2018).

Problem Statement and Research gap

Company policies will affect all workers and societies who are supposed to represent by businesses as a consequence of their impact on global culture. A human-centered strategy is increasingly relevant every day, as technologies and businesses growing at an ever faster pace. A new direction, an emotional compass is required in these days of change, which will help lead and channel our acts for the benefit of our own citizens and others around according to Yan (2016).

Emotional awareness is a specific attribute that this anchor should support. Emotional intelligence will theoretically build a greater framework for honesty and fairness in industry and organizational strategy. The traditional corporate view, though, relies on gains, even at the disadvantage of integrity and human rights. Therefore, until companies and businesses have adequate reasons to integrate EI into a scheme, it must be demonstrated measurable economic and bottom line benefits. The importance of the employee is always known in industry only as to what the organization may sell. It will drive companies to profit to the detriment of the well-being of their workers. Throughout the sense of the enterprise-wide EI, though, the person will profit equally with the business, both in terms of his staff and the consumers he represents. Research have demonstrated the advantages of IT for many fields of industry, but only implicitly have the correlation between person achievement and performance according to Washington (2017).

Research Objectives

This study seeks to clarify the effect of Emotional intelligence on individual's well-being and success and the success of the company, as well as to show the central value of EI in aligning the two factors. Emotional intelligence is the most important quality of any company. Individuals and team members will concentrate on accountability reduction, cooperation and operation, communication and challenge avoidance. EI

emphasizes the intent and outcomes that improve the confidence of employees. Results were collected via questionnaires of different departments to evaluate the effect of emotional intelligence on employees and leader's success.

Current Understanding of the Problem of Emotional Intelligence

The metrics may be testing a combination of other factors, but the results of the assessment have been valuable predictors of several real-world variables. Just as the effects of high emotional intelligence have been correlated strongly with factors such as productivity, engagement, stress management, social ease, and motivation, just to name a few.

To clarify this, those researchers who found the predictive influence of emotional intelligence negligible first had to factor out both personality and intelligence. Whereas emotional intelligence assessments are single tests that can offer the functional intersection of these qualities. Perhaps the theoretical construct behind emotional intelligence does not describe an individual entity or a pure ability distinct from other factors. But what it does measure has been found useful in empirical, practical conditions. This is one of the reasons for the current divide between corporate emotional intelligence and academic, emotional intelligence according to Thornton (2015).

From the academic perspective, unless there is a certain and accepted theoretical construct backing an idea, it can have no value. But there is a certain degree of pragmatism inherent in the perspectives and agendas of organizations. If it works, use it. This is why the use of emotional intelligence in the business context has been exponentially increasing over the previous two decades. Both businesses and individuals have seen results according to Van Wingerden (2017).

From the academic perspective, a great deal more research must be done before emotional intelligence can be fully understood, whether as an individual entity, or a collection of abilities, a blend of intelligence and personality traits, or some mixture of all these and more. However, our understanding of these approaches and qualities can be of benefit now and is being used currently. Therefore, to understand this effect better, one of the aims of this study is to explore the manners in which EI has been effective in improving the success of individuals and organizations, as well as how it has had no effect

Emotional Intelligence and Organizational Commitment

Emotions are significant in the life of employees and impact employees commitment and behavior in the workplace, which affect our psychological impressions of wellbeing (Adams, 2017). He said that emotional intelligence involves self-awareness skills, self-motivation, emotional control, relationship management, empathy, and other skills. Primary result function was corporate engagement and job satisfaction.

A survey conducted by Bordia (2017) over 200 employees to study the relationship between emotional intelligence, workplace commitment and job satisfaction. The research concluded that emotional intelligence, engagement and employee satisfaction are in a supportive relationship.

In a further analysis by Boyatzis (2017), which investigated the relationship between emotional

intelligence and loyalty to the organization, the findings suggested that an emotional intelligence and workers engagement had a good correlation.

Throughout his research Badewi (2016) analyzed the relationship between emotional intelligence, employee motivation and work satisfaction across 98 managers and concluded that emotional intelligence is high and provides positive results, acts and behaviour. He added that high emotional intelligence contributes to positive emotions and moods that produce a high degree of corporate engagement as workers may have good relationship.

A survey of 464 executives was undertaken by Cesrio. (2017). The findings found that successful managers become more agile managers who appreciate the current performance. Belik (2016) found that emotional intelligence is one of the most significant variables for evaluating progress in professional life and in personal life as well as in his research "The impact of emotional intelligence on working environments."

In Kooij research (2017) "Beating an emotional intelligence with the performance of employees," a powerfully emotional intelligence individual concluded that in social and intra-personal harmony it is better. In his research "The link between emotional intelligence and job satisfaction among school teachers," Marnewick noticed that in (2017) there is a strong correlation between emotional intelligence and teacher job satisfaction. In another Maqbool report (2017) "The connection between emotional and corporate engagement at Small and Medium Enterprises" it was apparent that emotional intelligence has a strong positive association with organizational dedication.

In an additional survey by Alfonso (2017) titled 'The partnership among managers in various sectors of provincial gas companies between emotional awareness and transformational leadership,' the researchers concluded that an essential relationship exists between emotional intellect and transformative leadership among managers in different divisions in provincial gas companies.

Ahsan (2013) conducted a study named the "relationship between the corporate environment and the corporate commitment of employees and managers of educational hospitals from the Hamedan University of Medical Sciences" which revealed a significant positive relationship between the corporate environment and commitment of its employees.

Emotional Intelligence and Employee Performance relationship

Emotional intelligence has a crucial function to perform in thoughts and perceptions, according to Brunetto (2012). He also defined the capacity to comprehend feelings and take appropriate actions as emotional intelligence. During the formation of awareness of emotions and feelings of an employee, he clarified three essential aspects, knowing the emotions and feelings of others and performing positive things to recognize these feelings.

Galvin (2014) disagreed that emotional intelligence requires a single potential for self-awareness, regulating impulses, internal motivation, knowing other individuals, and caring about one's interactions, and feelings, isolate them and using this knowledge to guide one's personal and other strategies. Medina (2017) suggests that the emotional intelligence of every organization strengthens the project manager's

perception of their feelings, and even those of his employees. It identifies these feelings and manages them for the good of the organization and its employees.

Also, Bar-On and al (2000) claimed that emotional intelligence not only incorporates recognition and guidance of emotions, it also incorporates changes to workers and that the association's programs aim to develop the employee's capacity to effectively perform their position and everyday function to accomplish the desired objective. Baczynska(2017) noticed that emotional intelligence plays a crucial role for employee success, especially managers in their businesses, who have to be highly emotionally intelligent. In various emotional contexts, conclusions will vary. Emotional intelligence is useful in decision-making and functioning conditions for workers (Boyatzis, 2017; Yslado et al., 2021).

Numerous reports reinforce the theory that in people with more persuasive social abilities and more significant jobs, progress rate is more reliable (Meng, 2017; Ramírez et al., 2020), and work efficiency is enhanced and that companies with higher income are managed. Emotional intelligence increases the analytical capacity and the success of the team members. The research on emotional intelligence found that there is a secure connection between emotional intelligence, interpersonal success to management styles.

Work Engagement and Emotional intelligence and Employee performance

Job participation reflects an ambitious, more rewarding, involved and committed state of mind (Moore.2017). Previous studies have established positive associations between employee participation and successful performance, such as appearance, purpose, and methods (Mosteo et al. 2016). Persons with a substantial degree of dedication to work should have a more favorable background and can bring a more significant contribution to their businesses (Pryke 2015).

Job engagement is a concentrated effort centered on corporate goals (Macey, Schneider, Barbera and Young, 2009). Committed workers are willing to work more than individuals to improve their versatile commitment. Every project's progress depends on the dedication and loyalty of its employees. Job participation would be generally good both for the employee and the organization because the regulation of the way people function and conduct their tasks is predictable (Demerouti&Cropanzano, 2010).

The employees 'dedication to the workplace plays a significant role (Menguc et al., 2013). It can, therefore, be seen as a right attitude which is expressed in strength, concentration, focus and devotion to their job (Rothmann et al., 2005). Their commitment to their careers fundamentally inspires many that are personally engaged with their profession.

The dedicated employees were identified as interested in their activities (Gruman and Saks, 2011). The dedication to specific outcomes, including better fitness and wellbeing, was historically linked. Enhanced work and consumer happiness, efficiency and health, and decreased attrition and depression are optimistic corporate outcomes (Pocnet et al. 2015).

Concerning diligent work, a variety of studies have related this attribute to job success (customer loyalty, efficiency, competitiveness, protection for workers and health for workers) and the overall results as well

as the in- and out - of-role output Ogilvie (2017) described these issues as a consequence of workers 'sense of being relevant, enthusiastic and increased job booms, which contribute to more substantial cash results and more happy clients.

Employees with a more significant degree of commitment and a more substantial degree of interest in their job appear to be both active and mentally engaged with their jobs (Rexhepi, 2017; Fuster et al., 2020).

Specialists should concentrate on productive communities instead of adversely impacting the burnout by emphasizing on interaction. Combining the workplace decreases the danger of frustration and strengthens job abilities (Shakir, 2017). Employees with a significant amount of personal assets will also boost their workplace (Simbula, 2013). Of starters, more self-confident teachers (own resources) are usually asked for input from their heads and students on their results more frequently and quickly (job resources), as they can take this criticism more quickly (Satija, 2013). This requires reviews to boost the self-efficiency of teachers (personal support). Emotional intelligence is a traditional tool to bring at function. In addition to the extensive personality tests and diligent behaviour, a significant intervention occurs (Rezvani, 2016).

Job engagement involves constructive actions involving emotional intelligence and performance. Further emotional intelligence is more reliable the degree to which emotional intelligence is at work, and these have common impacts on the success of the workers. Work dedication will contribute to an optimum balance between work challenges, employment income and personal assets between workers (Schippmann 2010). For employees 'job effort and success, a sufficient amount of individual assets is necessary. Person assets improve workplace motivation by generating superior interaction in their working atmosphere (Snchez, 2017).

Variables

The dependent variable that will be addressed in the research is Job Satisfaction and organizational commitment

As for the independent variables are: Relationship Management, self-awareness, self-management

Hypotheses

H1₀: There is no direct correlation between relationship management and Job Satisfaction

H1₁: There is a direct correlation between relationship management and Job Satisfaction

H2₀: There is no direct correlation between self-awareness and Job Satisfaction

H2₁: There is a direct correlation between self-awareness and Job Satisfaction

H3₀: There is no direct correlation between self-management and Job Satisfaction

H3₁: There is a direct correlation between self-management and Job Satisfaction

H4₀: There is no direct correlation between Job Satisfaction and organizational commitment

H4₁: There is a direct correlation between Job Satisfaction and organizational commitment

Descriptive Statistics

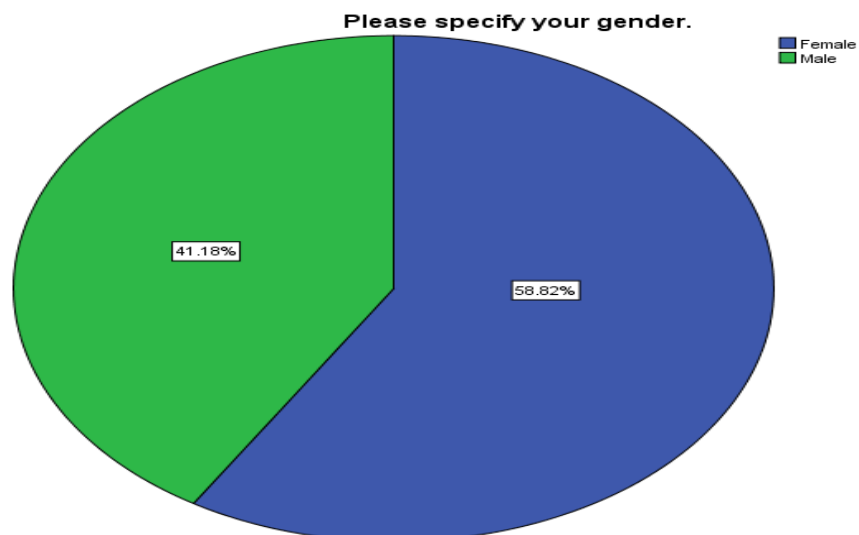


Figure 1 : Gender of respondent

Preference to the preceding outcomes, 59% were females and 41% were males.

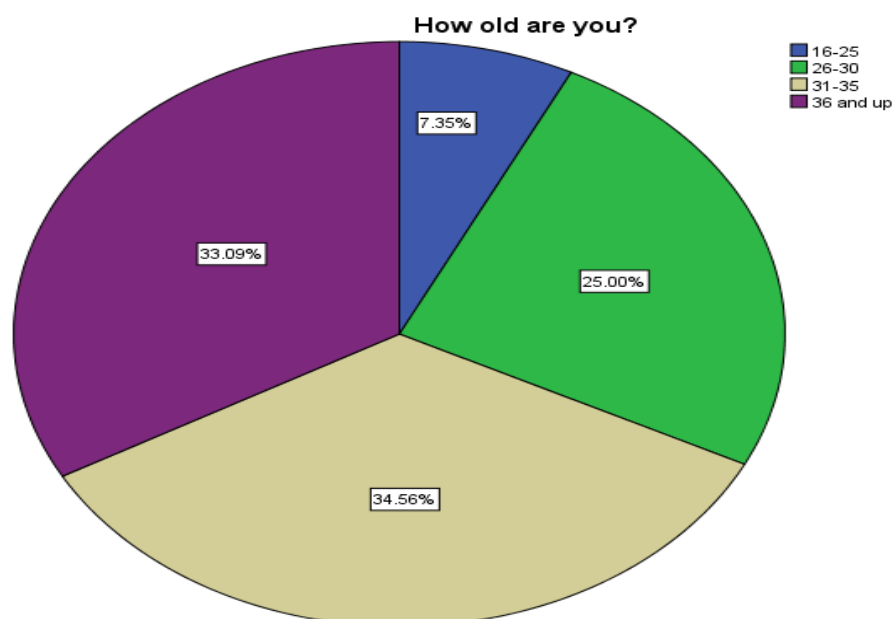


Figure 2 : Age of Respondent

Preference to the preceding outcomes, 7% were between 16-25 years and 25% were between 26-30 years,

However, 34% were between 31-35 years and 33% were between 36 years and up.

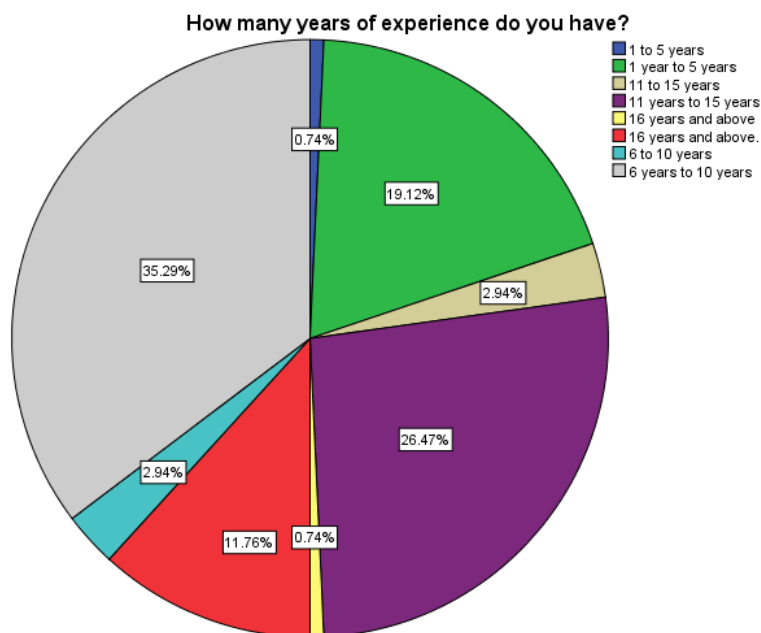


Figure 3 : Respondent's Years of experience

Preference to the preceding outcomes, 1% were from 1 to 5 years where 19% were from 6 to 10 years and 3% were from 11 to 15 years.

However, 26% were from 11 to 15 years where 1% were from 16 years and above and 12% were from 16 years and above. Moreover, 3% were from six to 10 years and 35% were from six to 10 years.

Data Analysis and Results

After data collection it was imported into the SPSS sheet which was then entered in the SPSS data management and statistical analysis system (Statistical Package for social science). Big data companies, analysts, and scientists commonly make use of the SPSS.

The results have been analysed and tested using the Pearson correlation test and linear regression analysis. Pearson correlation is a way to calculate the interaction between variables pairs that gives a scale between -1 to +1. The sign sets out the direction and the extent to which the relationship is strong. The following is the correlation table:

Pearson Correlation: the statistical association calculation and intensity of variables. Significance (2 tailed): P-value associated with association N that contains the amount of observations

Linear regression is a method of examining the relation between the separate variables X and the dependent variable Y. The coefficients of the linear equation are forecast and well understood by explanatory variables as the highest estimator of dependent variable.

This paper uses the linear regression to measure the strength of the link between job satisfaction and

organizational commitment, the dependent variables, and the independent variables self-management, self-awareness, relationship management and empathy. Essentially, it assesses which independent variable has the greatest effect on the dependent variable and which has no relationship with the dependent.

Two main tables are created by regression analysis. The first table contains an overview of the model and the following:

R is the relationship between the expected and observed dependent variable values; it is between -1 and 1. In the relationship between dependent and independent variables the value of R shows the strength and the sign indicates either a negative or a positive path of the correlation.

The R-square is alluded to as the regression model 'goodness of fit.' The value differs from 0 to 1. This demonstrates how the independent variable describes the variations in the equation. The bigger the R-squared value the better the model explains the variations in the dependent variable.

Modified R-square is an improvement in R-square in order to show stable performance of the linear regression model. Adjusted R-square as better alternative of R-square is therefore used in this paper.

The Sig is the major level known as the test P value. It reveals the degree of trust to acknowledge the alternative assumptions. When Sig is greater than the acceptable α point of 5% or 10%, otherwise no proof is adequate to dismiss null hypotheses.

The "coefficients," which include the framework of the function, are the second table of the linear regression process. The Y intercept is called constant and its direction indicates the influence of independent variables. It consists of the "Unstandardized Coefficient" in column "B" The second column of the unstandardized coefficients consists of the standard error associated with coefficients.

The Beta is the coefficient we would achieve under "standardized coefficient" if all variables in the model had been standardized. T-statistics and their P values are the last two columns. If the coefficients are different from zero, then we test for a relevant linear association between dependent and independent variables by specifying an alpha amount of 0.05 or 0.1.

However, a multiple regression had been implemented to test the relation between the dependent and independent variables based on a standard error of 5%. The multiple regression analysis had been implemented taking job satisfaction as a dependent variable.

Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.681 ^a	.464	.443	.01102
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a. Predictors: (Constant), Empathy Average, Self-Management Average, Self-Awareness Average, Organizational Commitment Average, Relationship Management Average

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.014	.007		1.902	.519
	Self-Awareness Average	.196	.082	.174	2.392	.018
	Self-Management Average	-.191	.088	-.001	-2.170	.028
	Relationship Management Average	.197	.079	.105	2.493	.039
	Organizational Commitment Average	.533	.068	.586	7.877	.020
	Empathy Average	-.438	.106	-.026	-4.132	.020

a. Dependent Variable: Job Satisfaction Average

Referring to the above regression analysis, the relationship between the dependent and independent variables will be tested based on a margin error of 5%. The results showed a significant relationship since all the variables showed a margin error below 5%, meaning that the null hypotheses H0 is rejected and the alternative hypotheses H1 is accepted. However, the following regression equation will be implemented to validate the results of the regression analysis.

$$Y = A + BX1 + BX2 + BX3 + BX4 + BX5$$

Where Y = dependent variable, A = constant, B = Significance level and X = independent variable

Job Satisfaction = 0.519 + 0.018 self-awareness + 0.028 self-management + 0.039 relationship management + 0.020 organizational commitment + 0.020 empathy management

However, another regression analysis had been conducted taking organizational commitment as a dependent variable, and the below are the results:

However, another regression will be implemented since only one dependent variable can be taken at a time. Below we considered organizational commitment as a dependent variable and the other variables as dependent

However, the hypotheses are validated as follows:

H0: There is no statistical evidence between self-awareness and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between self-awareness and job satisfaction thus we accept the

alternative hypothesis

H0: There is no statistical evidence between self-management and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between self-management and job satisfaction thus we accept the alternative hypothesis

H0: There is no statistical evidence between empathy and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between empathy and job satisfaction thus we accept the alternative hypothesis

H0: There is no statistical evidence between organizational commitment and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between organizational commitment and job satisfaction thus we accept the alternative hypothesis

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.521 ^a	.272	.244		.584

a. Predictors: (Constant), Self-Awareness Self-Management-Relationship Management- Empathy, Job Satisfaction

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.748	.324		2.304	.023
	Self-Awareness Average	.385	.078	.107	4.935	.015
	Self-Management Average	.389	.076	.408	5.125	.020
	Relationship Management Average	-.230	.059	-.039	-3.898	.027
	Empathy Average	-.220	.094	-.017	-2.340	.035
	Job Satisfaction	.173	.075	.189	2.300	.023

a. Dependent Variable: Organizational Commitment

Referring to the above regression analysis, the relationship between the dependent and independent variables will be tested based on a margin error of 5%. The results showed a significant relationship since all the variables showed a margin error below 5%, meaning that the null hypotheses H0 is rejected and

the alternative hypotheses H1 is accepted. However, the following regression equation will be implemented to validate the results of the regression analysis.

$$Y = A + BX_1 + BX_2 + BX_3 + BX_4 + BX_5$$

Where Y = dependent variable, A = constant, B = Significance level and X = independent variable.

Organizational Commitment = 0.023 + 0.015 self-awareness + 0.020 self-management + 0.027 relationship management + 0.023 job satisfaction + 0.035 empathy management.

This means that,

For every one percent increase in self-awareness, the organizational commitment tends to be affected by 1.5%.

For every one percent increase in self-management, the organizational commitment tends to be affected by 2%.

For every one percent increase in relationship management, the organizational commitment tends to be affected by 2.7%.

For every one percent increase in job satisfaction, the organizational commitment tends to be affected by 2.3%.

For every one percent increase in empathy, the organizational commitment tends to be affected by 3.5%.

H0: There is no statistical evidence between self-awareness and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between self-awareness and job satisfaction thus we accept the alternative hypothesis

H0: There is no statistical evidence between self-management and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between self-management and job satisfaction thus we accept the alternative hypothesis

H0: There is no statistical evidence between empathy and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between empathy and job satisfaction thus we accept the alternative hypothesis

H0: There is no statistical evidence between organizational commitment and job satisfaction thus we reject the null hypothesis

H1: There is statistical evidence between organizational commitment and job satisfaction thus we accept the alternative hypothesis

4.4 Pearson Correlations

In the context of the interplay between the independent variables (self-awareness, self-management, relationship-management and empathy) and the dependent variables Job satisfaction and organisational commitment, Pearson correlated technique is used. The coefficient of Pearson correlation varies between -1 and +1 which indicates a positive, negative or no association. The Sig (P-value) indicates whether or not the relation is meaningful. In this study, the relevant amount (α) used is 0.05. The effects of the relation

between the variables are shown in Table 7 below.

		Self-Awareness Average	Self-Management Average	Relationship Management Average	Organizational Commitment Average	Job Satisfaction Average	Empathy Average
Self-Awareness Average	Pearson Correlation	1	.274	.341	.271	.359	.364
	Sig. (2-tailed)		.001	.000	.001	.000	.000
	N	136	136	136	136	136	136
Self-Management Average	Pearson Correlation	.274	1	.507	.360	.308	.097
	Sig. (2-tailed)	.001		.000	.000	.000	.264
	N	136	136	136	136	136	136
Relationship Management Average	Pearson Correlation	.341	.507	1	.224	.289	.222
	Sig. (2-tailed)	.000	.000		.009	.001	.009
	N	136	136	136	136	136	136
Organizational Commitment Average	Pearson Correlation	.271	.360	.224	1	.646	.378
	Sig. (2-tailed)	.001	.000	.009		.000	.000
	N	136	136	136	136	136	136
Job Satisfaction Average	Pearson Correlation	.359	.308	.289	.646	1	.282
	Sig. (2-tailed)	.000	.000	.001	.000		.001
	N	136	136	136	136	136	136
Empathy Average	Pearson Correlation	.364	.097	.222	.378	.282	1
	Sig. (2-tailed)	.000	.264	.009	.000	.001	
	N	136	136	136	136	136	136

Table 7 : Correlations dependent and independent variables

- A significant positive relationship between organizational commitment and self-awareness 0.271. This means that as self-awareness increases in the workplace, it tends to affect organizational commitment by 27.1% in a positive way meaning that as self-awareness increases by 1%, the commitment tends to increase by 27.1%
- A significant positive relationship between self-management and organizational commitment 0.360. This means that as self-management increases in the workplace, it tends to affect organizational commitment by 36.0% in a positive way meaning that as self-management increases by 1%, the commitment tends to increase by 36%.

- A significant positive relationship between relationship management and organizational commitment 0.224. This means that as relationship management increases in the workplace, it tends to affect organizational commitment by 22.4% in a positive way meaning that as relationship management increases by 1%, the commitment tends to increase by 22.4%.
- A significant positive relationship between job satisfaction and organizational commitment 0.646. This means that as job satisfaction increases in the workplace, it tends to affect organizational commitment by 64.6% in a positive way meaning that as job satisfaction increases by 1%, commitment tends to increase by 64.6%.
- A significant positive relationship between empathy and organizational commitment 0.378. This means that as empathy increases in the workplace, it tends to affect organizational commitment by 37.8% in a positive way meaning that as empathy increases by 1%, commitment tends to increase by 37.8%.

Main findings, analysis of main results

This research revealed many issues relating to managers' and employees' relationships. The research analysis of findings revealed that managers were capable of controlling, inspiring and directing workers, referring to subjects such as supportive managers versus unsupportive managers, who could interact with employees versus managers who could not. Managers can promote a friendly work environment to illustrate the contradiction between the two or create unwilling and stressful work environments. Managers may or may not sympathize with the staff.

Managers can appreciate or ignore employee contributions and work with them may be demanding and hard. The study focused on the importance of EI skills in managing, motivating, and leading managers as well as the effect of providing EI sessions on employees' job satisfaction and commitment. The conclusions showed that these elements are important for the typically overlooked relationship between a director and an employee. Since managers concentrate on reaching organizational objectives, they frequently ignore the administration, motivation of other main roles, which are cooperative, accommodating, responsible, empathetic, and appreciative, of good managers. The findings revealed these features which are important for the skills of managers.

Employees found their relationship with their management to be crucial and expected their managers to be tightly linked. Data research shows the consistency of their interactions with their supervisors is of interest to workers. It looks after its managers and needs shared interest, support, empathy, and accessible contact to collaborate as a team in a comfortable, supportive place of work.

The workforce also looks after its managers' characteristics and characteristics and can often be positively and negatively affected by their managers' IT skills. Their levels of motivation may vary depending on their perceptions of the EI abilities of managers. Many participants noted that their managers are not effective leaders who call them "dictators" and "tyrants", while other participants said that they are inspired by and emotionally connected to their managers.

There was one researcher who claimed that EI capabilities have a greater impact on leadership than IQ.

The statement was consistent with the results of the literature. Many studies have found that different skills are vital to social and occupational success (Killian, 2012). EI competencies are considered to be a significant link between emotional intelligence competencies and are of similar value to IQ.

The literature review found that many workers do not learn to express their emotions, they learn to remove them from work, thus impeding the management skills of their managers. In this analysis, participants reported that the manager used the EI skills in an individual environment, but not in a community setting. This manager cannot appreciate how necessary it is to use EI capability in all environments. Some managers may not realize the impact of EI's management, motivating, and leading employees from this important finding. Participants gave similar expertise and said that when communicating with employees with serious problems such as performance assessments the manager avoided using EI. The participant said that it was wise to avoid EI skills when dealing seriously with sensitive matters.

The research results confirmed the importance of EI skills of the participants. Growing reveals how they interact with their managers every day, and how the abilities of their managers impact their own reward, work satisfaction, and results. This result confirms the literature findings that the EI skills of managers are important if workers are to be inspired, work satisfaction increased and the business efficiency improved.

In the absence of EI capacities, managers' morale, work satisfaction, and ultimately performance may decline if they see their partnership with their managers. Managers had lost confidence and enthusiasm for their work and employment due to the lack of EI expertise and their encouragement, job satisfaction, and results. Some respondents claimed that they were inspired by the personalities, characteristics, and abilities of their employers and that they understood that their EI skills improved their job motivation.

In essence, their managers perceived their personal, professional sentiments, needs, and moods as emotionally intelligent. These participants also expressed their admiration and respect for their managers because their managers increased their motivation, increased their pride in members and increased their teamwork, and wanted to show their appreciation to the managers through their hard work.

For example, few participants expressed hatred of their work and didn't sustain the mission and goals of their organization but are motivated by the high level of EI skills of their managers who are supportive and positive. Others indicated that the manager's negative reaction to the participant and his colleagues, his hostile conduct, made this manager feel that his participant was stalking.

This researcher did not ignore the detrimental actions of the boss by knowing how it looked when this boss was not present. This example is in accordance with the literary evidence indicating that the human brain stores emotional experiences and memories, through its interaction with others, which causes the body to react to an aggressive and hostile climate.

Several participants reacted to the lack of empathy shown by management with low EI skills compared to managers with a higher level of EI skills. This is in line with the literature findings that show people how to interact. People learn to express emotional feelings such as empathy or to refrain from expressing emotional feelings when there is a lack of empathy.

Some say that their managers' low confidence may be the cause behind low EI skills. This was in keeping with the review of the literature which linked confidence with the ability of EI.

Open questions encouraged participants to express their experiences and to discuss them. The first question was to explore participants' perceptions of the EI abilities and motivation of their managers. Most of the participants agreed that their perception of the EI skills of their managers and their motivation existed. Others claimed that their management's EI skills improved their morale, while some acknowledged that their managers had no EI skills and led them to decrease. Some said they were self-motivated although they recognized the lack of EI capabilities of their managers also reduced their motivation.

Most of the participants accepted that their assessment of the EI abilities of their supervisors and their work satisfaction is linked. Others also reported an improvement in their workplace satisfaction due to their managers' abilities. The lack of skills at EI of its managers decreased their job satisfaction.

The majority of respondents (61%) accepted that their view of the EI abilities of their supervisors was related to their success. Respondents reported improving the performance of their management EI skills.

The EI model became one of today's major tools to educate and improve EI capabilities. Finally, most participants in the study recognized that the perception and recognition of emotions and their skills by their managers is so important. These results were supported by the literature review. Most participants spoke of the vital connection between the EI skills of their managers to influence employee motivation, job satisfaction, and performance. The results of the research identified a positive connection between the skills of EI managers and the people who perceived the connection, influencing their motivation, job fulfillment, and performance.

Managers are responsible for handling certain personnel in an organization so they need emotional intelligence to function effectively because innovative firms can only measure themselves by benefit in many forms. Understanding how mutual principles function leads to an internal emotional understanding. Just like every individual in the different fields of expertise has a profile of strengths and weaknesses, so is organization.

Internal assessments and templates may be used to chart corporate performance at various stages. Models are essential for measuring the pulse of the profitability of an entity.

In education administrations, managers and employees show lower levels of performance. To improve their job performance, the education authorities must take measures to improve their technical and soft skills.

In key educational areas, the managers demonstrate a lower emotional intelligence level. Educational administrators must develop and apply emotional intelligence on the job with higher management skills in a training program.

The staff member has a lower level of emotional intelligence at work that would affect performance more effectively; they must be educated about the importance of emotional intelligence for better work

performance. In the future, managers and staff must assume higher roles and responsibilities within educational administrations and develop their skills in the field of intrapersonal, interpersonal, adaptability, stress management, and overall moods.

To order to choose the right person for the right position, vacancies change the administration of the emotional intelligence check and this would improve the workforce's performance and educational authorities.

The study of emotional intelligence and the ability of managers and employees to work effectively has been identified as they are unable to manage their emotional understanding, a fact that directly influences their job.

In addition, managers and staff have a moderate to low level of emotional intelligence and performance, which are to be developed to increase employee productivity and improve the image of educational administrations. One especially interesting finding from this study was that managers and employees' low emotional intelligence have an impact on their work performance. This has consequences for the management, which suggest that educational management can benefit from identifying managers and employees' level of emotional intelligence, and by applying interventions focused on the development of emotional intelligence among educational employees.

Implication

As an essential field of human behavior, emotional intelligence in developed countries such as Iran involves comprehensive study. As the action of employees of an organization is strongly affected, the decision-making ability and the capacity to cope with crisis circumstances that may occur of blues. Work on intrinsic and international influences that affect employee conduct and employee emotional intelligence is also important. To make the country prosper through the development of human capital, sector-wise research may also be carried out to assess the level of emotional intelligence for stakeholders in various sections of the country. More studies are needed, in this sector particularly in Iran, whether in the manufacturing industry or service industries, concerning the influence of emotional intelligence on communication effectiveness by various organizational variables

These results could contribute to positive social change in the workplace by enhancing the manager-employee relationship. The study will help donors, educationalists, social activists, and public policy reformers by discussing issues and directions in which administrators and staff, employers, and employees may enhance their personal and professional ties.

The previous literature focused on improving IT competencies by addressing the importance of emotional intelligence on management competencies. The study has shown, as the participants communicate and function directly with their managers every day, that they view the interaction with their managers more professionally and stronger. The literature survey did not contain this information. This awareness may help to establish a path for all parties to be considerably more harmonious on the job when the managers and the employers realize the importance of this relationship.

Professionals of human resources could particularly benefit from this research by learning to employ, recruit, and train qualified managers in a more organizationally effective way. Understanding the partnership with workers and their possible beneficial results will help to identify opportunities to boost efficiency, minimize company churn, and attract talented personnel.

Limitations

The research faced many limitations in which the research addressed only one case study and in addition to that the research only implemented one methodology which is the quantitative methodology and the absence of the qualitative methodology which means the researcher was not able to conduct in-depth interviews due to limited time constraints.

However, the findings of this research only applies on schools and by that if the same research had been implemented on another sector, other findings will take place.

At last, the research implemented only defined variables and by that other variables can be implemented in this research.

Recommendations

Companies will learn to recruit highly qualified executives. Organizations must also learn how to enhance their managers' IT capacity. In academia, teachers in schools, colleges and universities may encourage meaningful social progress, through the introduction and usage of IE education programs. Lebanese schools, particularly at an early age, may often be of value to all. However, communication courses allow administrators to learn how to handle emotions at work and be comfortable.

Like integrated leadership, an EI preparation curriculum will focus on developing empathy, cognitive communication, behavior and intrapersonal skills, cognitive communication, and intrapersonal and behavioral skills.

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