Impacts of Emotional Intelligence on Job Satisfaction and Job Performance of Employees: Evidence From Bangladesh

Zahidul Karim
Jahangirnagar University
Texas A & M International University

Saha Iqbal Hossain
Texas A & M International University

Sumaya Fatema Binte Shahid
Jahangirnagar University

Drawing on trait emotional intelligence theory, this study explores the interplay of emotional intelligence (EI), job satisfaction (JS), and job performance (JP) in Bangladesh. Analyzing data from 402 employees and managers across various organizations, SEM analysis via WarpPLS and regression in SPSS reveal significant findings: EI positively influences both JS and JP. Moreover, JS partially mediates the EI-JP relationship. The study underscores the nuanced relationships among EI, JS, and JP, offering insights for scholars and managers into optimizing workplace dynamics. These findings contribute to understanding and leveraging emotional intelligence in enhancing job satisfaction and performance across diverse organizational settings.

Keywords: emotional intelligence, job satisfaction, job performance, business organizations, Bangladesh

INTRODUCTION

Firms consistently face challenges to remain competitive in a dynamic business environment (Khan et al., 2022). Thus, managers and researchers constantly investigate the behavioral attributes that enhance the competitive advantage of firms (Anning-Dorson, 2021). As much literature has emphasized, emotional intelligence (EI) has become one of the important determinants of firms' competitive advantage (Schlaegel et al., 2022; Wen et al., 2019). EI is the ability to recognize and understand one's own and other people's emotions, use emotional information to guide thoughts and actions, and control and change emotions to adapt to situations or achieve goals (Liao et al., 2022).

EI of managers and employees significantly affects their job satisfaction (JS) (Wen et al., 2019) and performance (Schlaegel et al., 2022). Organizations that have available emotionally intelligent human resources can be more profitable than firms with low-emotionally intelligent workforces (Uhrich et al., 2021). Karim (2020) articulated that emotionally intelligent leaders, managers, and employees are more satisfied in their jobs, which positively affects their performance. Thus, the topic has attracted the

considerable attention of researchers and industrialists to measure its impacts. Although the trait EI has been demonstrated to be predictive of significant job outcomes, there have been a few studies on how this factor interacts to influence performance (Uhrich et al., 2021). Besides, researchers from several fields have only looked at the connection between EI and JS but have ignored the contextual and demographic factors influencing the relationship. However, Wen et al. (2019) offer little support and mechanisms by which EI may affect JS. However, few studies examine the mechanisms by which emotional intelligence affects Job Performance.

Since the level of EI and JS may vary among individuals, we must look at whether JS plays a mediating role between EI and JP. This opens the window for us to make a further inquiry to gain a detailed understanding of how the relationship between EI, JS, and JP exists. However, to provide a holistic view of interrelated factors that may impact the relationship, the present study has considered several demographic and contextual factors in the model. Thus, the study considers the effects of employee gender, experience, position, employment, organization type, and nature of the organizations.

The study employs trait emotional intelligence theory to examine proposed relationships. Trait emotional intelligence theory explains how emotional intelligence significantly pertains to widely recognized personality traits (Petrides et al., 2007). The scope of this perspective can be expanded to include cognitive capabilities such as intrapersonal, interpersonal, and social skills (Petrides, Mason, & Sevdalis, 2011). However, trait emotional intelligence comes from behavioral traits related to emotions, while intelligence outcome comes from personality traits related to social behavior (Petrides & Mavroveli, 2018). It also analyzes and integrates ideas, speculations, and opinions into psychological outcomes (Petrides et al., 2007). Hence, in this study perspective, this theory exemplifies how emotional intelligence promotes an individual's psychological traits (e.g., job satisfaction) which in turn, enhances job performance. Barreiro & Treglown (2020) postulate employee engagement has many positive effects on individuals and organizations and found the support of the trait emotional intelligence is a predictor of employee engagement.

The study has several strands of contributions for both managers and scholars. The study will assist organizational managers in determining the influence factor of EI. Besides, how EI impacts job performance in the organizational sectors. The study also advances the knowledge of trait emotional intelligence theory in demonstrating how a manager's emotional intelligence influences employee outcomes. Moreover, they will have a clear understanding of how contextual and demographic characteristics affect employees' performance, which in turn fosters firm performance.

LITERATUE REVIEW

Emotional Intelligence and Job Performance

Emotional intelligence (EI) has gained popularity as human intelligence over the past 25 years as a key component of both personal and organizational success. Higher levels of EI are associated with happier lives, more solidified interpersonal and social ties, and successful careers (Prentice et al., 2020). Besides, EI improves coworkers' capacity to create personal connections and it improves JP (Lumpkin & Achen, 2018). Emotions influence the actions of individual employees. (Jena, 2021). Emotions can lead to either increased or decreased confidence, which can have a favorable or negative effect on JP (Alferaih, 2021; Lumpkin & Achen, 2018). emotional intelligence also affects employee motivation, which is important to understand and manage emotions effectively in the workplace (Jena, 2021). Employees with a high level of EI can understand the feelings and emotions of coworkers and supervisors. This facilitates specifying the issue where they can make an accurate assessment of job roles concerning what others expect of them, and then demonstrate flexible behaviors (Alferaih, 2021). Leaders with emotional intelligence (EI) not only exert a direct influence on the emotions and behaviors of others but also enhance communication with employees through recognizing the emotions of their followers. This, in turn, contributes to the employee's job performance through effective leadership. (Lumpkin & Achen, 2018). EI has a significant influence on JP (Sancoko et al., 2019) as well as an employee's EI significantly heightens JP (Jena, 2021).

Hypothesis #1: *EI is positively associated with JP*

Emotional Intelligence and Job Satisfaction

Emotional intelligence is the capacity to recognize one's feelings as well as those of others, leading to the development of positive interpersonal relationships (Wen et al., 2019). EI is comprised of four dimensions, namely self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998). Hence, effective leaders employ awareness, compassion, fairness, integrity, moral principles, inspiration, trust, relationship building, respect, and self-management to satisfy followers' demands for autonomy, competence, and relatedness (Lumpkin & Achen, 2018). From an organizational standpoint, employees' EI is linked to organizational outcomes, including JS and performance (Prentice et al., 2020). Numerous studies have investigated the link between EI and JS, and most of them found a positive impact of EI on JS (Lumpkin & Achen, 2018; Wen et al., 2019). While the majority of research only looked at one component of EI, Schlaegel et al. (2022), Lee and Chelladurai (2018), Extremera et al. (2018), and Uslu and Uslu (2019) investigated all four dimensions of EI and found they are positively related to employee JS. However, the four dimensions of EI don't have an equal impact on the employee JS (Schlaegel et al., 2022). EI influences one's ability to successfully deal with environmental demands and pressures that support individuals manage challenging work situations, and as a result, it has a favorable relationship with JS (Prentice et al., 2020).

Hypothesis #2: *EI is positively associated with JS*

Job Satisfaction and Job Performance

Job satisfaction is one aspect that can be used to enhance Job Performance (JP) (Sembiring et al., 2020). Theoretically, job performance and JS are related (Eliyana et al., 2019). Employees' job satisfaction determines employees' perceptions of the job's effectiveness in achieving the necessary job performance (Hendri, 2019). An organization is more likely to be efficient and productive if employees are satisfied (Eliyana et al., 2019). Besides, greater levels of job performance are correlated with higher levels of JS, which is also characterized as the sense of fulfillment arising from work (Hendri, 2019; Karim & Rahman, 2020). Additionally, extremely satisfied employees will have fewer turnovers (Eliyana et al., 2019) and more commitment to the organization (Eliyana et al., 2019). JS, which is a function of emotional intelligence, influences performance (Sembiring et al., 2020). It is expected that job satisfaction will mediate the relationships between emotional intelligence and Job Performance because satisfied employees can manage their emotions effectively and help others to manage emotions.

Hypothesis #3: *JS is positively associated with JP*

Hypothesis #4: *JS positively mediates the relationships between EI and JP*

Control Variables

The model controls demographic factors that may influence Job Performance. The fact that many previous studies employed demographic variables as a moderator (Al Zamel et al., 2021; Chawla & Joshi, 2017; Nasir et al., 2011) induces us to think about using a variety of demographics as a moderator in this study. The study has considered demographic factors (gender, employee experience, and organization types) as control variables. Since these variables may influence Job Performance (Bindu & Thomas, 2006; Cook et al., 2011), therefore, the present study has controlled them.

Proposed Model

The proposed model shows the direct relationships between emotional intelligence and Job Performance (hypothesis 1). It also shows the relationships between emotional intelligence and job satisfaction (hypothesis 2), job satisfaction and Job Performance (hypothesis 3), and the mediation effect

of job satisfaction between EI and JP (hypothesis 4). The variables, employee gender, years of experience, and organization types have been controlled.

FIGURE 1
RELATIONSHIPS AMONG EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND JOB PERFORMANCE
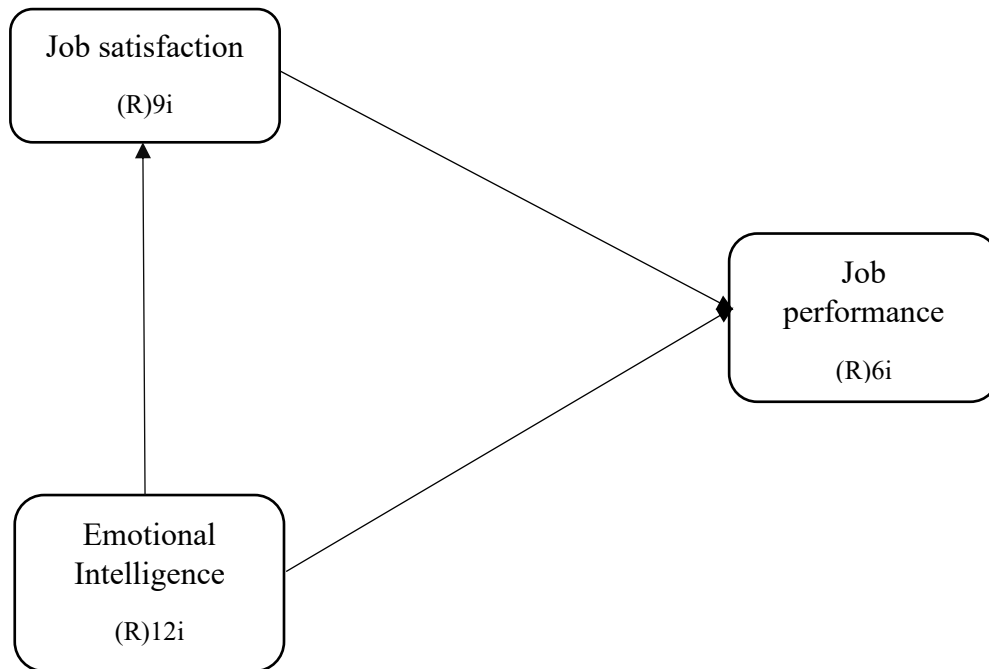
Data and Research Method

This is an empirical study based on qualitative and quantitative methods of investigation. The study employs a qualitative approach to evaluate the published research on the issue. In addition, primary data from a questionnaire survey have been analyzed quantitatively. The survey comprised 402 respondents managers and executives of public firms, private firms, MNCs, and financial institutions in Bangladesh. The respondents were obtained from all over Bangladesh. A convenient sampling method has been used for this study to get access to employees and organizations. These data were collected through Google Forms with links to questionnaires circulated through email correspondence. Then, collected data were analyzed using SPSS, version 26.0, and WarpPLS (version 8.0) to estimate regression coefficients and path coefficients for the structural equation model. WarpPLS, version 7.0 (Kock, 2020) used for validity, reliability tests, correlation, and regression analysis to measure the impacts and relationships among the variables.

Scale Development and Analytical Method

The study conceptualizes and operationalizes variables based on prior empirical research findings. The scales selected for this study have been validated and evaluated based on previous empirical studies. 27 items were used and grouped under 3 major variables. 12 items for selected for EI from the study of Wong & Law (2002), 6 items for job performance from the study of Ramos-Villagrasa, et. al., (2019), and 9 items for employees' JS from the study of Blanz (2017). It is to be noted that some of the items are modified for simplification and some are eliminated due to the context differences from the previous studies. All the items have been measured on a 5-point Likert scale ranging from 5-strongly agree to 1-strongly disagree.

Reliability and Validity Tests

The study conducted a reliability test for indicators used in each latent construct. Table 1 shows Cronbach's Alpha and composite reliability which measure internal consistency and reliability of the indicators. The three main variables EI, JS, and JP consist of 12, 9, and 6 items respectively. The Cronbach's Alpha and composite reliability value for each construct is greater than .700 indicating high internal consistency among indicators within each latent variable. Hence, the study has passed the reliability tests. Table 2 presents the loadings and cross-loadings are presented to explain convergent validity. The indicator's loadings for each construct are greater than .500 which means that the items are perfectly loaded under each construct and are different from the items of other construct. Thus, the loadings and cross-loadings indicate that the study has passed the discriminant validity.

TABLE 1
INTERNAL CONSISTENCE OR RELIABILITY TEST RESULTS

List	Variable	No of Items	Cronbach's Alpha	Composite Reliability
1	Emotional Intelligence	12	0.923	0.935
2	Job Satisfaction	9	0.896	0.916
3	Job Performance	6	0.822	0.872

TABLE 2
CONVERGENT VALIDITY TEST WITH LOADINGS AND CROSS-LOADINGS

	JS	EI	JP	SE	P Value
JS1	**-0.636**	0.759	-0.1	0.046	<0.001
JS2	**-0.757**	-0.02	-0.053	0.045	<0.001
JS3	**-0.772**	-0.092	-0.307	0.045	<0.001
JS4	**-0.754**	-0.173	-0.058	0.045	<0.001
JS5	**-0.702**	-0.176	-0.092	0.045	<0.001
JS6	**-0.755**	-0.233	0.204	0.045	<0.001
JS7	**-0.701**	-0.074	0.189	0.045	<0.001
JS8	**-0.768**	0.013	0.161	0.045	<0.001
JS9	**-0.801**	0.094	0.05	0.045	<0.001
EI1	0.034	**-0.770**	0.064	0.045	<0.001
EI2	0.114	**-0.717**	-0.024	0.045	<0.001
EI3	0.124	**-0.822**	-0.045	0.045	<0.001
EI4	0.087	**-0.835**	-0.12	0.045	<0.001
EI5	-0.183	**-0.641**	0.052	0.046	<0.001
EI6	-0.064	**-0.687**	-0.14	0.045	<0.001
EI7	0.032	**-0.800**	0.057	0.045	<0.001
EI8	0.019	**-0.755**	-0.025	0.045	<0.001
EI9	-0.036	**-0.649**	0.206	0.046	<0.001
EI10	-0.138	**-0.597**	0.129	0.046	<0.001
EI11	-0.005	**-0.821**	0.003	0.045	<0.001
EI12	-0.068	**-0.739**	-0.097	0.045	<0.001
JP1	0.175	0.141	**-0.686**	0.045	<0.001

JP2	0.169	-0.076	**-0.666**	0.046	<0.001
JP3	-0.202	0.054	**-0.734**	0.045	<0.001
JP4	-0.196	-0.006	**-0.781**	0.045	<0.001
JP5	0.197	-0.161	**-0.659**	0.046	<0.001
JP6	-0.073	0.029	**-0.835**	0.045	<0.001

Table 3 exhibits correlation coefficients among variables. The lower correlation coefficient values than the square roots of AVEs rJPresented in the diagonal indicate that the study has passed the discriminant validity.

TABLE 3
CORRELATIONS AMONG VARIABLES WITH SQUARE ROOT OF AVES

Variables	JS	EI	JP	P-Value
Job Satisfaction (JS)	**(0.740)**	0.685	0.691	<.001
Emotional Intelligence (EI)	0.685	**(0.740)**	0.637	<.001
Job Performance (JP)	0.691	0.637	**(0.730)**	<.001

Note: Square roots of average variance extracted (AVEs) shown on diagonal

ANALYSIS AND FINDINGS

Sample Characteristics
Table 4 shows the demographic characteristics of the respondent and their organization. The table also shows the types and numbers of organizations included in the survey.

TABLE 4
THE DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Particulars	No of Response	Percentage	Particulars	No of Response	Percentage
Organization Type	174	43.3	**Experience**		
Private	147	36.6	Less than 1 year	158	39.3
Public	44	10.9	1-5 years	156	38.8
MNC	37	9.2	6-10 years	69	17.2
Bank	174	43.3	More than 10 years	19	4.7
Employee Type			**Position**		
Executive	322	80.1	Entry Level	321	79.86
Manager	80	19.9	Mid-Level	69	17.16
Gender			Higher Level	12	2.98
Female	78	19.4			
Male	324	80.6	**Total**	**402**	**100**

Correlation Matrix
The following correlation table shows positive and significant relationships between EI and JP, JS and JP. The correlation between dependent variables and independent variables is high. This presents the statistical power to explain the relationships. The correlation between emotional intelligence and Job

Performance is .633, job satisfaction and Job Performance is .697 and the correlation between emotional intelligence and job satisfaction is .700.

TABLE 5
CORRELATION MATRIX

Variables	JP	EI	JS
Job Performance (JP)	1		
Emotional Intelligence (EI)	.633	1	
Job Satisfaction (JS)	.697	.700	1

(Source: Data Analysis from SPSS)
Dependent Variable: Job Performance, **Independent Variables:** Emotional Intelligence and Job Satisfaction, **Mediator Variable:** Job Satisfaction, and **Control Variables:** Gender, years of experience, and organization types.

The study found positive and significant support for the hypotheses H1, H2, H3, H4. The following model shows the path coefficient for all relationships and includes the p-value for each relationship. The SEM analysis also shows R square values. EI explains 33 percent and 68 percent variability of Job Performance and job satisfaction respectively. In addition, the independent variables EI and JS combinedly explain the variability of Job Performance at a 54% level.

FIGURE 2
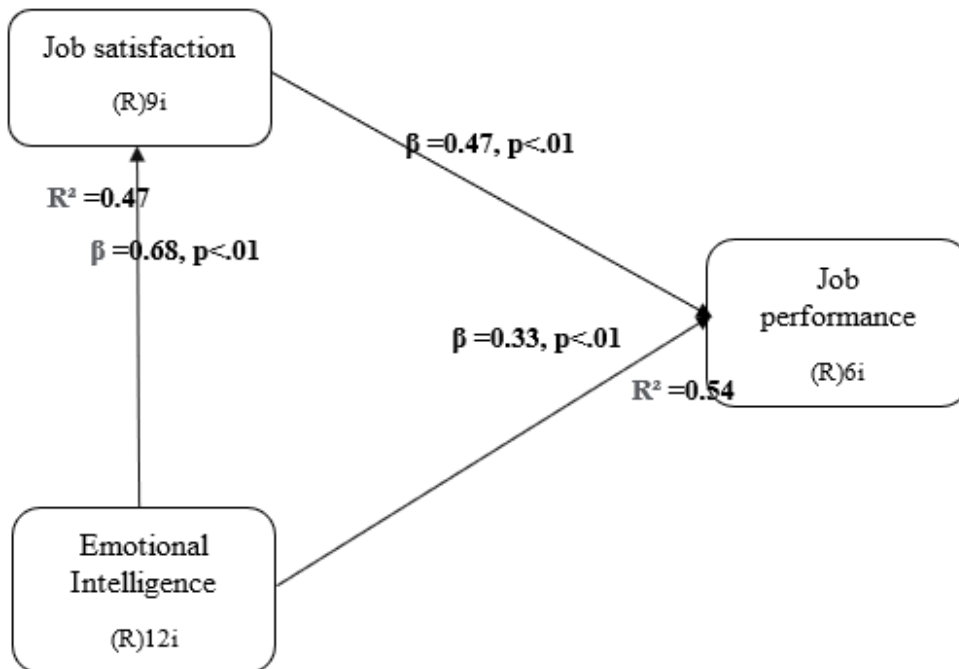**ESTIMATED MODEL WITH PATH COEFFICIENTS**

Table 6 shows path coefficients among different constructs. The path coefficient between emotional intelligence and Job Performance is 0.33, emotional intelligence and job satisfaction is 0.68, and the coefficient between job satisfaction and Job Performance is 0.47. All the coefficients are above 0.30 and they are significant at 1 percent level.

TABLE 6
PATH COEFFICIENTS AND P-VALUE

PATH	PARAMETER ESTIMATE	P-VALUE
EomInt ⟶ JobPer	0.33	p<0.01
EomInt ⟶ JobSatis	0.68	p<0.01
JobSatis ⟶ JobPer	0.47	p<0.01
EomInt ⟶ JobSatis JobPer ⟶	0.68->0.47	p<0.01

Table 7 shows the model fit and the quality of indices produced by WarpPLS, version 8.0. The average path coefficient is 0.494 which shows substantial explanatory power of independent variables on the dependent variable (JP). The average R square value is 0.502 which means 50.2% variability of dependent variables can be measured or explained by the independent variables included in the study. The average block VIF is 1.844 (ideal <3.3, acceptable if <5) which indicates low multicollinearity among independent variables. The Sympson's paradox ratio is 1.000 (acceptable if >0.700). The R-squared contribution ratio is 1.000 (acceptable if >0.9). The statistical suppression ratio is 1.000 (acceptable if >0.700). The nonlinear bivariate causality direction ratio (NLBCDR) is 1.000 (acceptable if >0.700). These numbers imply that the study has passed all the required statistical tests for model fit and quality indices.

TABLE 7
MODEL FIT AND QUALITY INDICES

Description	Average	Standard Range
Average path coefficient (APC)	0.494	P=0.001
Average R-squared (ARS)	0.502	P<0.001
Average adjusted R-squared (AARS)	0.500	P<0.001
Average block VIF (AVIF)	1.844	acceptable if <= 5, ideally <= 3.3
Average full collinearity VIF (AFVIF)	2.191	acceptable if <= 5, ideally <= 3.3
Tenenhaus GoF (GoF)	0.522	small >= 0.1, medium >= 0.25, large >= 0.36
Sympson's paradox ratio (SPR)	1.000	acceptable if >= 0.7, ideally = 1
R-squared contribution ratio (RSCR)	1.000	acceptable if >= 0.9, ideally = 1
Statistical suppression ratio (SSR)	1.000	acceptable if >= 0.7
Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	acceptable if >= 0.7

Source: Output from WarpPLS, Version 8.0

The study conducted a regression analysis to estimate the model. Table 8 shows two different models to explain the relationships among variables. Model 1 shows the relationship between EI and JP. The regression coefficient of EI is 0.635 which implies a unit of EI increase will lead to an increase of JP by 0.635 percent. However, the R square value is .404 implying that 40.4% of the variability of Job Performance can be measured by a single variable EI. This represents statistically significant and positive

impacts of EI on JP. Model 2 shows that adding JS with the previous model increases the explanatory power of the model at 52.7% and the regression coefficient of EI and JS appear to as 0.291 and 0.492 respectively. Here, the coefficient of JS (0.492) is greater than EI (0.291) and depicts a higher explanatory power of JS on JP. We have found that control variables, such as employee gender, experience, and organization types have statistically insignificant influence on Job Performance.

TABLE 8
REGRESSION COEFFICIENTS OF MODEL 1 AND MODEL 2

Independent Variables	Model 1	Model 2
Emotional Intelligence (EI)	**0.635** *(.039)*	**0.291** *(.048)*
t-statistics	*16.461*	*6.021*
Job Satisfaction (JS)		**0.492** *(.048)*
t-statistics		*10.200*
Constant	**3.31** *(.039)*	**4.162** *(.034)*
R Square	**0.404**	**0.527**
F-statistics	*270.967*	*222.408*

Dependent variable: Job Performance and p-value in parenthesis

Table 9 represents the results of the hypotheses tests. Using the SEM analysis by WarpPLS and regression analysis by SPSS, we found positive and significant support for the hypotheses.

TABLE 9
RESULTS OF THE HYPOTHESES TEST

Hypothesis	Statements of Hypotheses	Results
H1:	EI is positively associated with JP.	Supported
H2:	EI is positively associated with JS.	Supported
H3:	JS is positively associated with JP.	Supported
H4:	JS positively mediates the relationships between EI and JP	Supported

CONCLUSION AND FUTURE RESEARCH

This study has brought motivation from the previous studies that demonstrated the links between EI and JP (Karim & Rahman, 2020). Other studies showed the effects of EI on employee motivation and Job Performance. The study found support for all the hypotheses. These contextual studies will extend the scope for future studies in different contexts and organizational settings. However, the study is significant for researchers and managers of MNEs to understand the contextual difference to examine the relationships among EI, JS, JP, and other variables. This study has a few limitations, it does not consider the effects of work environment, job characteristics, and other demographic and job-related factors (e.g., employee types, leadership, training, and education) in measuring Job Performance. However, the degree of relationships and effects may vary across the culture and organizational settings. This explores opportunities for future research in different contexts. Thus, this study will guide future research and provide direction to investigate the relationships in different contexts as they vary significantly.

REFERENCES

Al Zamel, L.G., Abdullah, K.L., Chan, C.M., & Piaw, C.Y. (2021). Moderating effect of demographic characteristics on the relationship between work life quality and turnover intention: A cross-sectional study. *Florence Nightingale Journal of Nursing*, *29*(2), 203.

Alferaih, A. (2021). How does emotional intelligence improve employee satisfaction and performance with mediating effect of employee engagement? Perspective from Saudi Arabian private companies. *International Journal of Advanced and Applied Sciences*, *8*(8), 79–93. https://doi.org/10.21833/ijaas.2021.08.011

Anning-Dorson, T. (2021). Organizational culture and leadership as antecedents to organizational flexibility: Implications for SME competitiveness. *Journal of Entrepreneurship in Emerging Economies*, *13*(5), 1309–1325.

Barreiro, C.A., & Treglown, L. (2020). What makes an engaged employee? A facet-level approach to trait emotional intelligence as a predictor of employee engagement. *Personality and Individual Differences*, *159*, 109892.

Bindu, P., & Thomas, I. (2006). Gender differences in emotional intelligence. *Psychological Studies-University of Calicut*, *51*(4), 261.

Blanz, M. (2017). Employees' job satisfaction: A test of the job characteristics model among social work practitioners. *Journal of Evidence-Informed Social Work*, *14*(1), 35–50.

Chawla, D., & Joshi, H. (2017). Role of demographics as moderator in mobile banking adoption. *Twenty-third Americas Conference on Information Systems*, Boston. Retrieved from https://core.ac.uk/display/301371661?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1

Cook, G.L., Bay, D., Visser, B., Myburgh, J.E., & Njoroge, J. (2011). Emotional intelligence: The role of accounting education and work experience. *Issues in Accounting Education*, *26*(2), 267–286.

Eliyana, A., Ma'arif, S., & Muzakki. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards job performance. *European Research on Management and Business Economics*, *25*(3), 144–150. https://doi.org/10.1016/j.iedeen.2019.05.001

Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: Does emotional intelligence play a buffering role? *Frontiers in Psychology*, *9*, 367.

Hendri, M.I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the Job Performance. *International Journal of Productivity and Performance Management*, *68*(7), 1208–1234. https://doi.org/10.1108/IJPPM-05-2018-0174

Jena, L.K. (2021). Does workplace spirituality lead to raising Job Performance? The role of citizenship behavior and emotional intelligence. *International Journal of Organizational Analysis*, ahead-of-print(ahead-of-print). https://doi.org/10.1108/IJOA-06-2020-2279

Karim, Z. (2020). Measuring emotional intelligence and its impacts on employees' performance: A study on business organizations in Bangladesh. *Jahangirnagar University Journal of Management Research*, *3*(1),19–33.

Karim, Z., & Rahman, M.H.A. (2020). Job satisfaction of young faculty members in the Universities of Bangladesh: Application of the job characteristics model. *The Jahangirnagar Journal of Business Studies*, *9*(1), 75–91.

Khan, M.A., Zubair, S.S., & Shah, S.N.M. (2022). Influence of emotional intelligence on enterprise performance with mediating role of entrJPreneurial resilience: A case of SMEs in Pakistan under the light of Covid-19. *Transnational Corporations Review*, *0*(0), 1–15.

Kock, N. (2020). *WarpPLS user manual: Version 7.0*. Laredo, Texas USA: ScriptWarp Systems.

Lee, Y.H., & Chelladurai, P. (2018). Emotional intelligence, emotional labor, coach burnout, job satisfaction, and turnover intention in sport leadership. *European Sport Management Quarterly*, *18*(4), 393–412.

Liao, S.-H., Hu, D.-C., & Huang, Y.-C. (2022). Employee emotional intelligence, organizational citizen behavior and job performance: A moderated mediation model investigation. *Employee Relations: The International Journal*, *44*(5), 1109–1126. https://doi.org/10.1108/ER-11-2020-0506

Lumpkin, A., & Achen, R.M. (2018). Explicating the synergies of self-determination theory, ethical leadership, servant leadership, and emotional intelligence. *Journal of Leadership Studies*, *12*(1), 6–20. https://doi.org/10.1002/jls.21554

Nasir, R., Omar, F., Mohammadi, M.S., Wan Sulaiman, W.S., Khairudin, R., & Halim, F. (2011). Demographic variables as moderators in the relationship between job satisfaction and task performance. *Pertanika Journal of Social Science and Humanities*, *19*, 33–40.

Petrides, K.V., Furnham, A., & Mavroveli, S. (2007). Trait emotional intelligence: Moving forward in the field of EI. *Emotional Intelligence: Knowns and Unknowns*, *4*, 151–166.

Petrides, K.V., & Mavroveli, S. (2018). Theory and applications of trait emotional intelligence. *Psychology: The Journal of the Hellenic Psychological Society*, *23*(1), 24–36. https://doi.org/10.12681/psy_hps.23016

Petrides, K.V., Mason, M., & Sevdalis, N. (2011). Preliminary validation of the construct of trait social intelligence. *Personality and Individual Differences*, *50*, 874–877. doi:10.1016/j.paid.2010.12.029

Prentice, C., Dominique Lopes, S., & Wang, X. (2020). Emotional intelligence or artificial intelligence–an employee perspective. *Journal of Hospitality Marketing & Management*, *29*(4), 377–403.

Ramos-Villagrasa, P.J., Barrada, J.R., Fernández-del-Río, E., & Koopmans, L. (2019). *Assessing job performance using brief self-rJPort scales: The case of the individual work performance questionnaire* (No. ART-2019-121928).

Sancoko, R., Setiawan, M., & Troena, E.A. (2019). The influence of organizational culture and spiritual intelligence on Job Performance through emotional intelligence. *MEC-J (Management and Economics Journal)*, *3*(1), 67–80. https://doi.org/10.18860/mec-j.v0i2.5510

Schlaegel, C., Engle, R.L., & Lang, G. (2022). The unique and common effects of emotional intelligence dimensions on job satisfaction and facets of job performance: An exploratory study in three countries. *The International Journal of Human Resource Management*, *33*(8), 1562–1605.

Sembiring, N., Nimran, U., Astuti, E.S., & Utami, H.N. (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. *International Journal of Organizational Analysis*, *28*(5), 1113–1130.

Uhrich, B.B., Heggestad, E.D., & Shanock, L.R. (2021). Smarts or trait emotional intelligence? The role of trait emotional intelligence in enhancing the relationship between cognitive ability and performance. *The Psychologist-Manager Journal*, *24*(1), 23–47.

Uslu, O., & Uslu, M. (2019). The impact of emotional intelligence on employees' attitudes. *Journal of Applied Management and Investments*, *8*(1), 32–43.

Wen, J., Huang, S. (Sam), & Hou, P. (2019). Emotional intelligence, emotional labor, perceived organizational support, and job satisfaction: A moderated mediation model. *International Journal of Hospitality Management*, *81*, 120–130. https://doi.org/10.1016/j.ijhm.2019.01.009

Wong, C.-S., & Law, K.S. (2006). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, *13*(3), 243–274.