

Interfacing Relationship between Emotional Intelligence and Job Satisfaction: Evidence from PCBs in Bangladesh

Dr. Mohammad Mizener Rahaman

Dr. Md. Khairul Islam

Nowsin Jahan

Abstract

In Bangladesh perspective, it is pretty evident that the employees of private commercial banks are not satisfied with their job. Researchers sometimes found evidence that people having emotional intelligence competence are more likely to get successful professional life. It seemed, however, essential to examine if there is any relationship between emotional intelligence and job satisfaction of the employees of private commercial banks of Bangladesh as this issue has not been studied to the extent of its importance. So the prime objective of this study is to examine whether there is any relationship between these two constructs. The study is mainly empirical in which conceptual model has been developed, taking the factors measuring emotional intelligence with relevant indicators found from the literature study and data have been collected with the help of a structured questionnaire from the selected private commercial banks of Dhaka, Chittagong, and the Sylhet region of Bangladesh. Two hundred thirty-five (235) respondents participated in this study in which greater Sylhet was given much importance. Data reliability, validity, and goodness-of-fit were checked before data analysis. Structural Equation Modeling (SEM) was used to test the hypotheses. The most significant finding of the study is the direct relationship between the dimensions of emotional intelligence (Self-emotional appraisal abilities, social skills, and the uses of emotion) and job satisfaction. However, it is recommended that the recruiters of private commercial banks evaluate the incumbents' emotional intelligence skills to ensure the bunch of satisfied employees.

Keywords: Emotional Intelligence, Job Satisfaction, Private Commercial Banks, Employees

1. Introduction

Successful professional life does not depend entirely on work-related knowledge and educational qualification. Psychology now a day is, to a great extent, ruled by the value given to emotional and cognitive intelligence. People, however, concede that knowledge and IQ scores are not always good determinants of professional success. Organizational

successes and individuals' success as professionals depends mainly on human emotion and people's ability to control emotional feelings (Bar-On, 2005). Human emotion, expression, control, and management of those emotions play a significant role in shaping human behavior. In ancient times workers were treated no more than machines and tools. Emotions and feelings of workers were a minor issue and were not given much importance. As a result increased absenteeism, boredom, fatigue, decreased productivity, increased stress level among employees was common phenomena in the workplace. However, today, organizations are giving more and more critical to the emotional aspects of workers. In order to gain maximum cooperation from workers in increasing organizational productivity, organizations are trying to maintain a balanced interaction between individuals and work. In shaping the interaction between individuals and work and determining success in work-life, emotional intelligence is vital. As workers' productivity and organizational performance depend primarily on the emotional aspects of individuals, it is vital to study emotion and the individuals' ability to manage emotions. Like other wings of society, it is essential to address the emotional intelligence of employees in the banking industry and its connection to employees' job satisfaction. Because the banking sector is one of the most important sectors of any country, employees who can effectively and constructively manage and control their emotions and are satisfied with their job are assumed to bring about the best future for an organization. This study aims to address any connection between employees' emotional intelligence and job satisfaction in Bangladesh's private commercial banks of Bangladesh.

2. Literature Review

Emotional intelligence is more or less associated with social intelligence. The concept and understanding of social intelligence provided the framework and conceptualization of emotional intelligence. Social intelligence is the ability to understand and perceive the act of men and women, boys and girls to act smartly in human and social life (Mayer et al. 2004). Over time, it has become an area of interest for general society, professionals, and researchers. The term emotional intelligence refers to some abilities of individuals. Ability to understand and conceptualize own emotion, ability to perceive and understand other person's emotion, ability to use emotional understanding in motivating self and others and also in managing social relationships, ability to confidently express one self, ability to distinguish between different emotional feelings and the ability to alter and adapt in any changes in social setting (Ashkanasy & Daus, 2002; Golemann, 1998; Bar-On, 2005). Job satisfaction is closely linked to the workers' actions and behavior (Hamami et al, 2015). The term was first described by (Locke, 1976) as a positive emotional state of workers resulting from their activities in the organizational

environment. It can also be explained as the extent to which employees, based on their attitudes and feelings (can be both positive and negative), like or dislike their work (Ellickson& Logsdon, 2001; Agho et al. , 1993). Thus, it can be perceived that there is a multilateral emotional or psychological state regarding one's job linked to emotional intelligence, and both collectively lead to a feeling about work that is enjoyable and agreeable (Papathanasiou&Siati, 2014; Hulin& Judge 2003).

Factors of Emotional Intelligence: Different researchers have used several factors to measure people's emotional intelligence. An extensive literature review revealed that a number of qualities inside human being delineate the level of their emotional intelligence competencies. This study used six emotional intelligence factors to examine their relationships with employee job satisfaction.

i. Self-Emotional Appraisal Abilities and Job Satisfaction: Self-emotional appraisal or intra-personal abilities enables people to perceive and make sense of their feelings and emotions. It is assumed that emotional self-awareness adds on peoples' problem-solving and decision-making abilities. People with these abilities are found successful in their professional lives (Chauhan & Chauhan, 2007, Shanker&Sayeed, 2006). Successful professional life gives people satisfaction about their profession. Moreover, when people have distinct abilities and can use them effectively in their job, satisfaction would be increased (Weiss et al., 1967; Fai Tso & Jin Li, 2015). Employees having a good sense of reasoning of own emotion, the capability of effective regulation and utilization of emotional events can contribute to an organization's productivity and performance more effectively (Jung & Yoon, 2016; Shanker&Sayeed, 2006) and when employees find their works significant for organizational success, it adds to their satisfaction regarding their job (Taber &Alliger, 1995; Butler, 1990; Joshi & Sharma, 1997; Ellickson& Logsdon, 2001). Considering above literature this study proposed the following hypothesis:

H₁: Employees' self-emotional appraisal ability is significantly related to their job satisfaction.

ii. Inter-Personal Abilities and Job Satisfaction: Inter-personal abilities or social skills make people empathetic to people around them. These skills enable people to understand and respect others' emotions, which enable them to maintain a healthy relationship with the people with whom they interact (Clarke, 2010; Jung & Yoon, 2016). So, it can be assumed that employees who have strong social skills maintain a healthy relationship with their co-workers. A healthy relationship with a co-worker is found to be a good predictor of employees' job satisfaction (Khaleque& Chowdhury, 1984; Joshi & Sharma, 1997). People with strong social skills are also aware of the responsibilities imposed on

them by their social and workgroups (Clarke, 2010; Jung & Yoon, 2016). It is assumed that working in a group is more accessible than working individually (Abdulla et al., 2011). Interpersonal abilities enable people to provide their workgroup members (peer, superior & subordinate with good support. Support from co-workers and superiors (managerial support) is another good predictor of job satisfaction (Wiess et al., 1967; Joshi & Sharma, 1997; Conway et al., 1987). Based on the above discussion this study proposed the following hypothesis:

H₂: Employees' inter-personal ability is significantly related to their job satisfaction.

iii. Adaptability and Job Satisfaction: Adaptability helps people adjust their feelings and behavior with the changing demands of the situation they operate. Every organization changes day by day. Therefore, the working environment and working policy also change. People to remain effective must adapt themselves to the changing environment (Goleman, 1998; Jung & Yoon, 2016). Adaptability also makes employees problem-centric and flexibly adapts to solve personal and interpersonal problems (Larson, 1988). Organizational/ working environment is considered one of the most important predictors of job satisfaction (Khaleque&Chowdury, 1984; Conway et al., 1987; Nazir, 1998; Ellickson& Logsdon, 2001) and people who can flexibly and effectively adapt themselves with the changing environment have no point of being dissatisfied with their working environment (a part of overall job satisfaction).Based on the above studied literature this study proposed the following hypothesis:

H₃: Employees' adaptability to situational demands is significantly related to their job satisfaction.

iv. Uses of Emotion and Job Satisfaction: The ability to use or facilitate emotion explains a person's capacity of utilizing emotional events and feelings in facilitating their thinking and problem-solving orientation (Mayer et al., 2004; Chauhan & Chauhan, 2007). Thinking ability and reasoning capability of own action make people aware of their competence (Chauhan & Chauhan, 2007). Employees who are confident enough of their competence know their specific skills and abilities. They know how to utilize their specific skills and abilities to set their personal and professional goals (Fiory et al., 2018; McCleskey, 2015). They can find a way of utilizing their skills in their working environment, which is considered a significant predictor of their job satisfaction (Weiss et al., 1967; Fai Tso & Jin Li, 2015; Nazir, 1998). Based on the above review of literature this study proposed the following hypothesis:

H₄: Employees' uses of emotion is significantly related to their job satisfaction.

v. *Regulation of Emotion and Job Satisfaction*: Regulation of emotion means individual ability to operate effectively under stress and the ability to manage anger and temper effectively. It is about controlling the negative aspects of emotion (Shanker&Sayeed, 2006; Gadot&Meisler, 2010). Improving human thought rather than hampering thought is the keystone of emotional regulation (Fatt, 2002). Emotional regulation helps people to adjust their emotional feelings in performing their social responsibilities and maintaining social relationships (Chauhan & Chauhan, 2007). People who can manage their temper and anger and maintain social relationships are expected to have a nice relationship with their coworkers and managers. When employees can perform effectively and constructively in any situation, they can significantly contribute to organizational success. Task significance to organizational success, managerial support, and coworker support are essential factors in measuring overall job satisfaction (Khaleque&Chowdury, 1984; Conway et al., 1987; Nazir, 1998; Ellickson& Logsdon, 2001). Considering above studied literature this study proposed the following hypothesis:

H₅: Employees' ability of emotional regulation is significantly related to their job satisfaction.

vi. *General Mood and Job Satisfaction*: Mood in general of emotionally intelligent people is found to enable them to look at the brighter side of life. People who are emotionally intelligent somewhat find contentment with themselves, others, and life in general. This motive is called optimism (Fatt, 2002; Chauhan & Chauhan, 2007; Jung & Yoon, 2016). As optimist people are expected to think positively about life and society, it can be assumed that they will focus on the brighter side of their personal and professional life (Goleman, 1998). And this side of people's general mood can be related to their contentment with their job also. From the discussed literature this study proposed the following hypothesis:

H₆: Employees' general mood is significantly related to their job satisfaction.

Based on the discussed literature and drawn hypothesis this study conceptualize A conceptual framework has been proposed for the study based on literature.

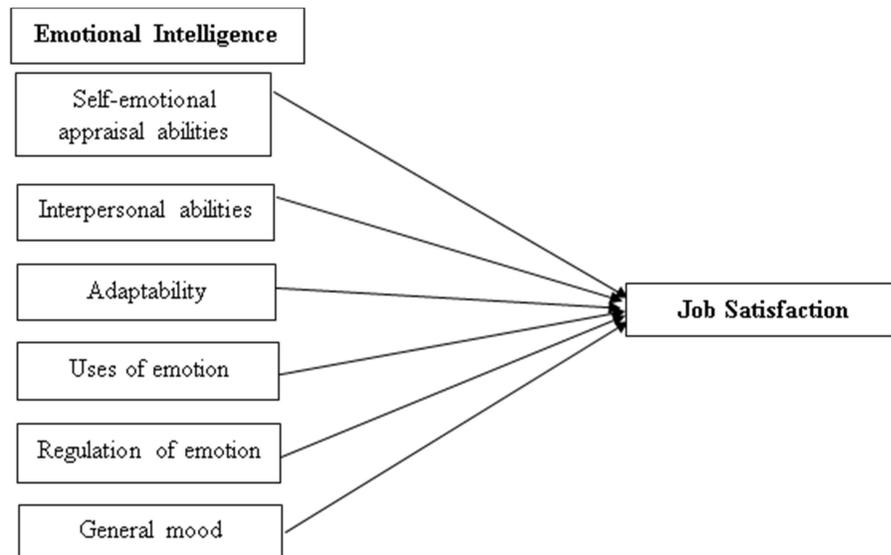
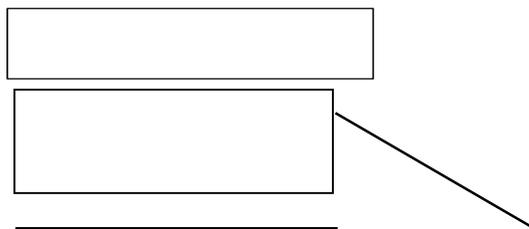


Figure 1: Conceptual framework of interfacing relationship between emotional intelligence and job satisfaction

3. Problem Statement

In modern times, globalization has made the world a global village where technological, cultural, professional exchange, and human interaction is a common issue. Human emotion and its management have become vital elements in determining success in organizational life. At present, both the public and private sectors are giving much importance to the emotional intelligence of their workers. In mediating the effect of work-related stress, managing successfully personal and professional life, interacting cooperatively with superiors and subordinates emotional intelligence of managers and workers play a vital role. The term emotional intelligence is not very recent, and it has been studied by different scholars from time to time. Emotional intelligence and its impact on workers' job satisfaction has recently been an exciting area to study for researchers. Both public and private sectors have been studied regarding this issue. Like other sectors, emotional intelligence has a major role in shaping the organizational behavior of the employees in the banking sector. In the perspective of Bangladesh, private commercial banks are assumed to be one of the most stressful work arenas because of its heavy workload and steaming pressure due to this workload. Employees ability to manage and deal constructively with this pressure and ensuring a successful and profitable future for their organization is dependent on their emotional intelligence to a great extent. Moreover, employees' interaction among themselves and



between employees and customers is more or less dominated by their emotional intelligence skills. However, emotional intelligence among private commercial bank employees and its impact on job satisfaction has not been studied much. There are some studies regarding this issue from other countries' perspectives, but relevant literature regarding this aspect is not so much rich in the perspective of Bangladesh. Therefore, this study has empirically investigate the emotional intelligence in the professional interaction of private commercial bank employees of our country and its impact on their job satisfaction.

4. Objectives and Methodology

The main objective of the study is to investigate the impact of emotional intelligence on the job satisfaction of employees of Private Commercial Banks (PCBs) in Bangladesh. This study also aims to identify the factors constructing the emotional intelligence of employees of PCBs in Bangladesh and analyze the relationship between emotional intelligence and job satisfaction of employees of PCBs in Bangladesh. A structured questionnaire with a scaling technique has been used to collect data from respondents. Respondents have been selected considering a convenient sampling method from the employees of the top ten private commercial banks of three main metropolitan cities in Bangladesh. Data collected from the respondents were analyzed through statistical tools. Descriptive measurements, factor analysis, were performed and SEM analysis was performed to understand the hypothesized relationships. Employees of all levels of PCBs in Bangladesh comprise the population of the study. The working populations of the study are composed of managers, operational managers, and other employees of PCBs of Dhaka, Chittagong, and Sylhet region of Bangladesh.

5. Data Analysis and Findings

5.1 Demographic Characteristics Analysis

The demographic profile of the respondents is presented in the table below, which includes their age, gender, academic qualification, income level, designation, and years of experience.

Table 1: Demographic profile of respondents

| Particulars of Respondents | No. of Respondents | Percentage (%) |
|-----------------------------------|---------------------------|-----------------------|
| <i>Gender of the respondents</i> | | |

| | | |
|--|-----|------|
| Male | 182 | 77.4 |
| Female | 53 | 22.6 |
| Total | 235 | 100 |
| <i>Marital status of the respondents</i> | | |
| Unmarried | 93 | 39.6 |
| Married | 142 | 60.4 |
| Total | 235 | 100 |
| <i>Age of the respondents</i> | | |
| 20-29 | 89 | 37.9 |
| 30-39 | 121 | 51.5 |
| 40-49 | 13 | 5.5 |
| 50-59 | 12 | 5.1 |
| Total | 235 | 100 |
| <i>Educational qualification of the respondents</i> | | |
| 2 | 2 | 0.9 |
| Graduates | 233 | 99.1 |
| Post graduates | 235 | 100 |
| Total | | |
| <i>Designation of the respondents</i> | | |
| 24 | 24 | 10.2 |
| Junior officer | 111 | 47.2 |
| Senior officer | 53 | 22.6 |
| Executive officer | 19 | 8.1 |
| Operational manager | 20 | 8.5 |
| Manager | 8 | 3.4 |
| Missing | 235 | 100 |
| Total | | |
| <i>Income level of the respondents</i> | | |
| 2 | 2 | .9 |
| Less than 20000 | 30 | 12.8 |
| 20000-40000 | 107 | 45.5 |
| 40000-60000 | 60 | 25.5 |
| 60000-80000 | 36 | 15.3 |
| Above 80000 | 235 | 100 |
| Total | | |
| <i>Years of experience of the respondents</i> | | |
| 139 | 139 | 59.1 |

| | | |
|-------------|-----|------|
| 0-5 years | 48 | 20.4 |
| 6-10 years | 19 | 8.1 |
| 11-15 years | 23 | 9.8 |
| 16-20 years | 6 | 2.6 |
| 21-25 years | 235 | 100 |
| Total | | |

As shown in Table 01, a total of 235 respondents participated in the study. 77.4% of respondents are male, and the other 22.6% of respondents are female. 60.4% of respondents are married, and 39.6% of respondents are unmarried. The maximum number of respondents is in the age range of 20-39. 37.9% of respondents are in the age range of 20-29 and 51.5% of respondents are 30-39. Almost all the respondents (99.1%) have 56 educational qualifications of post-graduation. 10.2% of the respondents are junior officers, 47.2% are senior officers, 22.6% are executive officers, 8.1% are operational managers, and another 8.5% are managers. The income level of maximum respondents (45.5%) is in the range of 40000- 60000. 25.5% of respondents have income levels in the range of 60000- 80000. 59.1% of respondents have an experience level of 0-5 years, and 20.4% have 6-10 years. 8.1% have 11- 15 years. Another 9.8% have 16- 20 years of experience.

5.2 Descriptive Statistics and Reliability Measure

Descriptive statistics are the most effective technique to interpret data by describing the population or sample's data set (Malhotra, 2011). The following descriptive statistical approaches were used on the data in this study to define the data set's essential properties.

Table 2: Descriptive Statistics for The Factors of Emotional Intelligence

| Items | Mean | S.D | Cronbach's Alfa |
|--|------|------|-----------------|
| Self-emotional appraisal abilities (6 items) | 3.71 | 0.73 | 0.90 |
| Inter personal abilities (6 items) | 3.86 | 0.72 | |
| Adaptability (2 items) | 3.73 | 1.03 | |
| Uses of emotion (5 items) | 3.80 | 0.78 | |
| Regulation of emotion (4 items) | 3.70 | 0.82 | |
| General mood (2 items) | 3.68 | 0.94 | |

Table 2 portrays that the mean score of all the factors of emotional intelligence is above 3. It means maximum respondents agree with the statements describing their emotional intelligence. The mean value for the factor self-emotional appraisal abilities, interpersonal abilities, adaptability, uses of emotion, regulation of emotion, and general mood are 3.71, 3.86, 3.73, 3.80, 3.70, and 3.68, respectively. The mean score above three and below four is closer to the comparable response on the questionnaire's five-point Likert scale equivalent to "agree." Except for adaptability, the standard deviations of the components demonstrate that the average answers are a bit less than 1 point off the mean. As a result, the sample mean more accurately describes the mean of the actual population. Cronbach's Alpha, which is .90, was used to assess the factors' dependability. It implies that the factors are extremely dependable, as it has been proven that the value of Cronbach's Alpha must be more than for the data to be reliable. 70 Nunnally (Nunnally, 1978).

5.3 Structural Equation Modeling

Individual constructs: The study used reflective constructs. Multiple observed items measurement for each latent construct is presented to calculate measurement error (Table 03).

Table 3: Results of Reliability and Validity

| Construct | Items | Communalities | Factor Loadings | Mean | S.D. | Cronbach's Alfa |
|-----------|-------|---------------|-----------------|------|-------|-----------------|
| SEA | SEA1 | 0.597 | 0.679 | 3.79 | 1.120 | 0.88 |
| | SEA2 | 0.483 | 0.560 | 3.67 | 1.054 | |
| | SEA3 | 0.564 | 0.734 | 3.51 | 1.038 | |
| | SEA4 | 0.537 | 0.649 | 3.66 | 1.035 | |
| | SEA5 | 0.407 | 0.526 | 3.64 | 1.173 | |
| | SEA6 | 0.526 | 0.670 | 3.78 | 1.084 | |
| IPA | IPA1 | 0.444 | 0.605 | 3.80 | 1.146 | |
| | IPA3 | 0.529 | 0.639 | 3.96 | 1.061 | |
| | IPA6 | 0.479 | 0.702 | 3.83 | 1.170 | |
| AD | AD1 | 0.806 | 0.514 | 3.47 | 1.336 | |
| | AD2 | 0.806 | 0.554 | 3.60 | 1.313 | |
| | UE1 | 0.521 | 0.589 | 3.47 | 1.32 | |
| | UE2 | 0.627 | 0.553 | 3.73 | 1.18 | |

| | | | | | |
|----|-----|-------|-------|------|-------|
| UE | UE3 | 0.731 | 0.594 | 3.68 | 1.21 |
| | UE4 | 0.564 | 0.637 | 3.94 | 1.13 |
| RE | RE1 | 0.593 | 0.631 | 3.52 | 1.30 |
| | RE2 | 0.543 | 0.562 | 3.55 | 1.307 |
| | RE3 | 0.605 | 0.778 | 3.62 | 1.223 |
| GM | GM1 | 0.761 | 0.872 | 3.37 | 1.365 |
| | GM2 | 0.761 | 0.872 | 3.36 | 1.297 |

This study used a two-step Structural Equation Modeling (SEM) technique advocated by (Anderson & Gerbing, 1988). To test measurement reliability, convergent and discriminant validity, as well as data analysis through factor analysis, were performed in the first step. The structural equation model was tested in the second phase to ensure that the model fit and the hypothesized link were understood. Before testing the model, descriptive statistics and a correlation matrix for all constructs of the proposed model were evaluated.

Table 4: Summary of Mean, Standard Deviation, and Correlations Among Constructs

| Constructs | Mean | SD | Correlation | | | | | | |
|------------------|------|------|-------------|---------|---------|---------|---------|---------|------------------|
| | | | SEA | IPA | AD | UE | RE | GM | Job Satisfaction |
| SEA | 3.71 | 0.73 | 1 | | | | | | |
| IPA | 3.86 | 0.72 | 0.742** | 1 | | | | | |
| AD | 3.73 | 1.03 | 0.502** | 0.606** | 1 | | | | |
| UE | 3.80 | 0.78 | 0.681** | 0.739** | 0.525** | 1 | | | |
| RE | 3.70 | 0.82 | 0.657** | 0.637** | 0.621** | 0.698** | 1 | | |
| GM | 3.68 | 0.94 | 0.501** | 0.514** | 0.542** | 0.603** | 0.535** | 1 | |
| Job Satisfaction | 3.71 | 0.63 | 0.746** | 0.777** | 0.638** | 0.699** | 0.657** | 0.587** | 1 |

**Correlation is significant at the 0.01 level (2-tailed)

The scales are empirically distinct, according to the standard deviation and correlation estimates. All of the study variables have positive correlations, and all of the correlations are significant at the 0.01 level, according to the correlation matrix. Pearson's co-efficient is shown in Table 04 Job satisfaction and self-emotional appraisal abilities, job satisfaction and interpersonal abilities, job satisfaction and adaptability, job satisfaction

and uses of emotion, job satisfaction and emotion regulation, job satisfaction and general mood have correlations of 0.746, 0.777, 0.638, 0.699, 0.657, and 0.587.

It indicates that there are strong positive relationships among them and these relationships are significant at the .01 level. **Pearson Correlations** coefficient between self-emotional appraisal abilities and inter-personal abilities, self-emotional appraisal abilities and adaptability, self-emotional appraisal abilities and uses of emotion, self-emotional appraisal abilities, and general mood are .742, .502, .681, .657, and .501, respectively. **Pearson Correlations** coefficient between inter-personal abilities and adaptability, interpersonal abilities and uses of emotion, interpersonal abilities and regulation of emotion, interpersonal abilities, and general mood are .606, .739, .637, and .514, respectively. **Pearson Correlations** coefficient between uses of emotion and regulation of emotion uses of emotion, and the general mood is .535 and .657, respectively. **Pearson Correlations** coefficient between regulation of emotion and the general mood is .535. The correlation coefficient indicates the positive uphill relationship among the variables, and all are significant at .01 level.

Reliability and Validity Evaluation: In the absence of reliability and validity of the measurement instruments, the estimates of structural relationships can be biased. So in order to prove the authenticity of the study, a test of reliability and validity has been done. The degree of internal consistency has been used to assess the reliability of each component prior to additional analyses. If the Cronbach's alpha value is more than 0.7, the data is considered credible (Nunnally, 1978). The Cronbach's Alpha for the components of emotional intelligence is .88, and for the factors of job satisfaction is .92, indicating that all of the questions in the questionnaire are reliable, which is outstanding. Convergent validity is demonstrated when the variables within a single factor are highly connected. Because the variables inside a single factor are closely connected, Table 04 demonstrates convergent validity. The factors' discriminant validity was also assessed. It's a metric for determining how separate and unrelated factors are. The evidence of the model's reliability, convergent validity, and discriminant validity indicates that it may be trusted to be appropriate by viewing all of the measurements.

Model Fit: A confirmatory factor analysis (CFA) was performed on the model fit using AMOS 24 at this step. Seven structures and 21 indicator items made up the model (figure 02). Several fit indices were used to assess the model's fit. Absolute and incremental model fit were used to assess the model's suitability.

Absolute Model Fit: Absolute Model Fit Indicators: These indices assess how well a prior model matches the sample data (McDonald & Ho, 2002). It also determines which

proposal is the best match. The Chi-square test, DF, P-value, RMSEA, GFI, AGFI, and the SRMR were all used to determine absolute model fit. In addition, to increase the model's fitness, a systematic modification index was applied to the items loading on the same structures with greater error terms.

Table 5: Result of the Absolute Model Fit

| <i>X²</i> | <i>DF</i> | <i>X²/DF</i> | <i>P value</i> | <i>RMSEA</i> | <i>GFI</i> | <i>AGFI</i> | <i>SRMR</i> |
|----------------------|-----------|-------------------------|----------------|--------------|------------|-------------|-------------|
| 494.693 | 238 | 2.08 | 0.000 | 0.07 | 0.83 | 0.78 | 0.078 |

To evaluate the overall model fit and assess the magnitude of discrepancy between the sample and fitted covariance's matrices, the *Chi-Square(X²)* value is the conventional measure (Bentler&Bonet, 1980).

Table 05 indicates X² statistics of 494.693 at 238 DF. The value of X²/DF is 2.08, which is acceptable as it is suggested that X²/DF should not exceed 3 (Byrne, 2010). The p-value of 0.000 might be because of the large sample size of the study (Bentler& Bonnet, 1980). In absolute model fit, the p-value should be less than 0.01, and here in Table 5.5, it is 0.000. So, according to the p-value indicator, this is a decent model fit. The RMSEA (Root Mean Square Error of Approximation) is the second fit statistic reported in the LISREL program. RMSEA, A “badness of fit” index is indicated by RMSEA providing an acceptable value ranging between .05 and .1. But the suggested value to be considered a reasonable fit is below .08 (Byrne, 2010; Hair et al., 2014; Gundaz&Elsherbeny, 2020). In this table, the value of RMSEA is seen as .07, which indicates a good fit. The statistics of Goodness of Fit as an alternative of Chi-square (X²) was established by (Joreskog&Sorbom, 1993). It defines how much of the variance is explained by the estimated population covariance (Tabachnick&Fidell, 2007). GFI and AGFI have a recommended range of 0 to 1, with a greater sample size raising the value. Table 4.5 reveals that the GFI is greater than 0.8 and the AGFI is near to.8, indicating that the model is reasonably suited. Furthermore, a good fit is indicated by the lower value of standardized root means square residual (SRMR) (0.078).

Incremental Model Fit: Incremental fit indices, also known as comparative (Miles &Shevlin, 2007) or relative (McDonald & Ho, 2002), are a series of indices that compare the chi-square value to a baseline model rather than using the chi-square in its raw form. Instead of chi-square, it uses NFI, TLI, and CFI. NFI, CFI, and TLI values range from 0

to 1, with values of greater than .90 (Bentler & Bonnet, 1980) suggesting a satisfactory fit. Table 06 demonstrates that the NFI, CFI, and TLI values are all larger than .80. Only the value of NFI is less closely to .90. From these all indicators, this model can be considered and reasonably fit.

Table 06: Result of Incremental Model Fit

| NFI | CFI | TLI |
|-------|-------|-------|
| 0.805 | 0.862 | 0.840 |

Test of Hypothesis: The model was deemed to be acceptable based on model fit indices, and the provided hypotheses were tested using the structural equation modeling (SEM) technique with maximum likelihood estimation. The path analysis findings are shown in Figure 2.

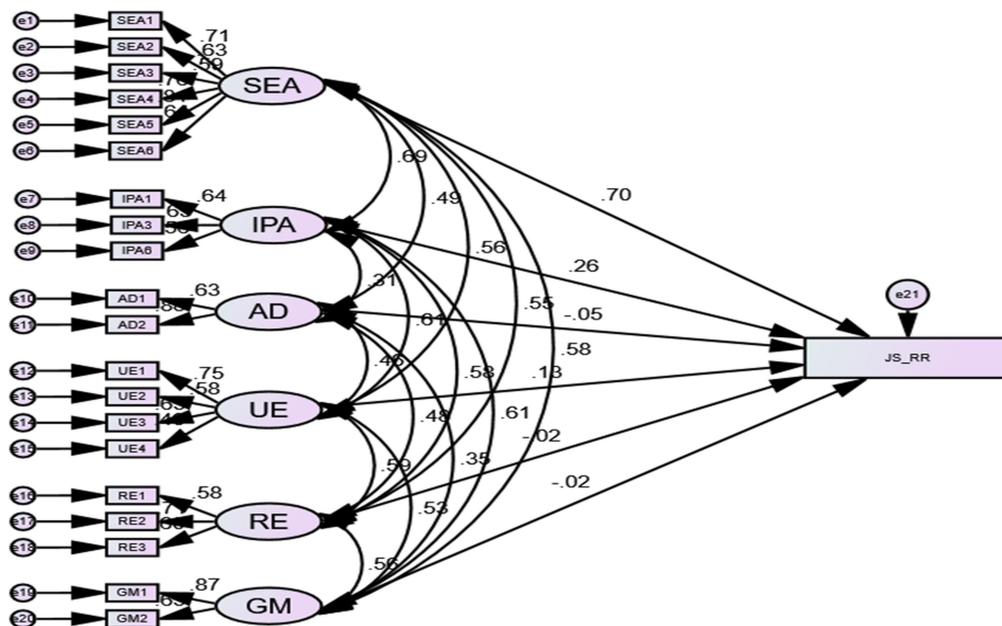


Figure 2: Constructs used in the model and items of the model (using AMOS graphics)

The structural coefficient estimations offer the foundation for testing the presented hypotheses within the overall model.

Table 07: Results of Path Analysis

| Hypothesis | Estimates | P Value | S.E. | C.R. | Results |
|------------|-----------|---------|-------|-------|------------------|
| H1: SEA → | 0.528 | *** | 0.068 | 7.710 | Supported |

| | | | | | |
|----------------------------|--------|-------|-------|--------|----------------------|
| Job Satisfaction | | | | | |
| H2: IPA → Job Satisfaction | 0.174 | *** | 0.083 | 2.096 | Supported |
| H3: AD → Job Satisfaction | -0.04 | 0.164 | 0.029 | -1.392 | Not Supported |
| H4: UE → Job Satisfaction | 0.140 | *** | 0.067 | 2.104 | Supported |
| H5: RE → Job Satisfaction | 0.068 | 0.243 | 0.058 | 1.168 | Not Supported |
| H6: GM → Job Satisfaction | -0.033 | 0.522 | 0.051 | -0.614 | Not Supported |

Notes: P is significant at .01 level. Fit indices: $\chi^2= 494.693$. $DF= 238$, $\chi^2/DF= 2.08$, $RMSEA= 0.07$, $GFI= 0.83$, $SRMR= 0.078$

The result shows that the estimated value for self-emotional appraisal abilities in predicting job satisfaction is .528, and the p-value is less than .01 with a standard error of .068 and a critical ratio of 7.71, which means there is a positive relationship found between self-emotional appraisal abilities and job satisfaction. This association is significant at a level of .01 if the p-value is less than .01. The p-value for interpersonal talents in predicting job satisfaction is less than .01, with a standard error of .083 and a critical ratio of 2.096. This indicates that interpersonal abilities and job happiness have a positive association. The connection is significant at the .01 level because the p-value is smaller than .01. With a standard error of .039 and a critical ratio of -1.392, the estimated value for adaptability in predicting job satisfaction is determined to be -.04, and the p-value is greater than .01. This indicates that there is a negative association between adaptability and job satisfaction, but the study cannot establish that it is not significant. With a standard error of .067 and a critical ratio of 2.104, the estimated value for using emotion in predicting work satisfaction is determined to be .140, and the p value is less than .01. This suggests that there is a link between emotional expression and job happiness. The connection is significant at the .01 level because the p-value is smaller than .01. With a standard error of .058 and a critical ratio of 1.168, the estimated value for emotion regulation in predicting work satisfaction is determined to be .068, and the p value is less than .01. This suggests that there is a link between emotion regulation and job satisfaction, but the study cannot prove that the link isn't significant. With a standard error of .051 and a critical ratio of -.612, the estimated value for general mood in predicting job satisfaction is determined to be -.03, and the p value is greater

than.01. This indicates that there is a negative association between general mood and job satisfaction, but the study cannot establish that it is not significant.

At the.01 level, the hypothesized connections between three found emotional intelligence factors and job satisfaction are significant. Furthermore, statistically verified directional linkages exist between them (Table 07). At the.01 level, the H1, H2, and H4 hypotheses are all supported. However, the directional correlations between the other three discovered components of emotional intelligence and job satisfaction were not proven in this study. As a result, the H3, H5, and H6 hypotheses are unsupported.

6. Conclusion

The findings of the study revealed some key aspects about the impact of emotional intelligence on job satisfaction. The goal of this study was to learn more about the association between emotional intelligence (self-emotional evaluation abilities, interpersonal abilities, flexibility, uses of emotion, emotion control, and general mood) and job satisfaction. There was no significant association between adaptability and job satisfaction, emotion management and job satisfaction, or general mood and job satisfaction, according to the findings of the data analysis (Table 07). Unsurprisingly, the results of data analysis found a significant positive relationship between employees' self-emotional appraisal abilities and their job satisfaction. That means employees' self-emotional appraisal abilities directly impact predicting their job satisfaction (Table 07). Despite trying their best, researchers have some limitations in this study. The first limitation of the study is the use of data from employees of private commercial banks of Sylhet, Dhaka, and the Chittagong region. It is essential for other researchers to evaluate these relationships using data from a wide geographical area. Second, the survey only looked at workers of Bangladesh's private commercial banks. Other researchers must undertake research on the banking industry as a whole. Finally, the study took a broad look at employees' emotional intelligence and job happiness. More research on the precise factors of emotional intelligence and job happiness, as well as their relationships, can be done.

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Authors:

Dr. Mohammad Mizenur Rahaman is working as a Professor in the Department of Business Administration, Shahjalal University of Science and Technology, Sylhet-3114, Bangladesh.

Dr. Md. Khairul Islam is working as a Professor in the Department of Business Administration, Shahjalal University of Science and Technology, Sylhet-3114, Bangladesh.

Nowsin Jahan is a research student in the Department of Business Administration, Shahjalal University of Science and Technology, Sylhet-3114, Bangladesh.