

## Job Satisfaction as a Mediator in Relationship between Emotional Intelligence, Organizational Commitment in Employees' Kerman Universities

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**Abstract:** The main purposes of the current study were (a) to examine the degree to which job satisfaction mediates the association between emotional intelligence and organizational commitment. Data from 132 participants (65 male and 65 female) were examined using measures of emotional intelligence, job satisfaction, and organizational commitment. The results of present study indicated that job satisfaction mediate relationship between emotional intelligence and organizational commitment. Also, results of the study revealed that emotional intelligence has positive significant relationship with organizational commitment. Implications for future research are discussed. [Hamid Taboli. **Job Satisfaction as a Mediator in Relationship between Emotional Intelligence, Organizational Commitment in Employees' Kerman Universities.** *Life Sci J* 2013;10(1):1-8] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 1

**Keywords:** Job satisfaction; Emotional intelligence; Organizational commitment; Employee

### 1. Introduction

Organizational commitment is considered as an essential predictor for a number of positive and negative outcome variables (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). They supposed that staff with strong commitment and belonging for the organization carry out better than those who have lower levels of commitment and belonging. It is completely associated with staff motivation, job performance, and job satisfaction, and negatively related to absenteeism and turnover, as well as stress (Mathieu & Zajac, 1990). Staffs that are not committed not only have low levels of taking on organizational values, but they also feel estranged from the organization (Scarborough & Somers, 2006). Emotional Intelligence (EI) is defined as the capacity to perceive emotion, assimilate emotion-related feelings, understand those emotions and manage them (Mayer et al., 2000). Employee's who have the skill to communicate with each other successfully lead the organization toward accomplishment and efficiency. Consequently, individuals in the organization have to be conscious and know emotions in the self and others and, what they think of, how they make decisions, how to control one's emotions in special situations, and how to perform with others. Thus, they will be capable to distinguish and manage emotions in others (Zhou & George, 2003).

### 2. Emotional intelligence and Job satisfaction

EI impacts on a wide range activities in the work place including the way people work, ability or inability to work as a team, nurturing talent, initiative and originality, service delivery levels, client satisfaction and loyalty (Zeidner et al., 2004).

Whether employees are satisfied with their work (Prati et al., 2003; Abraham, 2000) and are committed to their organization (Gardner, 2003) are important outcomes that EI can help to predict. Satisfaction with the job is another variable studied in this research. It is important for HR to know if indeed employees think positively about the organization they work for – job satisfaction. Herzberg (1968) who has contributed much to the theoretical aspects of motivation, developed the “two factor theory”, with one factor being hygiene and the other being motivators. The hygiene factor encompasses formalities like company policy and how the company is administered, how supervisors do their work, worker-supervisor relationship, conduciveness of work environment, remuneration, peer relationships, one's own life, interpersonal skills in relation to subordinates, position in the organization and security. These are extrinsic factors. The motivator's factor refers directly to the job like growth, career improvement, and attitude toward one's task, the task itself, sense of being appreciated, and achievement. These are intrinsic factors. Herzberg (1968) posited that the extrinsic factors can lead to dissatisfaction with the job whereas intrinsic factors can lead to satisfaction with the job. It was also Herzberg (1968) who developed the concept of job enrichment as the key to job satisfaction. Hackman and Lawler and later Hackman and Oldham later used this established hypothesis of Herzberg and developed it further (Pearson and Chong, 1997) and concluded that there were certain aspects of the two factor theory that affected its effectiveness although they did admit that the theory did have good points. Satisfaction with the job is one of the important results that can be predicted by Emotional

intelligence (Daus and Ashkanasy, 2005). According to the theory of emotional intelligence, a person who is able to understand and is aware of one's own feelings, and controls stress, negative emotions (Kafetsios and Zampetakis, 2008), and feelings of frustration (Sy et al., 2006), can certainly have better relationships with colleagues and supervisors, which ends in increasing job satisfaction (Wong & Law, 2002), organizational commitment (Sy et al., 2006) and better job performance (Kafetsios & Zampetakis, 2008). The results of the study of Kafetsios and Zampetakis (2008) demonstrated that emotional intelligence has a significant direct influence on job satisfaction ( $B= 0/14$ ,  $p< 0/01$ ). Moreover, there were weak associations between some EI factors and job satisfaction. The result of other studies (Guleryuz, Guney, Aydin, & Asan, 2008; Sy et al., 2006; Carmeli, 2003; and Wong & Law, 2002) indicated that emotional intelligence has a positive strong impact on someone being satisfied with his/her job.

### **3. Emotional intelligence and Organizational commitment**

The root of EI is from Thorndike's construct of social intelligence (Thorndike, 1927). Then Goleman (1995, 1998) who discovered the construct into the attention. Goleman (1995) defined emotional intelligence as social skills, social awareness, self management and social management that job skills is an important construct in the workplace. Gardner and Stough (2002) noted that employees who have high emotional intelligence are better-off and more committed in their organization, attain better achievement and do better in the workplace (Goleman, 1988). Also, they employ positive decision making and are capable of improving their interest, help other employees through interpersonal relations (George, 2000). Also, past studies indicated that individuals with high levels of emotional intelligence attain more success in the workplace, trust the work environment (Jordan et al., 2002) and are more flexible in stressful situations (Nikolaou & Tsousis, 2002) than those with low emotional intelligence. Therefore, organizations seem to accept EI as one of the possible management tools that can help them in gaining competitive benefits.

Emotional intelligence has a significant association with career outcomes such as job satisfaction and organizational commitment (Wong & Law, 2002). Employees who cannot evaluate and control their emotions and feelings have a smaller amount of organizational commitment. Also, employees with high emotional intelligence are more committed and involved in their organizations and workplace that lead to high performance at work (Nikolaou & Tsousis, 2002). Nikolaou and Tsousis

(2002) revealed a significant relation between having EI and being committed to the organization. However, past findings confirmed that emotional intelligence is a major factor in enhancing organizational commitment. A study by Carmeli (2003) showed that strong commitment had positive relationship with emotional intelligence in workplaces that support a study by Likewise, Abraham (2000). Generally, employees who had high levels of emotional intelligence had higher levels of strong commitment and involvement in the organization. In comparison, Wong and Law (2002) indicated that emotional intelligence did not correlate significantly with organizational commitment. Guleryuz et al. (2008) stated also that EI is not directly related to organizational commitment, but being satisfied with the job could lead to mediation between EI and being committed to the organization

### **4. Job satisfaction and Organizational commitment**

Job satisfaction impacts on organizational commitment (Paulin, Ferguson, & Bergeron, 2006). Kim, Leong, & Lee, (2005) believed that employees with job satisfaction have higher levels of organizational commitment than employees with job dissatisfaction. Thus, Mobley (1977) states that if dissatisfaction of employees with their work increases, they will develop intentions to leave the organization for other job conditions. Employees' job satisfaction has been related to organization outcomes such as organizational commitment (Farkas & Tetrick, 1989). According to some studies (e.g. Yang & Chang, 2008; Punnett, Greenidge, & Ramsey, 2007; and Abraham, 1999) organizational commitment is related to job satisfaction. Some studies (e.g. Deconinck, 2009; and Rutherford, Boles, Hamwi, Madupalli, & Rutherford, 2009) indicated that some factors of job satisfaction (e.g. satisfaction with supervision, satisfaction with overall job, satisfaction with policy and support, and satisfaction with pay) were direct indicators of organizational commitment. Several studies (e.g. Deconinck, 2009; Rutherford et al., 2009; Sweeney & Quirin, 2009; Guleryuz et al., 2008; and Kim et al., 2005) investigated these two variables in research models (structural equation model and path analysis) which confirmed that job satisfaction has a direct and positive influence on organizational commitment. However, in research models, several studies (e.g. Mor Barak, Levin, Nissly & Lane, 2006; and Wu and Norman, 2006) indicate the existence of organizational commitment being positively related to satisfaction with the job. These results however, differ from the results of previous work by Draper Halliday, Jowett, Normand, & O'Brien, (2004) which were carried out among NHS (National Health

Service) cadets. Results of their study showed that job satisfaction in fact has a negative correlation with organizational commitment.

## 5. Purpose of the study

The objectives of the present study are (a) to determine the relationship between emotional intelligence, job satisfaction, and organizational commitment, (b) to determine the unique predictor of organizational commitment, and (c) to determine the mediating role of job satisfaction on the relationship between emotional intelligence and organizational commitment

## 6. Method

### 6.1. Sample

Data were selected from 130 employees (65 males and 65 females) in Kerman Universities (Azad University, Payamnor University, and Bahonar University). The total of three Universities were selected. The sample was selected by using stratified random sampling method from among Universities employees. Participants ranged in age from 35 to 45 years old ( $M = 40$ ;  $SD = 2.12$ ).

## 7. Measures

### 7.1. Emotional intelligence

Schutte et al. (1998) Emotional Intelligence Scale (EIS) is conducted in the current study. The EIS by Schutte et al. was based on Salovey and Mayer's (1990) original model of emotional intelligence. This scale is consisting of four subscales. The total item for EIS is 33 items. Each item in the scale was rated on a five-point Likert scale from 1= strongly disagree, 2= somewhat disagree, 3= neither agree nor disagree, 4= somewhat agree and 5= strongly agree. The score for emotional intelligence was calculated by summing the scores for the 33 items after reversing the scores for 3 items (items 5, 28, and 33). The total scale score ranged from 33 to 165, with high score indicating high emotional intelligence in respondents. Schutte et al. (1998) reported high reliability results for the EIS with Cronbach coefficient alpha values of EIS has been used .87. In the current study, alpha reliability for the scale was .73. Javid noted respectable inter-cultural test-retest reliability.

### 7.2. Job satisfaction

Job satisfaction was conducted by Job- Descriptive Index (JDI) that improved by Smith et al (1969). This scale assess five elements: Satisfaction with supervisor (18 questions), Satisfaction with work itself (18 questions), Satisfaction with colleagues or coworkers (18 questions), Satisfaction with income (9 questions), and Satisfaction with opportunities for

promotion (9 questions). The scale was on a three-point rating scale as 1- yes, 2- uncertain, and 3- no. Coefficient alpha for the factors were from 0.77 to 0.89.

### 7.3. Organizational commitment

Organizational commitment was assessed by Organizational Commitment Questionnaire (OCQ) that developed by Allen and Mayer (1987). The scale consist of 24 questions that investigate three components such as affective commitment, continuance commitment, and normative commitment. This scale is ranged based on a seven-point likert scale from 1 (strongly disagree) to 7 (strongly agree). Internal reliability coefficient was 0.78 for affective commitment, 0.77 for continuance commitment, and 0.65 for normative commitment.

### 7.4. Data analysis

Data from the present study were processed and analyzed using Statistical Package for Social Science (SPSS) version 16. Descriptive statistics such as mean score, standard deviation, percentage and frequency distribution were used to describe the age and gender of the respondents and level of variables. Inferential statistics that was used in the data analysis were Pearson Correlation Analysis, independent sample T-test and Linear Regression analysis.

## 8. Result

### 8.1. Analysis of the relationship between emotional intelligence, job satisfaction, and organizational commitment

Pearson correlation test was used to study the association between emotional intelligence and organizational commitment. As shown in Table 1 there was a weak positive and significant relationship between emotional intelligence and organizational commitment ( $r=.25$ ,  $p<.01$ ). The positive correlation coefficient indicated that high levels of emotional intelligence are followed by an increase in the employees' organizational commitment. Employees with high levels of emotional intelligence were more likely to commit in organization. Also, Table 1 indicates that there was a positive correlation between emotional intelligence and job satisfaction ( $r=.37$ ,  $p<.05$ ). This means that employees, who are high emotionally intelligent, are more likely satisfy from their job. As shown in Table 1 there was a strong significant correlation between job satisfaction and organizational commitment ( $r=.65$ ,  $p<.01$ ). This means that employees who are highly satisfy from their job, are more engaged and attached in workplace.

Table 1. Correlation matrix analysis of EI, job satisfaction, and organizational commitment (n= 130)

Variables	M	Std Dev	X1	X2	Y
X1 Emotional intelligence	38.06	6.21	1		
X2 Job satisfaction	52.33	16.98	.372**	1	
Y Organizational commitment	35.51	6.05	.258**	.651**	1

\*\* correlation is significant at 0.01 level

8.2. Analysis of unique predictor variable of organizational commitment

Regression analysis is the common methods in exploring predictors of organizational commitment. Multiple regression analyses were conducted to test emotional intelligence and job satisfaction in predicting employees' organizational commitment.

It seems the principal factors which affect organizational commitment are emotional intelligence and job satisfaction. In addition, the model consists of two predicting variables,  $X_1$ , emotional intelligence,  $X_2$  and job satisfaction. The role of these factors separately as well as in total contribution is presented in the following regression equation:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2$$

(Organizational commitment)  $\hat{Y} = 9.18 + .051 X_1 + .018 X_2$

Where:

$b_i$  For  $i = 0, 1, 2$ , are the regression coefficients.

$\hat{Y}$  = Organization Commitment

$X_1$  = Emotional intelligence

$X_2$  = Job satisfaction

$e$  = Random error

The hypothesis test which examines the validity of the model can be expressed as follows:

$$\begin{cases} H_0: \beta_1 = \beta_2 = \beta_3 = 0 \\ H_1: \text{against the } H_0 \end{cases}$$

Based on Table 3 there is a significant relationship between explanatory factors (emotional intelligence and job satisfaction) and outcome (organization commitment) [F (2,128) = 27.854, p=.000].

Further to this, Table 4 with the observed  $t=2.206$ ,  $p=.001$ , the standard coefficient  $Beta=-.128$  and the relatively small value of the standard error=.013, can be clearly stated that emotional intelligence style significantly has a relationship with organizational commitment. The second variable (job satisfaction) also has significant relationship with organization commitment. ( $t= 7.06$ ,  $p= .000$ ,  $Beta= .49$ , standard error=.007), has a significant relationship with academic achievement. Also,  $R^2$  showed that about 36 % of the variance in organizational commitment is explained by emotional intelligence and job satisfaction. In other words, 64 % of organizational commitment is related to the other factors. According to Table 4 job satisfaction is the stronger strongest predictor of organizational commitment compare to emotional intelligence.

8.3. Mediation Analysis

A series of Multiple Regression analyses were conducted to explore the mediating effect of job

Table 3. ANOVA Table of regression model

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	403.417	2	108.231	27.854	.000
Residual	1342.123	128	3.010		
Total	1745.540	130			

Table 4. Multiple regression analysis on academic achievement

Model	B	Std. Error	Beta	t	Sig
1 (Constant)	10.145	1.102		9.159	.000
Emotional intelligence	0.048	0.013	-.128	2.206	.000
Job satisfaction	-0.012	0.007	.491	7.66	.000

satisfaction on the relationships between emotional intelligence and organization commitment. The mediation test examines the indirect effect of predictor (X) on the outcome (Y) variable through mediator variable (Z). The current study follows the guideline proposed by Baron and Kenny (1986) to test the mediation effect of a mediator on the relationship between the independent and dependent variables. According to Baron and Kenny (1986), there are four steps in establishing mediation:

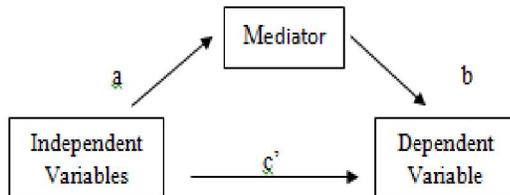
*Step 1:* There must be a significant relationship between the predictor and the outcome variable.

*Step 2:* The relationship between the predictor and the hypothesized mediator is significant.

*Step 3:* The hypothesized mediator is significantly related to the outcome variable when both the IV and the mediator are treated as predictors and DV as the outcome variable.

*Step 4:* When the assumptions at step 1 to 3 are fulfilled, the mediation test is conducted (step 4). The IV and mediator are treated as predictors and DV as the outcome variable. To establish that the mediator variable completely mediates the relationship between IV and DV, the unstandardized coefficient (path *c'*) should be zero.

At step 4, if there is a mediation effect, the strength of relationship between the predictor and the outcome is reduced after controlling for the effect of the mediator. Figure 1 shows the mediation model of the relationship between the independent variables and the outcome variable. Path *a* indicates the relationship between the independent variable and the mediator. Path *b* refers to the relationship between the mediator and the outcome variable. Path *c'* indicates the relationship between the independent variable and the outcome variable after controlling for the mediator. According to Baron and Kenney (1986), it is preferable to use unstandardized coefficients in mediating analyses. This is supported by Dugerd, Todman, and Strains (2010).



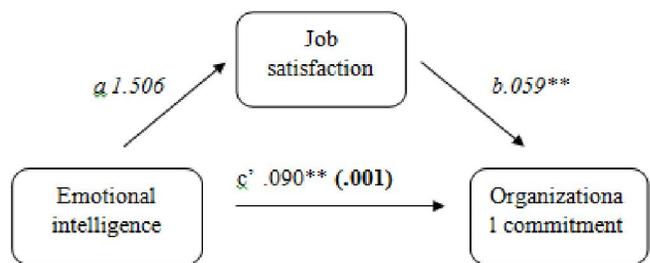
**Figure 1: Mediation Model (Center)**

When the results shown are consistent with the mediation model (partial or complete mediation), Sobel test was conducted to confirm the significant effect of the mediation. Partial mediation means that path *b* (relationship between the mediator and the outcome variable) is significant after controlling for independent variable; and path *c'* is still significant. Complete mediation means that the measured effect in path *c'* (relationship between independent and the dependent variable after fixing the mediator variable) is zero or at least non-significant (Dugerd, Todman, & Strains, 2010).

*8.4. Job satisfaction mediate relationship between emotional intelligence and organizational commitment*

As shown in Table 5, there was a direct significant effect of emotional intelligence on organizational commitment ( $B=.090$ ,  $SE=.018$ ,  $t=5.047$ ,  $p<.05$ ) and job satisfaction ( $B= 1.506$ ,  $SE=.203$ ,  $t=7.413$ ,  $p<.05$ ). The relationship between job satisfaction (mediator) and organizational commitment was also significant ( $B=.059$ ,  $SE=.003$ ,  $t=19.053$ ,  $p<.05$ ).

Based on the fourth regression step (see Table 5 and Figure 2), the results support the complete mediation model. The relationship between emotional intelligence and organizational commitment after controlling job satisfaction is approaching zero and non-significant ( $Beta=.001$ ,  $SE=.014$ ,  $p>.05$ ). The mediation effect was tested by application of the Sobel test (Baron & Kenny, 1986) to the unstandardized coefficient and standard error values for emotional intelligence → job satisfaction (2<sup>nd</sup> regression) and job satisfaction → organizational commitment emotional intelligence is controlled (forth regression). This yielded a value of  $Z= 6.9170$ ,  $p<.05$ , so it was confirmed that job satisfaction significantly mediates the relationship between emotional intelligence and organizational commitment.



Note: \*\* $p<.05$

**Figure 2: Mediation model**

**Table 5.** Relationship between maternal Authoritative Style and Adolescents' Academic Achievement Mediated by Academic Engagement

Step	I V	DV	B	SE	Beta	t
1	Emotional intelligence	Organizational commitment	.090**	.018	.251	5.047
2	Emotional intelligence	Job satisfaction	1.506**	.203	.355	7.413
3	Job satisfaction	Organizational commitment	.059**	.003	.699	19.053
4	Emotional intelligence	Organizational commitment	.001	.014	.003	.064
	Job satisfaction		.059**	.003	.698	17.763

**Note:**B= Unstandardized coefficient; Beta= Standardized coefficient

\*\* p<.05

## 9. Discussion and Conclusion

The first objective of present study examined the relationship between emotional intelligence, job satisfaction, and organizational commitment. There are rare studies that show the relationship between emotional intelligence and job satisfaction (Prati et al., 2003; Sy et al., 2006); job satisfaction and organizational commitment (Schwepker, 2001; Yang and Chang, 2007) and emotional intelligence and organizational commitment (Abraham, 2000; Gardner, 2003). Results of the study indicated that there were positive relationships between emotional intelligence and organizational commitment. The present finding is consistent with the Nikolaou and Tsaousis, (2002), Carmeli (2003), Likewise, Abraham (2000), which concluded that high emotional intelligence is related to high levels of employees' organizational commitment. Also, the results of the study utilized that there was a positive relationship between emotional intelligence and job satisfaction. In the work context, employees with high emotional intelligence are likely to be satisfied from responsibilities in work environment. The present result is in line with Kafetsios and Zampetakis (2008), Guleryuz, Guney, Aydin, & Asan, (2008), Sy et al. (2006), Carmeli (2003), Wong & Law (2002). According to the theory of emotional intelligence, a person who is able to understand and is aware of one's own feelings, and controls stress, negative emotions (Kafetsios & Zampetakis, 2008), and feeling of frustration, (Sy et al., 2006), can certainly have better relationships with colleagues and supervisors, which ends in increasing job satisfaction (Wong & Law, 2002), organizational commitment (Sy et al., 2006) and better job performance (Kafetsios & Zampetakis, 2008). Finally, results of the Pearson Correlation indicated that there was a significant positive relationship between job

satisfaction and organizational commitment of employees. The present finding is consistent with the finding of past studies (Yang & Chang, 2008; Punnett, Greenidge, & Ramsey, 2007; Wu & Norman, 2006; Aghdasi, 2011). The second objective of the present study utilized that job satisfaction is strong predictors of organizational commitment. The overall regression model was successful in explaining approximately 36 % of the adjusted variance in organizational commitment. The findings statistically showed that job satisfaction had contributed the strongest unique contribution to explain organizational commitment. The third hypothesis of the study was about the mediating effect of job satisfaction between the emotional intelligence and organizational commitment. Result of the mediation analysis indicated job satisfaction mediate relationship between emotional intelligence and organizational commitment. Result of the present study support past findings by Guleryuz (2008) that showed job satisfaction mediate relationship between emotional intelligence and organizational commitment. Employees with high levels of emotional intelligence could be more adept at regulating their emotions so they experience more confidence and control over the task requirements of their job, which in turn enables them to be more proactive and influence work outcomes positively (Sy et al., 2006). On the other hand, studies of workplace emotion regulation are gaining an increasing amount of attention. Nonetheless, information about whether and how, emotional intelligence influence positive and negative affect at work is still limited (Kafetsios and Loumakou, 2007).

## 10. Implications

The current study has a number of practical implications for managers, leaders and organizations. Firstly, develop programs for the employees' emotional intelligence ability and organizational commitment. If the employees feel secure, emotionally stable, satisfied and affectively

connected to the organization, commit against their responsibility. It has been shown in the literature that employees who show high commitment to the organization exhibit a readiness to share and walk that extra mile to ensure the organization's success (Greenberg & Baron, 2003). Besides, leaders or managers need to employ various strategies that would move employees into organizational commitment such as developing trust and fairness to employees, better communication, the provision of clear and practical mission and goals, as well as the provision of support to help employees to adjust to the change process. Indeed, in the world of work today, workers are required to be competent both in technical and soft skills. More importantly, developing employees' emotional intelligence competency such as interpersonal to increase employees' ability to cope with change. Besides, academicians who are involved in social interaction need emotional intelligence competency to work effectively in a social setting. Therefore, developing those competencies might help academic staff to improve work performance, such as, maintaining high academic standards in the classroom, teaching quality, research dedication and producing not only the brightest students but also those sought and employable for the industry. Secondly, this study has implications for the strategic managerial roles and responsibilities as change agents in the organization. Besides, to enhance employees' motivation, they also need to consider incorporating a culture of appreciation and reward for those who are deserving and a progressive management approach that leads to development and improvement in work quality and management of change.

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