

The Consequences of Emotional Intelligence on Various Organizational Outcomes

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Abstract: Research has consistently shown that emotional intelligence (EI) is positively correlated with various organizational outcomes. EI incorporates one's ability to recognize, express, understand, and manage their own emotions and the emotions of others. Studies have shown that employees with high EI can successfully steer the challenges and dynamics of the workplace; in achieving both personal and organizational outcomes. There are various organizational outcomes associated with emotional intelligence that have been extensively studied across many fields. EI has demonstrated a positive correlation with organizational citizenship behavior, job performance, job satisfaction and organizational commitment. Conversely, various studies found EI to have a negative relationship with job stress. This review paper focuses on four important consequences of organizational outcomes namely organizational commitment, organizational citizenship behavior, job satisfaction and job stress. In conclusion, a wide range of disciplines have extensively studied EI as a predictor of many organisational outcomes, including work satisfaction, organisation commitment, and citizenship behaviour. Conversely, EI are found to negatively correlated with job stress in which the higher EI that employee possessed, the less stress they have towards job. In conclusion, EI are also essential for keeping a motivated and productive employee, which eventually benefits the company as a whole.

Keywords: *Emotional Intelligence, Organizational Commitment, Job Satisfaction, Organizational Citizenship Behaviour (OCB) and Job Stress*

1. Introduction

According to Mayer & Salovey (1990), emotional intelligence (EI) refers to a person's capability to identify their own emotions and those of others and in return facilitating constructive relationships. EI also known as an important factor that influence employees' work attitudes and their perceptions of workplace environment (Miao et al., 2021; Mustafa et al., 2023). The study of EI has become gradually noteworthy in various fields since the 1990s, including psychology, management, organizational behaviour, leadership, education and marketing (Dođru, 2022). This is a result of the growing significance of emotional intelligence in employees which is considered a vital asset to an organization. There is a contention that businesses that successfully handle emotions inside their organization achieve superior performance and greater rates of return compared to organizations that disregard emotions (Brundin et al., 2022). Effective management of emotions in an organization can be achieved by a comprehensive understanding of employees (Dasborough et al., 2015) and fostering empathy within the organization's climate (Petrovici & Dobrescu, 2014).

2. Literature Review

Emotional Intelligence

Mayer & Salovey (1990) were the first to develop a method of measuring EI, which they defined as a person's capacity to observe and manage their own emotions as well as others. Van Rooy & Viswesvaran (2004) described EI as an ability involving verbal and non-verbal receiving and processing of affective information from oneself and others. In the realm of EI, there has been an ongoing debate among scholars on whether emotional intelligence should be classified as a trait or an ability. Some studies claim it is ability or competency as proposed by Mayer & Salovey (1990) and Austin (2010). On the other hand, others consider it a trait, as suggested by Baron, (2006) and Petrides et al., (2007). Beyond that, a number of assessments have been constructed to measure the various approaches to EI. Boyatzis et al., (2011) are using the Emotional and Social Competency Inventory (ESCI) as the assessment tools. Meanwhile, Mayer & Salovey, (1990) introduced the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) in 2002, followed by the MSCEIT V2.0, which had 141 items, introduced a year later (Mayer et al., 2003).

EI was earlier believed to be a subset of social intelligence. However, as more research was being conducted, the authors modified their view and proposed the four-branch model of emotional intelligence. It involves perceiving and expressing emotions, assimilating emotions in thought, understanding emotions, and managing emotional responses reflectively (Mayer & Salovey, 1993). As explained by the researcher, the first branch, which is the recognition and expression of emotion, involves perceiving and accurately expressing emotions and discerning the difference between genuine and fraudulent feelings. Branch two is related to emotional intelligence and involves the ability to generate emotions that facilitate decision-making processes, consider multiple perspectives, and solve problems using a broad spectrum of emotional experiences. For example, happiness can enhance creative problem-solving. The capacity to comprehend emotions, as outlined in branch three, entails understanding the progression of emotions and recognizing their underlying causes. Lastly, the fourth component, emotional regulation, entails maintaining self-awareness throughout adverse emotions and addressing emotional challenges without repressing bad feelings (Mayer & Salovey, 1993).

Accordingly, many researchers are recognizing EI as a skill in their investigations, and more recent studies have offered more evidence on both the skill and integrative model methods in this field (J. D. Mayer et al., 2008). Researchers have already shown a connection between specific employee results and emotional intelligence. The factors that have been studied about work include performance (Yoke & Panatik, 2015), job satisfaction (Masrek et al., 2014), organizational commitment (Anari, 2012), burnout (Gong et al., 2019), stress (Sarrionandia et al., 2018), leadership (George, 2000). Nonetheless, Harms & Credé (2010) discovered a direct relationship between EI with either transformational or transactional leader style. O'Boyle et al., (2011) contributed to the existing body of knowledge by introducing a three-stream strategy for studying EI and its association to job performance. Even though there are many organizational outcomes found to be associated with EI, however, this study will only review the relationship that exist between EI and organizational commitment, job satisfaction, organizational citizenship behaviour and job stress; in order to explore notable employee outcomes.

3. Framework of the Study

Empirical evidence demonstrates that Emotional Intelligence (EI) has a substantial impact on the various organizational outcomes.

Figure 1: Framework for reviewing the relationship between EI and various organizational outcomes

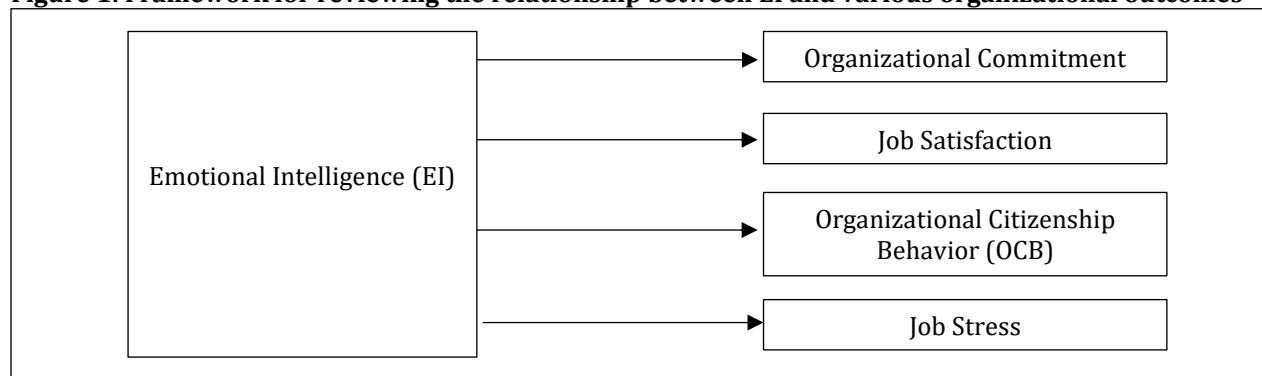


Figure 1 illustrates the link between the investigated constructs. This framework is demonstrated as foundation in reviewing the impact of EI on various outcomes in organization.

4. Findings and Discussion

EI and Organizational Commitment

Organizational commitment refers to an employee's recognition and acceptance of the conditions within the organization (Steers, 1977). The fundamental attributes of organizational commitment encompass acknowledgment of company's regulations, engagement in actions that support the organization as well as endorsement of organization's objectives and ideals (Porter et al., 1974). There are several significant employee attitudes and behaviours have been linked to organizational commitment such as turnover, knowledge sharing, role stress and absenteeism (Doğru, 2022). Erdheim et al., (2006) categorised organizational commitment into affective, normative, and continuance commitment, based on its multidimensional structure. Employees' emotional attachment to their company is referred as affective commitment, whereas their sense of moral obligation to stick with the company is regarded as normative commitment. Conversely, continuance commitment describes an employee's desire to remain with the company because they fear negative outcomes if they quit (Erdheim et al., 2006).

Employees with a higher level of EI are thought to have more control over their own emotions, resulting in a greater level of emotional resilience and commitment to their organizations. Therefore, individuals with a higher degree of EI have a reduced inclination to leave their organizations in comparison to employees with a lower level of EI (Mustapha et al., 2012). Various studies are conducted to investigate the association between these two variables. According to Qadar et al., (2015) there is a relationship between EI and organizational commitment among workers who believe that their needs are met by the organization and experienced improved in skills and abilities through appropriate training and development programs provided by their organization. Furthermore, Alavi et al., (2013), found a significant relationship between EI and organizational commitment among employees. The findings is similar to studies conducted by Chao Miao et al., (2017) and Alismail et al., (2022) in which EI are also found to have correlation with organizational commitment. On the other hand, Alsughayir (2021) and Hameli & Ordun, (2022) in their studies has found that self-efficacy and job satisfaction mediates the relationship between EI and organizational commitment.

EI and Job Satisfaction

Job satisfaction refers to indicative and evaluative judgment or affective reaction that an employee has toward a job (Abebe & Singh, 2023). Ever since the introduction of job satisfaction concept, various of its consequences on employees have been studied. These includes job performance(Ziegler et al., 2012), turnover intentions (Chen et al., 2019), job burnout (De Oliveira et al., 2018), organizational commitment (Kaplan et al., 2012), and organizational citizenship behaviour (OCB) (Berbaoui Kamel et al., 2015). It is observed from the studies that, job performance, OCB and organizational commitment are reported to correlate with job satisfaction. Conversely, job satisfaction hurts intentions to leave and experiences of burnout since it is an important predictor of a person's overall happiness and motivation to contribute in work-related activities (Alam & Asim, 2019).

Emotional Intelligence is considered a crucial determinant influencing the satisfaction of employees from their jobs. For example, Tagoe & Quarshie, (2017) found a positive relationships between EI and job satisfaction. Likewise, Suleman et al., (2020) found that EI acts as a predictor for the job satisfaction of school leaders. Furthermore, a study among call centre employees by Çekmecelioğlu et al., (2012) also found EI as the strongest determinant in predicting job satisfaction. Meanwhile, Abebe & Singh, (2023); Tagoe & Quarshie, (2017) also revealed a significant relationship between EI and job satisfaction in their studies. Additionally, Chao Miao et al., (2017) in their meta-analysis found that EI had a positive effect on job satisfaction regardless of demographic factors.

EI and Organizational Citizenship Behavior

The organizational citizenship behaviours (OCB) demonstrated by employees in organizations are generally related to the social and psychological phenomena of organizations, as well as a kind of behaviour extending beyond the formal job requirements in organizations (Organ, 1994). For example, taking additional responsibilities and workloads, putting in more hours of work, adhering to and abiding by the rules and regulations of an organization, and providing helping hands to coworkers when needed (Smith C et al., 1983). Organ (1994) conceptualized OCB and categorized it into five dimensions such as conscientiousness, altruism,

sportsmanship, civic virtue and courtesy. Each category represents a specific behaviour shown by employees inside an organization. Altruism is manifested when employees take the initiative to help their colleagues through a particular problem they may be experiencing. Conscientiousness relates to adherence to the organizational rules and policies, including keeping to the allowed hours of work. Using constructive means by employees to solve organizational problems and not grumbling due to the inconveniences caused is a manifestation of sportsmanship. It is also considered a courtesy for the employees not to violate others' rights within the organization. Finally, civic virtue refers to the performance of activities that benefit the organization such as volunteering as committee in a company's event. EI can strengthen the employees' organizational citizenship behaviours in an institution. A professional with higher level of EI usually takes the initiative of helping others at the workplace through volunteering. Indeed, previous research has already determined the positive correlation of emotional intelligence with organizational citizenship behaviour. This is reflected in studies conducted by Korkmaz & Arpaci, 2009; Turnipseed & Vandewaa, 2012; Yaghoubi et al., 2011.

Emotional Intelligence and Job Stress

Job stress is a shift from an employee's regular psychological state caused by difficulties related to his or her work (Colligan & Higgins, 2006). Causes of distress as stated by Mcvicar (2003) in his study among nurses are mainly contributed by workload and leadership or management style. Job stress is primarily associated with several negative consequences, including poor job commitment (Nayomi, 2016), low motivation (Khalil Wani, 2013), low job satisfaction (Ahsan et al., 2009), increase emotional exhaustion (Golparvar et al., 2012), and higher turnover intentions (Ahn & Chaoyu, 2019). Conversely, numerous factors such as relationship development, knowledge sharing, organizational support, and clear role clarification can help to reduce an employee's stress level. Furthermore, employees' personalities (Desa et al., 2014), perceptions, and emotions are crucial contributors to job-related stress, along with various environmental and organizational factors (Sur & Ng, 2014). Employees who possess effective emotional management skills demonstrate reduced levels of job stress, as shown by Mann's research in 2004. However, it is crucial to acknowledge the correlation between EI and job stress. According to Lee, (2010), it was discovered that there is a negative correlation between EI and occupational stress among nurses in four hospitals in Korea. This is supported by Yamani et al., (2014) which concluded their research findings by emphasizing that individuals with higher level of EI are experiencing job stress less. In addition, Shukla & Srivastava, (2016) also discovered that there is a negative correlation between trait EI and occupational stress among retail employees.

5. Conclusion

This paper reviewed the impact of emotional intelligence (EI) on important employee outcomes in an organization. Various studies have proven that all aspects of EI exhibit a positive correlation with organizational citizenship behaviour, job satisfaction and organizational commitment. Meanwhile, EI are negatively correlated with job stress. The significance of emotional intelligence is increasing steadily for managerial and supervisory position especially in human resource. Typically, recruitment board are more inclined to choose and position applicants who possess a greater level of EI (Ming Chia, 2005). According to Gong et al., (2019), line supervisors express contentment with the performance of employees with greater level of EI as these individuals are able to effectively regulate their own emotions as well as the emotions of their colleagues. On a related note, emotional intelligence is expected to enhance employees' job happiness (Gholipour Soleimani & Einolahzadeh, 2017), organizational commitment (Alsughayir, 2021) and job performance (Joseph et al., 2015).

Accordingly, it can be concluded that employees who possess strong emotional self-management skills and the ability to manage their colleagues' emotions exhibit higher levels of commitment to their organizations. They also demonstrate a greater willingness to engage in organizational citizenship behaviour, experience job satisfaction, and achieve better job performance. Additionally, these employees tend to experience reduced levels of job stress. Given that these outcomes are all positive for employees, managers should create development programs aimed at enhancing the emotional intelligence of employees inside the organization. Furthermore, they should specifically choose and assign people who possess exceptional emotional intelligence, in addition to other job-related skills. Human resource departments should devise ways such as through training and development programs to enhance the emotional intelligence of their staff due to these

factors. Furthermore, human resources managers specifically have the authority to establish regulations and criteria for recognizing and compensating employees who exhibit positive behaviour in the workplace.

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