

**The Role of Emotional Intelligence in Career Satisfaction: Examining the Mediating
Role of Job Satisfaction among IT Professionals in Thiruvananthapuram**

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award of the Degree of*

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CERTIFICATE



This is to certify that the Dissertation entitled “The Role of Emotional Intelligence in Career Satisfaction: Examining the Mediating Role of Job Satisfaction among IT Professionals in Thiruvananthapuram” is an authentic work carried out by Rebecca R Johnson, Reg.No. 60423115016 under the guidance of Ms Athmaja Panickar during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2023-2025.

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DECLARATION

I, Rebecca R Johnson, do hereby declare that the dissertation titled “The Role of Emotional Intelligence in Career Satisfaction: Examining the Mediating Role of Job Satisfaction among IT Professionals in Thiruvananthapuram” submitted to the Department of Counselling Psychology, Loyola College of Social Sciences (Autonomous), Sreekariyam, under the supervision of Ms. Athmaja Panickar, Assistant professor of the Department of Counselling Psychology, for the ward of the degree of Master’s in Science of Counselling Psychology, is a Bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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Abstract

This study explores the connection between Emotional Intelligence (EI), Job Satisfaction, and Career Satisfaction among IT professionals in Thiruvananthapuram, Kerala. Although EI is recognized as important for success at work, there has been limited research on how it directly affects job and career satisfaction in the Indian IT sector. Additionally, the role of job satisfaction as a mediator in the EI and career satisfaction relationship is not well studied. The researchers used a quantitative, cross-sectional design. They collected data through direct visits to IT companies, including Technopark, after securing ethical approval and permissions from organizations. Participants voluntarily filled out a structured Google Form that included demographic questions and three standardized measures: the Wong and Law Emotional Intelligence Scale (WLEIS), the Minnesota Satisfaction Questionnaire (MSQ), and the Career Satisfaction Scale (CSS). The final sample included participants. The data were analyzed using SPSS, employing descriptive statistics, Pearson's correlation, t-tests, regression analysis, and mediation analysis through Hayes' PROCESS Macro (Model 4). The results showed a significant positive correlation between EI and both job and career satisfaction. Job satisfaction partially mediated the relationship between EI and career satisfaction. Among the EI subscales, Regulation of Emotion and Use of Emotion had the most impact. These findings highlight the importance of developing emotional skills in the workplace to improve employee well-being and long-term career satisfaction. The study provides practical insights for human resource development strategies in the Indian IT industry.

Keywords: Workplace Well-being, Wong and Law Emotional Intelligence Scale (WLEIS), Minnesota Satisfaction Questionnaire (MSQ), Career Satisfaction Scale (CSS)

CHAPTER I

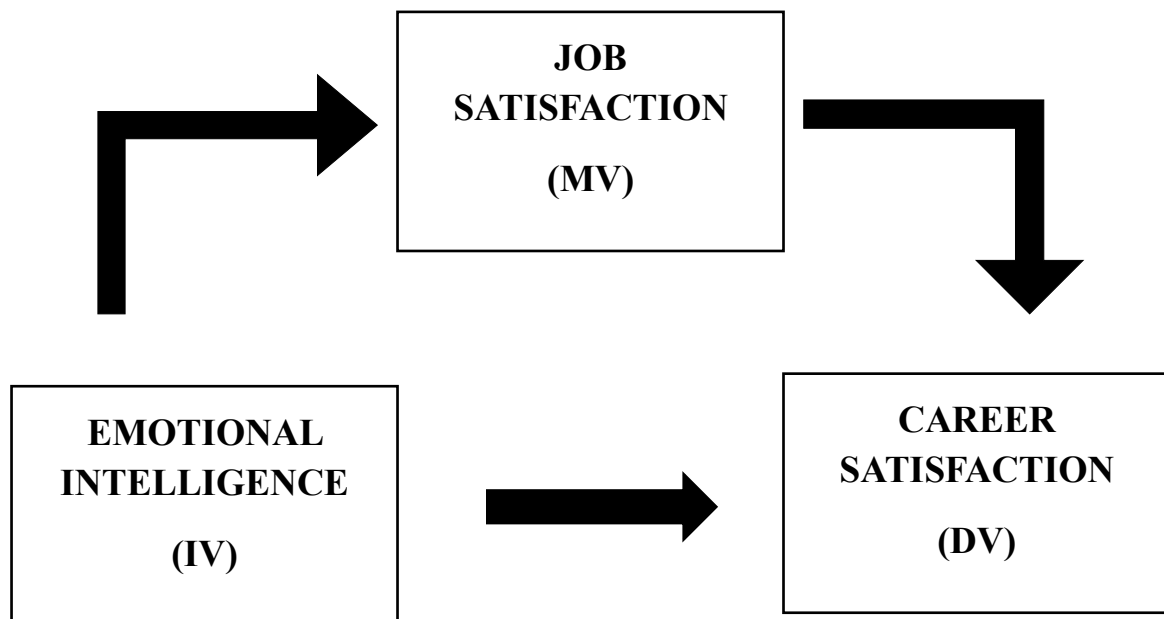
INTRODUCTION

The Role of Emotional Intelligence in Career Satisfaction: Examining the Mediating Role of Job Satisfaction among IT Professionals in Thiruvananthapuram

In today's changing work environment, understanding the psychological and emotional aspects of work is becoming more important. A job refers to a specific role or position someone holds in an organization. It includes defined tasks, responsibilities, and expectations, which are usually performed for pay. While a job is the basic unit of employment, a career represents a broader journey of professional experiences and roles an individual takes on over time. Careers are shaped by personal goals, values, opportunities, and milestones, and are often seen as long-term investments in one's professional identity and fulfillment. At the same time, emotional intelligence (EI) has become more recognized in organizational psychology. Emotional intelligence is the ability to identify, understand, manage, and use one's own emotions and those of others to build effective relationships and make better decisions. Salovey and Mayer (1990), later expanded by Goleman (1995), defined EI as including self-awareness, self-regulation, empathy, motivation, and social skills. In demanding fields like the Information Technology (IT) sector, where teamwork and emotional resilience are vital, EI is increasingly seen as a key soft skill that boosts individual performance and workplace well-being.

Job satisfaction and career satisfaction are closely linked to emotional intelligence. They reflect different yet connected aspects of work-related well-being. Job satisfaction is about the short-term emotional responses and attitudes individuals have toward their current job roles, tasks, environment, and organization. It is influenced by factors like workload, recognition, relationships with co-workers, and support from the organization. In contrast, career satisfaction is a broader, long-term view of one's career journey, achievements, and alignment with personal goals. It involves how much progress, success, and fulfillment a person feels throughout their career.

In the fast-paced IT industry, where technology changes quickly and performance expectations are high, emotional intelligence can act as a crucial buffer that boosts both job and career satisfaction. This study seeks to explore how emotional intelligence affects career satisfaction among IT professionals, particularly focusing on how job satisfaction mediates this relationship. Understanding these psychological aspects can help improve human resource practices and career counselling strategies that promote sustainable professional growth and employee well-being. The workplace is changing rapidly, especially in the IT sector, where professionals must continuously adapt to new demands and technologies. In this dynamic environment, psychological factors like emotional intelligence (EI), job satisfaction, and career growth are key to employee success and well-being. It's essential to understand how these elements interact for organizational development and individual career progression.



Definitions of key terms**Emotional Intelligence**

Emotional intelligence is the ability to recognize, process, and manage emotional information both within oneself and in social settings. Initially described by Salovey and Mayer (1990), it includes four main dimensions: accurately perceiving emotions, using emotions to help thinking, understanding emotional changes, and regulating emotional responses. Goleman (1995) later broadened these into five key areas, highlighting the practical importance of self-awareness, self-regulation, motivation, empathy, and social skills in everyday work life. Modern approaches have developed tools to measure emotional intelligence in a structured way. For instance, it can be evaluated based on one's ability to assess personal emotions, understand others' feelings in social situations, channel emotions toward positive outcomes, and manage emotional states to support mental health and social harmony.

In high-pressure jobs like those in IT, emotional intelligence is especially relevant. IT professionals often handle mentally demanding tasks, constantly changing workflows, communication with clients, and evolving team structures. In these settings, individuals with high emotional intelligence better manage stress, resolve conflicts, and adapt to organizational changes (Pradhan & Nath, 2012). Being aware of and regulating emotions promotes individual resilience and improves teamwork, which is crucial for success in IT projects. As a result, employees with strong emotional intelligence often stand out as effective communicators, empathetic leaders, and valuable team members.

This study uses the Wong and Law Emotional Intelligence Scale (WLEIS), created by Wong and Law (2002). This scale breaks down emotional intelligence into four dimensions relevant to workplace settings, especially in demanding fields like IT. The WLEIS framework

aligns well with organizational psychology due to its clear structure and strong link to workplace outcomes.

- **Self-Emotional Appraisal (SEA):** SEA measures a person's ability to recognize and express their own emotions. In the IT field, where technical tasks often take precedence, being aware of one's emotions is crucial. This ability helps professionals identify when they feel stressed, tired, or disengaged, allowing them to manage those feelings. High SEA helps maintain emotional balance, which is important for long-term career satisfaction.
- **Others' Emotional Appraisal (OEA):** OEA reflects how well someone can perceive and understand the emotions of others. This skill enhances teamwork, communication, and conflict resolution, which are vital in IT projects with diverse teams. Employees who score high on OEA can build trust, engage with clients empathetically, and manage interpersonal relationships effectively. This influences both job satisfaction and career satisfaction.
- **Use of Emotion (UOE):** UOE looks at how individuals use their emotions to boost performance and motivate themselves. In goal-oriented IT environments, UOE helps individuals stay inspired, overcome monotony, and direct emotional energy toward productivity and problem-solving. This contributes to job satisfaction by increasing engagement and resilience, which impacts long-term career growth.
- **Regulation of Emotion (ROE):** ROE measures one's ability to manage emotions, especially in stressful situations. This is crucial in IT roles that often face tight deadlines, client demands, or changing technologies. Individuals with strong ROE can keep calm, avoid emotional outbursts, and adjust positively to changes, promoting psychological safety and job longevity.

These factors correlate well with career satisfaction. Together, these WLEIS dimensions form the foundation for understanding how emotional intelligence can predict job and career satisfaction. By focusing on these dimensions among IT professionals in Thiruvananthapuram, this research highlights the cultural, regional, and occupational context in career counselling and emotional resource development.

Job Satisfaction

Job satisfaction is an individual's overall emotional and cognitive assessment of their current role and how well it matches their personal values, expectations, and goals. Locke (1976) described job satisfaction as a pleasurable emotional state that comes from evaluating one's job experience. It includes intrinsic factors, like the perceived meaning of work and decision-making autonomy, as well as extrinsic factors, such as pay, benefits, job security, and working conditions. A deeper understanding of job satisfaction reflects how satisfied people are with specific aspects of their work like achievements, supervision, relationships with co-workers, and advancement opportunities without limiting the experience to just income or status. This aligns with a more complex structure found in validated assessments, which consider not only day-to-day job satisfaction but also emotional and interpersonal experiences at work.

In the IT industry, job satisfaction is affected by factors such as availability of learning opportunities, support from managers, reasonable work hours, and a collaborative work environment (Sharma & Jyoti, 2009). Given the project-based and deadline-driven nature of IT work, maintaining high job satisfaction is crucial to prevent burnout, encourage retention, and ensure steady performance. Satisfied employees tend to show greater commitment, take initiative in problem-solving, and be more resilient during technological and structural changes.

Job satisfaction is also linked to broader mental health indicators, like lower anxiety, higher motivation, and overall well-being (Judge et al., 2001).

Career Satisfaction

Career satisfaction relates to job satisfaction but represents a broader and longer-term view of one's professional journey. It involves an individual's sense of fulfillment, progress, and achievements throughout their career. Unlike job satisfaction, which often focuses on current experiences, career satisfaction offers a cumulative assessment that includes past growth, current alignment with personal goals, and future career opportunities. Career satisfaction reflects how well individuals feel they meet their professional aspirations, use their skills, and find opportunities for advancement and recognition. It also considers how well their career choices match their life values, which may change over different life stages and within various industry contexts.

In fast-moving and skills-focused fields like IT, professionals frequently face rapid changes, continuous learning demands, and shifts in job roles, all of which can greatly affect their long-term career satisfaction. Employees who think their work significantly contributes to their broader career goals are more likely to report high levels of career satisfaction. This satisfaction arises not only from promotions or external rewards but also from internal factors, such as perceived growth, purpose, and self-efficacy. Furthermore, individuals with strong emotional awareness and regulation skills traits linked to emotional intelligence are often more proactive in managing their careers, effectively handling setbacks, and staying motivated despite work-related stress. Thus, emotional intelligence may play a crucial role in fostering long-lasting career satisfaction by equipping individuals with the interpersonal and intrapersonal skills needed to successfully navigate their careers.

Operational definitions of key terms

- Emotional Intelligence (EI): The ability to perceive, use, understand, and manage emotions. Measured using the Wong and Law Emotional Intelligence Scale (WLEIS).
- Job Satisfaction: A positive emotional state resulting from the appraisal of one's job. Measured using the Minnesota Satisfaction Questionnaire (MSQ).
- Career Satisfaction: Perceived advancement in roles, responsibilities, and professional development. Measured using the Career Satisfaction Scale (CSS).

Background of the Study

In today's fast-paced professional world, especially in Information Technology (IT), emotional and psychological factors greatly impact employee satisfaction and career outcomes. Emotional intelligence (EI), which refers to the ability to recognize, understand, manage, and use emotions effectively, has become crucial for workplace success. Given the demanding nature of IT jobs, the need for constant upskilling, and collaborative work environments, professionals with higher EI are thought to handle stress and interpersonal conflicts more effectively. Job satisfaction, which reflects how employees feel about their roles, responsibilities, work environment, and pay, has long been linked to commitment and productivity within organizations. Conversely, career satisfaction represents a broader assessment of how individuals view their overall career progress, achievement of goals, and alignment with personal values. While job satisfaction can change with different roles or management shifts, career satisfaction provides a more lasting sense of professional fulfillment. In the IT sector, job dissatisfaction and burnout are increasing due to long hours, heavy cognitive demands, and rapid technological changes. Nevertheless, those with strong emotional intelligence may be more capable of finding satisfaction in their jobs and careers, even in stressful situations. Research indicates that emotional skills like empathy, emotion regulation, and motivation can enhance job attitudes, relationships, and career advancement (Goleman,

1995; Salovey & Mayer, 1990). Additionally, job satisfaction may mediate the link between EI and broader career outcomes. In simpler terms, emotionally intelligent people may enjoy greater job satisfaction, which can lead to higher career satisfaction. This study draws on Salovey and Mayer's (1990) EI model, which describes four main emotional skills perceiving, using, understanding, and managing emotions. This model has shaped much of the scholarly understanding of EI and its practical application in organizations. Goleman's (1995) work further grounds these ideas by incorporating workplace dimensions such as motivation, empathy, and social skills. To evaluate emotional intelligence, tools like the Wong and Law Emotional Intelligence Scale (WLEIS) provide a framework to measure aspects like self-emotion appraisal, others' emotion appraisal, use of emotion, and emotion regulation. These skills influence how employees perceive their workplace experiences and manage job-related stress. Job satisfaction, defined by Locke (1976), involves both intrinsic and extrinsic motivators and is commonly measured using the Minnesota Satisfaction Questionnaire (MSQ). Career satisfaction relates to individuals' views on their progress toward long-term career goals. The Career Satisfaction Scale (CSS) is one tool that assesses this broader perspective. Together, these concepts provide a valuable view of how emotional intelligence interacts with job and career outcomes, particularly in demanding fields like IT. This study aims to investigate how emotional intelligence affects career satisfaction among IT professionals in Thiruvananthapuram and whether job satisfaction acts as a mediator. Understanding this relationship can help organizations create focused emotional and career development programs that promote employee retention, productivity, and well-being.

Need and Significance of the Study

In the fast-changing and challenging world of modern workplaces, particularly in the IT sector, employees must adjust to not only technological changes but also emotional and

social complexities. While technical skills remain essential, success and satisfaction increasingly rely on psychological resilience and emotional management. Emotional intelligence (EI), which involves perceiving, processing, and handling emotional information, has become a key element in how individuals tackle professional challenges, balance work and personal life, and engage in their careers. IT professionals, especially in quickly developing urban centers like Thiruvananthapuram, face unique pressures due to evolving technologies, tight deadlines, global teamwork, remote or hybrid work structures, and performance-related stress. These factors can lead to emotional exhaustion, confusion about roles, or disengagement if not properly addressed. In this context, grasping the emotional skills that help employees succeed is not just useful but essential. Career satisfaction, which is broader than job satisfaction, reflects how individuals assess their overall growth, achievements, and alignment with long-term professional goals. It includes opportunities for advancement, personal fulfillment, and future dreams. In contrast, job satisfaction measures immediate happiness with one's current role, tasks, work environment, and relationships with colleagues. While both aspects are connected, the pathways through which one affects the other especially in emotionally demanding industries like IT are not well understood. This study focuses on job satisfaction as a mediator an emotional and cognitive state that might clarify how emotional intelligence leads to lasting career satisfaction. Despite significant global research, there are few studies in India examining this relationship, especially in IT. By concentrating on Thiruvananthapuram, which is experiencing rapid digital growth and has a large population of early and mid-career IT professionals, the research provides regional significance and contextual depth. From a counselling psychology viewpoint, this research holds particular importance. It informs organizational initiatives aimed at improving emotional intelligence through structured programs, workshops, or individual coaching. It also supports the need for integrating emotional wellness practices into HR policies and workplace health promotion.

More broadly, the study aligns with India's increasing focus on workplace mental health and highlights the changing role of psychologists in business environments. Additionally, the study offers insights into career counselling, employee engagement, and strategies for retaining talent. By identifying how emotional intelligence contributes to job-related satisfaction and long-term career development, it supports informed planning for leadership growth, employee well-being efforts, and mapping career paths. In summary, this research addresses a real and urgent need in organizational psychology and human resource management. It bridges a gap in understanding the psychology of career satisfaction in India's IT sector and underscores the important role emotional intelligence can play in creating fulfilling, resilient, and sustainable professional lives.

Statement of the Problem

In the changing field of organizational psychology, emotional intelligence (EI) has become a crucial factor affecting workplace outcomes, but its specific link to career satisfaction, especially as mediated by job satisfaction, is still not well explored in the Indian IT sector. The IT industry features unpredictable project cycles, tight deadlines, team dependencies, and ongoing innovation demands. These elements create emotionally stressful situations, where burnout, dissatisfaction, and disengagement are prevalent (Singh, 2020). In such environments, professionals with high emotional intelligence may be better prepared to manage emotions, maintain relationships, handle stress, and adjust to uncertainty and changes in their organizations (Mayer, Salovey & Caruso, 2004). However, while EI is often linked to immediate job outcomes like conflict resolution and team dynamics, our understanding of how these emotional skills contribute to long-term career satisfaction particularly through the intermediary role of job satisfaction is limited. Previous research indicates that emotional intelligence positively impacts workplace outcomes such as leadership effectiveness, stress

management, and job performance (Goleman, 1995; Carmeli, 2003). Furthermore, job satisfaction is a strong predictor of reduced turnover and strengthened organizational commitment (Judge et al., 2001). Despite this knowledge, a theoretical and empirical gap remains in comprehending how emotional intelligence influences career satisfaction through job satisfaction. Additionally, existing studies have typically focused on Western populations or generalized employee groups, ignoring key regional and cultural factors relevant to emerging economies like India. Specifically, Tier-II cities like Thiruvananthapuram present a unique demographic, with a younger workforce dealing with early career changes, high performance demands, and aspirations for quick professional growth. These professionals often balance the psychological pressures of corporate environments with their personal development goals, making it essential to examine how emotional skills affect not only their job experiences but also their overall sense of career fulfillment. This study uses the Wong and Law Emotional Intelligence Scale (WLEIS) as its theoretical foundation, breaking down EI into four areas: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. These concepts help explain how individuals process and utilize emotional information in work settings. At the same time, job satisfaction is understood as a multi-faceted concept that includes both intrinsic factors (such as role clarity and acknowledgment) and extrinsic motivators (like pay and advancement opportunities), while career satisfaction is viewed as an individual's overall assessment of their career journey, progress, and alignment with personal goals. Thus, the main issue this research aims to address is the lack of integrative studies connecting emotional intelligence and career satisfaction through job satisfaction, particularly in the culturally diverse and economically important IT sector in India. By addressing this gap, the study seeks to enrich academic literature and provide useful insights for career counsellors, organizational psychologists, HR professionals, and policy-makers involved in employee development and retention strategies.

Objectives

- To examine the relationship between each EI component (SEA, OEA, UOE, ROE) and job satisfaction.
- To examine the relationship between each EI component (SEA, OEA, UOE, ROE) and career satisfaction.
- To assess the relationship between overall emotional intelligence (WLEIS) and job satisfaction.
- To determine the relationship between job satisfaction and career satisfaction.
- To examine whether job satisfaction significantly mediates the relationship between emotional intelligence and career satisfaction.
- To explore whether there are significant gender differences in the components of emotional intelligence (SEA, OEA, UOE, ROE).
- To explore whether there are significant gender differences in overall emotional intelligence, job satisfaction, and career satisfaction.

Hypotheses

- H₀₁: There is no significant relationship between each Emotional Intelligence component (SEA, OEA, UOE, ROE) and job satisfaction.
- H₀₂: There is no significant relationship between each Emotional Intelligence component (SEA, OEA, UOE, ROE) and career satisfaction.
- H₀₃: There is no significant relationship between overall emotional intelligence (WLEIS) and job satisfaction.
- H₀₄: There is no significant relationship between job satisfaction and career satisfaction.
- H₀₅: Job satisfaction does not significantly mediate the relationship between emotional intelligence and career satisfaction.

- H₀₆: There are no significant gender differences in the components of emotional intelligence (SEA, OEA, UOE, ROE).
- H₀₇: There are no significant gender differences in overall emotional intelligence, job satisfaction, and career satisfaction.

CHAPTER II

REVIEW OF LITERATURE

Studies based on Emotional Intelligence and Job Satisfaction

Emmerling and Cherniss (2003) highlighted the important role of emotional intelligence (EI) in choosing a career. They noted that individuals with higher EI are more likely to make informed and satisfying career decisions. According to their framework, emotionally intelligent people have greater self-awareness, emotional regulation, and empathy. These qualities help them match their personal values, interests, and goals with their career paths. These emotional skills not only aid decision-making but also help individuals deal with the uncertainties and emotional demands that come with selecting and adjusting to a career. Their research suggests that EI is not just a personal strength but a key factor in career development, influencing how individuals weigh options, accept feedback, and remain resilient during their career-building journey.

Dong and Howard (2006) studied the connection between emotional intelligence, trust, and job satisfaction, suggesting that trust is a key factor in this relationship. Their research found that people with higher emotional intelligence are more likely to develop trusting relationships at work. This increased trust leads to greater job satisfaction by promoting psychological safety, open communication, and teamwork. The findings show that emotionally intelligent individuals manage their own feelings better and navigate social complexities. This strengthens relationships, enhancing workplace satisfaction. Their research highlights the significant yet indirect impact of emotional intelligence on job contentment through trust in organizational settings.

Thiruchelvi and Supriya (2009) looked at how emotional intelligence and job satisfaction relate to gender, finding a strong positive connection for both male and female employees. Their findings suggest that emotional intelligence boosts job satisfaction equally for everyone, emphasizing its universal impact on workplace well-being. The study showed

that emotionally intelligent individuals, regardless of gender, are better at managing stress, handling interpersonal issues, and keeping a positive attitude at work. This reinforces the idea that EI is a valuable psychological resource that supports job satisfaction and adaptability in various organizational settings.

Mikolajczak, Petrides, Coumans, and Luminet (2010) researched the role of organizational learning capability (OLC) in how emotional intelligence relates to job satisfaction. Their study showed that people with high emotional intelligence thrive in learning-focused organizational cultures, where continuous improvement, feedback integration, and adaptive learning matter. The connection between EI and OLC significantly boosts job satisfaction because emotionally intelligent employees are more receptive to growth opportunities and organizational support. The findings indicate that EI not only affects personal emotional regulation and relationships but also interacts with organizational contexts, suggesting that emotionally intelligent individuals find more job satisfaction in environments that encourage learning and growth.

Ealias and George (2012) carried out a study that highlighted the positive link between emotional intelligence and job satisfaction. Their results indicated that people with higher EI levels generally experience more satisfaction at work due to better emotional regulation, interpersonal skills, and adaptability. Notably, the study identified that personal factors like marital status and work experience influenced this link. For example, married employees or those with more work experience showed a stronger connection between EI and job satisfaction. These findings emphasize the need to consider contextual and demographic factors when looking at the psychological effects of emotional intelligence in organizations.

Emdady and Bagheri (2013) explored the relationship between emotional intelligence and job satisfaction in various job roles and among different gender groups. Using the Bar-On

Emotional Quotient Inventory (EQ-i) and the Job Descriptive Index (JDI), they surveyed professionals from diverse fields to see if emotional intelligence universally predicts job satisfaction. Their findings showed a significant positive correlation between emotional intelligence and job satisfaction, confirming that people with higher emotional skills feel more satisfied at work. Importantly, the study found no significant gender differences in this relationship, suggesting that emotional intelligence is a consistent predictor of job satisfaction, regardless of gender or job type. This supports the idea that emotional self-regulation, empathy, and interpersonal effectiveness key elements of EI are beneficial for workplace well-being and satisfaction everywhere.

Ashraf, Ahmad, and Ali (2014) studied the impact of emotional intelligence on job satisfaction among service sector employees in Pakistan, focusing on high-demand, client-facing roles. Their research found a significant positive link between emotional intelligence and job satisfaction, showing that employees with higher EI reported lower job-related stress and better interpersonal skills at work. This suggests that being able to perceive, understand, and regulate emotions is crucial in-service roles where emotional labor and client interaction occur often. Emotional intelligence helps employees manage workplace challenges better, improving job performance and overall satisfaction. This highlights the importance of EI in enhancing well-being in emotionally demanding job situations.

Siddique, Zubair, and Khawar (2014) examined the connection between emotional intelligence and job satisfaction among university teachers, aiming to find out how emotional skills impact professional well-being in academic settings. Their study showed that higher emotional intelligence is linked to lower burnout and greater job satisfaction. Teachers with high emotional intelligence exhibited better emotional regulation, empathy, and interpersonal skills, contributing to improved classroom management and stronger relationships with

colleagues. The findings point out that emotionally intelligent educators are better at managing the emotional demands of teaching, maintaining positive interactions with students, and creating a more favorable work environment. Thus, emotional intelligence serves as a protective factor against professional stress and supports job satisfaction in academic roles. Al-Hamami et al. (2015) noted that emotional regulation and self-awareness components of EI enhance morale and work culture.

Extremera, Mérida-López, and Sánchez-Álvarez (2018) looked at how emotional intelligence affects job satisfaction, paying special attention to the mediating role of work engagement. Their study found that people with higher emotional intelligence usually have more work engagement defined by enthusiasm, dedication, and focus on tasks which leads to higher job satisfaction. Emotional intelligence helps foster positive feelings and motivation at work, making individuals more resilient and adaptable to job demands. This mediation framework gives a clearer picture of how emotional intelligence contributes to workplace well-being, not only directly but also through mental states that enhance professional involvement. The findings emphasize the importance of emotional skills in building an engaged workforce and promoting job satisfaction across different job sectors.

Mufti, Khan, and Farooq (2022) concentrated their research on the healthcare sector, a field known for its emotional demands and high-stress situations. Their study confirmed that emotional intelligence is key in helping healthcare professionals manage the challenges of emotional labor, which includes dealing with patients' pain, loss, and interpersonal stress. The findings showed that individuals with higher emotional intelligence were better at regulating their emotions, empathizing with patients, and maintaining professional boundaries. All of this contributed to higher job satisfaction. The research stressed that EI is an essential resource in emotionally intensive jobs, allowing healthcare workers to maintain psychological well-being

while providing compassionate care. Hence, developing emotional intelligence in healthcare staff may be crucial for improving individual satisfaction and the overall quality of patient care.

Palmer, Donaldson, and Stough (2001) investigated how specific emotional intelligence dimensions particularly emotional appraisal and expression affect job satisfaction. Their study focused on service industries and found that individuals who better understand and express their emotions tend to report higher job satisfaction. These emotional skills help employees manage interpersonal situations and handle the emotional demands of client-focused roles. The researchers pointed out that these components of EI enhance self-awareness and social communication, which are especially important in jobs requiring ongoing human interaction. Their study showed that the nuanced aspects of EI, beyond overall scores, are strong indicators of how content individuals feel in their professional roles, especially in roles with significant emotional labor.

Sy, Tram, and O'Hara (2006) examined how a supervisor's emotional intelligence impacts employee job satisfaction, finding a significant positive relationship. They found that when supervisors show higher emotional intelligence especially in managing their emotions and responding empathetically to others subordinates feel greater satisfaction at work. The study linked this effect to better communication, trust, and emotional climate in the workplace. Moreover, the researchers noted that emotional intelligence in leadership shapes team dynamics, influencing how employees view their environment and engage in their tasks. The study underscores the vital role of emotionally intelligent leadership in promoting employee well-being and organizational unity.

Kafetsios and Zampetakis (2008) studied the relationship between emotional intelligence, emotional commitment, and job satisfaction among employees in public and private sectors. Their results revealed a consistent positive link between EI and both emotional

commitment (the emotional attachment to an organization) and job satisfaction. Employees with higher emotional intelligence were better at managing workplace stress and building positive relationships, enhancing their loyalty to and satisfaction with their organization. Importantly, the study found these patterns to hold true across different organizational types, indicating that EI is a valuable psychological asset that supports emotional connection to one's job and employer, regardless of the sector. Their findings support the argument that emotional skills greatly contribute to both personal and organizational well-being.

Studies based on Emotional Intelligence and Career Satisfaction

Bar-On (2006) stressed the importance of specific personal skills like emotional self-awareness, stress tolerance, and impulse control in predicting career success. He suggested that these key parts of emotional intelligence help manage internal mental processes that affect workplace performance and resilience. His findings indicated that the ability to recognize and manage one's own emotions is essential not only for workplace harmony but also for maintaining motivation and decision-making in stressful situations, facilitating ongoing career success.

Brackett, Rivers, and Salovey (2010) explored how emotional intelligence, particularly emotional clarity and understanding, helps with effective career goal setting and adjustment. Their findings demonstrated that individuals with better emotional clarity can more accurately assess their career desires, track progress, and adjust their goals as needed. This emotional awareness helps people keep realistic expectations and adapt to changes in their careers. The study emphasizes that EI not only supports immediate career satisfaction but also strengthens long-term planning and goal regulation, both crucial for ongoing career fulfillment.

Saeedi et al. (2012) looked into how emotional intelligence impacts career success and found a strong positive link between higher EI scores and both subjective (like job satisfaction

and perceived success) and objective (like promotions and salary) measures of career achievement. Their study suggested that emotionally intelligent individuals handle workplace challenges, resolve conflicts, and maintain productive relationships better all of which are important for career growth. By illustrating the role of EI in both personal experiences and external accomplishments, the research reinforced emotional intelligence as an essential factor in overall career success within modern workplaces.

Rani (2015) proposed a framework linking emotional intelligence to effective leadership, skill development, job satisfaction, and overall career growth. According to her model, emotional intelligence is a foundational skill that enhances self-awareness, motivation, empathy, and social skills qualities needed for effective leadership. The framework highlights that emotionally intelligent leaders manage team dynamics, resolve conflicts, and inspire their team members better, contributing to long-term career growth. Rani's work emphasizes that EI is not just an isolated trait but a vital part of professional development and leadership advancement. Her model provided theoretical backing for the idea that developing emotional skills can lead to significant career growth, especially in managerial and leadership roles.

Hamid and Yahya (2019) conducted a study examining the link between emotional intelligence and career satisfaction. They found that people with high emotional intelligence reported greater career satisfaction. This was largely due to their ability to stay optimistic, self-motivated, and resilient in the face of challenges at work. The study showed that emotionally intelligent individuals managed workplace stress better, dealt with interpersonal issues more effectively, and set realistic career goals. These psychological strengths helped them feel a greater sense of achievement and fulfillment in their careers. Hamid and Yahya's findings highlight how important emotional intelligence is for not only immediate job satisfaction but also long-term career satisfaction.

Tagiya, Sinha, and Chakrabarty (2020) investigated how emotional intelligence affects career advancement for mid-level service sector managers. Their research indicated that emotional intelligence plays a significant role in climbing the career ladder. It boosts decision-making confidence, interpersonal adaptability, and leadership presence. Managers with higher emotional intelligence were more skilled at managing team interactions, navigating office politics, and responding constructively to workplace demands. These abilities resulted in better performance reviews, promotions, and expanded roles. The study showed that emotional intelligence serves as a valuable tool for mid-career professionals looking to grow, positioning it as a key factor for ongoing career success.

Poliak, Sabie, and Nica (2020) focused on public sector employees to see how emotional intelligence influences career-related behaviors. Their findings indicated that those with higher emotional intelligence displayed stronger promotion-seeking behaviors, a greater sense of professional initiative, and a deeper commitment to their roles. These individuals actively sought career opportunities and showed more dedication to their work, indicating that emotional intelligence fosters both personal ambition and loyalty to the organization. The study underscores how emotionally intelligent employees use their skills to navigate advancement opportunities in structured environments like the public sector.

Pirsoul, Schreurs, and Marescaux (2023) performed a meta-analysis that combined findings from various sectors to assess the role of emotional intelligence in career outcomes. Their results confirmed that emotional intelligence significantly affects career adaptability, job satisfaction, and organizational commitment. The analysis provided evidence showing that individuals with high emotional intelligence adjust better to career changes, maintain job satisfaction, and form stronger connections to their workplaces. This study emphasized the central role of emotional intelligence in career development and adaptability.

Studies based on Moderators in the EI Satisfaction Relationship

Dong and Howard (2006) explored interpersonal trust as a mediating factor. Their study revealed that emotionally intelligent individuals excel at building trust in professional relationships, especially with colleagues and supervisors. This trust created a more cohesive and supportive work environment, leading to higher job satisfaction for employees. The findings suggest that trust serves as a social lubricant, easing tensions, fostering teamwork, and creating a psychologically safe atmosphere.

Mikolajczak, Petrides, Coumans, and Luminet (2010) identified organizational learning capability as another key mediating factor. They found that emotionally intelligent employees thrive in cultures that emphasize feedback, reflection, and constant improvement. These environments draw on the adaptive and introspective strengths of individuals with high emotional intelligence, leading to increased job satisfaction. According to the study, these workers are more open to constructive feedback, adaptable in their learning styles, and proactive in developing skills, which all help them align with organizational goals and enhance satisfaction in their roles.

Saeedi, Shami Zanjani, and Rastegar (2012) examined how coping ability moderates the relationship between emotional intelligence and career success. Their research highlighted that while emotional intelligence is an important predictor of positive career outcomes, its effectiveness increases significantly when individuals also have effective coping strategies. Those with high emotional intelligence and strong coping skills were more likely to achieve career advancement, stay motivated, and feel more satisfied with their career paths. This suggests that emotional intelligence, combined with resilience and problem-solving skills, provides a strong foundation for overcoming professional challenges.

Ealias and George (2012) looked into how demographic factors, such as marital status and work experience, affect the emotional intelligence-job satisfaction relationship. Their study showed that married employees and those with more work experience had a stronger connection between emotional intelligence and job satisfaction. This might be because married individuals and experienced professionals often have better social support systems and more refined interpersonal skills, which enhance the usefulness of emotional intelligence at work. These findings emphasize how factors like life stage and workplace experience can influence the strength of emotional intelligence.

Miao, Humphrey, and Qian (2017) examined the role of job complexity in the emotional intelligence-job satisfaction relationship. Their findings revealed that the positive effects of emotional intelligence were much stronger in high-complexity jobs, which involve interpersonal interactions, emotional labor, and problem-solving, than in low-complexity or routine roles. In jobs requiring emotional regulation, such as leadership, customer service, or healthcare, emotionally intelligent employees managed stress and interpersonal conflict better, leading to increased satisfaction. In contrast, in low emotional intelligence contexts, the impact of emotional skills was less pronounced.

Extremera, Mérida-López, and Sánchez-Álvarez (2018) identified work engagement as a mediating factor linking emotional intelligence and job satisfaction. Their research indicated that emotionally intelligent employees tend to be highly engaged, showing vigor, commitment, and absorption in their tasks. This higher engagement leads to greater job satisfaction, which suggests that internal emotional skills drive motivation and foster positive attitudes toward work. The study deepens the understanding of how emotional resources translate to workplace outcomes by highlighting motivation as a key element.

Studies based on Sector-specific findings

Ashraf, Ahmad, and Jaafar (2014) that looked at service employees in demanding roles. They found that higher emotional intelligence was linked to lower stress levels and better interpersonal skills. The ability to manage one's emotions and understand others' feelings led to smoother interactions with customers, fewer conflicts at work, and increased job satisfaction. Employees with high emotional intelligence managed their feelings during customer complaints and stressful situations, which significantly contributed to their professional contentment.

Sy, Tram, and O'Hara (2006) explored how supervisor emotional intelligence affects subordinate satisfaction. They discovered that employees under emotionally intelligent supervisors reported higher job satisfaction, engagement, and commitment to the organization. The study highlighted that emotional intelligence in leadership affects decision-making and team performance and creates a supportive environment that promotes productivity and lowers turnover in service sectors.

Thiruchelvi and Supriya (2009) assessed the emotional intelligence levels of school teachers and found a significant positive correlation with job satisfaction. Notably, this relationship was consistent across both male and female educators, indicating that emotional intelligence's influence is not gender-specific in the education field. Teachers with high emotional intelligence were more capable of managing classroom stress, maintaining discipline, and building positive relationships with colleagues, contributing to overall job fulfillment.

Emdady and Bagheri (2013) examined the predictive value of emotional intelligence on job satisfaction among various educational professionals, including administrators and lecturers. They concluded that emotional intelligence was a strong and consistent predictor of

job satisfaction, regardless of role or gender. Skills like self-awareness, empathy, and stress tolerance acted as key buffers against job-related stressors, especially in high-demand environments with diverse student populations.

Mufti, Khan, and Farooq (2022) studied healthcare workers in hospitals and found that emotional intelligence was positively linked to job satisfaction and emotional well-being. Healthcare professionals with high emotional intelligence managed emotionally charged situations, like patient suffering, better. This reduced emotional exhaustion and boosted their work engagement. The study also showed that emotionally intelligent healthcare workers used effective coping mechanisms, encouraged positive team dynamics, and demonstrated more empathy in patient care, all of which enhanced job meaning and career satisfaction. Given the emotional challenges of caregiving roles, emotional intelligence serves as both a protective factor and a means to sustain long-term professional commitment.

Poliak, Sabie, and Nica (2020) looked into public sector employees and found that those with higher emotional intelligence committed more to their roles, actively sought career advancement, and managed workplace politics and challenges better. The researchers noted that emotionally intelligent public servants exhibited higher motivation, adaptability, and social skills qualities essential for job satisfaction in often rigid and regulated environments.

Summary

While emotional well-being is becoming more important in workplace research, the connection between emotional intelligence, job satisfaction, and career satisfaction isn't fully understood, especially in the Indian IT sector. The fast pace of technological change, unclear roles, and a performance-focused culture in IT can lead to emotional exhaustion and disengagement among employees. Although emotional intelligence is known to help with stress management and social skills, its long-term impact on career satisfaction, especially in relation

to job satisfaction, remains unclear. This is particularly evident in places like Thiruvananthapuram, where the workforce mainly consists of young, career-focused individuals. This study aims to explore how emotional intelligence shapes career outcomes through job satisfaction, using established psychological models, such as Wong and Law's EI model and frameworks for job and career satisfaction. The goal is to provide insights that can improve organizational practices and counselling psychology.

The relationship between emotional intelligence and workplace outcomes, especially job satisfaction and career satisfaction, has attracted growing academic interest in recent decades. A review of the existing literature shows a consistent pattern: individuals with high emotional intelligence typically enjoy better emotional well-being, more effective interpersonal relationships, and greater satisfaction with their jobs and long-term careers.

Research indicates that emotional intelligence plays a major role in job satisfaction by helping individuals regulate their emotions, manage stress, and handle social interactions more effectively. Employees with high emotional intelligence often deal better with workplace conflicts, adapt to organizational demands, and maintain positive outlooks even when facing difficulties (Hamid & Yahya, 2019; Miao et al., 2017). Similarly, emotional intelligence positively impacts career satisfaction, as individuals with high emotional intelligence tend to be more self-motivated, resilient, and adept at managing career changes and long-term goals (Rani, 2015; Tagiya et al., 2020).

Moreover, several studies have identified mediators psychological or organizational processes that clarify how emotional intelligence leads to satisfaction. For example, factors such as interpersonal trust (Dong & Howard, 2006), organizational learning capability (Mikolajczak et al., 2010), and work engagement (Extremiera et al., 2018) have been found to mediate the relationship between emotional intelligence and satisfaction. These mechanisms

highlight how emotional intelligence can foster positive workplace environments, continuous learning, and increased motivation ultimately enhancing satisfaction.

At the same time, various moderators have been investigated to understand the contexts that influence the strength of the emotional intelligence satisfaction link. Coping ability (Saeedi et al., 2012), marital status, and work experience (Ealias & George, 2012) along with job complexity (Miao et al., 2017) all affect the degree of the emotional intelligence-satisfaction relationship. These findings suggest the benefits of emotional intelligence are not the same in all situations but are stronger in specific personal, professional, and organizational contexts.

Research Gap

Emotional intelligence (EI) has received a lot of attention in organizational psychology and management research. However, much of the current literature looks at its relationship with job satisfaction or performance outcomes separately. Few studies have examined how emotional intelligence affects both job satisfaction and career satisfaction, particularly in India's rapidly changing IT sector. Furthermore, previous research often treats emotional intelligence as a single concept. It does not fully explore how its different components, like self-emotion appraisal, others' emotion appraisal, use of emotion, and emotion regulation, relate to various aspects of work satisfaction. Another major limitation is the lack of focus on mediation mechanisms, especially the role of job satisfaction as a mediator between EI and career satisfaction. Additionally, few studies focus on early- to mid-career IT professionals in India, who face unique emotional and professional challenges. This study aims to fill these gaps by examining how different aspects of EI predict both job and career satisfaction and by testing the mediating role of job satisfaction. This approach will provide a clearer understanding of workplace well-being in the IT industry.

CHAPTER III

METHOD

Research Design

This study uses a quantitative, correlational, and cross-sectional design to explore the links among emotional intelligence, job satisfaction, and career growth in IT professionals. In a cross-sectional design, data are collected at one point, allowing the researcher to assess relationships between variables without altering the study environment. This approach suits workplace studies aimed at understanding natural dynamics among psychological and occupational factors. The research examines the degree and direction of the association between emotional intelligence, as measured by the WLEIS, job satisfaction, and perceived career growth. Additionally, it includes a comparative aspect to examine potential gender differences in these variables. By comparing male and female IT professionals' emotional intelligence, job satisfaction, and career growth, the study seeks to uncover variations in workplace experiences influenced by gender. This combined correlational and comparative approach within a cross-sectional framework offers a comprehensive understanding of how emotional intelligence operates as a psychological resource in the IT industry. It also helps identify subgroup trends, enhancing the findings' relevance for organizational and career counselling interventions.

Population and Sample

The population for this study includes working professionals in the IT sector in Thiruvananthapuram, Kerala, particularly those aged 21 and over. The study aims to include 60 participants, equally divided by gender with 30 males and 30 females. Participants will be recruited from major IT firms in Technopark, a leading IT hub in India, as well as from medium and small-scale IT companies in the area. The sample selection will use purposive sampling, targeting individuals with at least basic work experience in IT roles, such as software development, system administration, project coordination, data analytics, quality assurance, or

similar fields. This varied role selection intends to capture a wide range of workplace experiences and emotional needs. The choice of this demographic is based on the fast-paced nature of the IT industry, where employees often face high workloads, tight deadlines, and rapid technological shifts. This context makes emotional intelligence an essential variable to study. Moreover, having a gender-balanced sample will help investigate how emotional intelligence, job satisfaction, and career growth perceptions differ between male and female professionals. This information is valuable for developing gender-sensitive human resource strategies. By focusing on a population within a growing Tier-II city IT ecosystem, the study reflects current trends in India's digital workforce and provides practical insights into the emotional and career experiences of young and mid-career professionals.

Sampling

This study will use purposive sampling to select participants currently working in the IT sector in Thiruvananthapuram, Kerala. A total of 60 participants, with 30 males and 30 females aged 21 and over, will be selected to ensure gender representation. This non-probability sampling method is ideal for targeting individuals with specific characteristics relevant to the study's objectives, specifically employment in IT roles and varying levels of emotional intelligence, job satisfaction, and career satisfaction.

Inclusion Criteria:

- Individuals aged 21 years and above
- Currently employed full-time in the Information Technology (IT) sector
- Minimum of 6 months of continuous work experience in the current organization

Exclusion Criteria:

- Part-time employees, freelancers, or interns
- Employees with less than 6 months of experience
- Individuals currently on long-term leave or not actively working

Data Collection Method

In this study, data collection will follow a structured quantitative approach. Standardized questionnaires will be given to participants through online platforms, such as Google Forms, and in-person distribution. This dual method aims to increase accessibility and convenience for IT professionals across companies in Thiruvananthapuram. The questionnaires will assess emotional intelligence, job satisfaction, and career satisfaction using validated scales. Participants will be informed about the study's purpose and asked for their voluntary consent before participating. The data collection process will occur within a specified timeframe to ensure consistent and reliable responses.

Tools for data collection

Three standardized psychological tools were used in this study to gather information about participants' emotional intelligence, work satisfaction, and career satisfaction. Four major components of emotional intelligence were evaluated using the Wong and Law Emotional Intelligence Scale (WLEIS). The Minnesota Satisfaction Questionnaire (MSQ) was chosen to assess job satisfaction due to its comprehensive assessment of work-related aspects and proven psychometric robustness. Lastly, participants' general happiness with their professional development and achievements was assessed using the Career happiness Scale

(CSS). The validity, dependability, and applicability of these instruments to the study's goals led to their selection.

1. Wong And Law Emotional Intelligence Scale (WLEIS)

The Wong and Law Emotional Intelligence Scale (WLEIS) was created by Chi-Sum Wong and Kenneth S. Law in 2002. Based on Mayer and Salovey's four-branch model of emotional intelligence, Wong and Law designed this scale as a simple self-report tool to measure emotional skills important for workplace and organizational success.

Purpose

The WLEIS aims to evaluate a person's emotional intelligence in four main areas: self-awareness of one's emotions, understanding the emotions of others, managing one's emotions, and using emotions positively in daily life and work. It is particularly useful in job settings, leadership development, and assessing emotional skills among professionals.

Number of Items

The WLEIS includes 16 items that consist of statements about emotional experiences and reactions. Participants indicate how strongly they agree with each statement regarding their typical behaviors and feelings.

Administration

The WLEIS is a self-administered tool that can be filled out online or on paper. The assessment takes about 10 to 15 minutes and does not require any special training to conduct. Respondents are encouraged to reflect honestly on their emotional responses in different situations. It is suitable for adults in both research and practical settings, especially in educational institutions, companies, and mental health environments.

Subscales

The WLEIS has four subscales, each representing a key emotional intelligence aspect, with four items for each:

- Self-Emotion Appraisal (SEA): Understanding and expressing one's own emotions.
- Others' Emotion Appraisal (OEA): Recognizing and understanding the emotions of others.
- Use of Emotion (UOE): Effectively using emotions to guide thought and performance.
- Regulation of Emotion (ROE): Managing one's emotions, especially under stress.

Response Format

Each item is rated on a 7-point Likert scale, from 1 (strongly disagree) to 7 (strongly agree), allowing respondents to express how well each statement reflects their typical behavior.

Scoring

The scale comprises 16 items partitioned equally into four subscales: Self-Emotion Appraisal (SEA: Items 1–4), Others' Emotion Appraisal (OEA: Items 5–8), Use of Emotion (UOE: Items 9–12), and Regulation of Emotion (ROE: Items 13–16). Participants rate each statement on a 7-point Likert scale, where 1 means Strongly Disagree and 7 means Strongly Agree. This gradient permits detailed expression of opinion. Subscale scores are derived by adding the ratings of the four items within that subscale, producing a score that varies from 4 to 28. The overall emotional intelligence score is calculated by adding the scores of all 16 items, producing a total that can range from 16 to 112. Higher scores, both overall and within each subscale, signify a more developed emotional intelligence, reflecting enhanced capability to perceive, utilize, comprehend, and regulate emotions.

Interpretation

A high total EI score means strong emotional skills in perceiving, managing, and using emotions well. Subscale scores can be reviewed separately to pinpoint specific strengths (like high OEA showing strong empathy) or areas for improvement (like low ROE suggesting difficulty in managing emotions). This makes the WLEIS not only a helpful diagnostic tool but also a guide for focused emotional skills training.

Reliability and Validity

The WLEIS shows high internal consistency, with Cronbach's alpha values typically between 0.83 and 0.90 across the four areas. It also exhibits strong construct validity, correlating well with other emotional intelligence measures and behavioral indicators like leadership, teamwork, and job satisfaction. The scale has been validated in various cultures and professional groups, including Indian samples, supporting its widespread use.

Strengths

The WLEIS is valued for being concise, easy to understand, and grounded in solid research. It offers a practical way to assess emotional intelligence without complex or lengthy administration. Its four-dimensional structure provides a well-rounded view of emotional functioning, while the scoring system allows for easy interpretation by researchers and practitioners.

2. Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire (MSQ) was developed by David J. Weiss, Rene V. Dawis, George W. England, and Lloyd H. Lofquist at the University of Minnesota in

1967. It was part of the Work Adjustment Project, which focused on studying job satisfaction and work adjustment among employees in various industries.

Purpose

The MSQ is designed to measure a person's job satisfaction in different areas of the work environment. It helps to understand how well a job matches a person's needs and values. The scale is widely used in organizational psychology, human resources research, and career counselling to evaluate employee satisfaction, work adjustment, and organizational effectiveness.

Number of Items

The standard MSQ has 100 items, while the short form has 20 items. The short form is often used for practical purposes and research because it is quick to complete while still providing reliable information.

Administration

The MSQ is a self-administered questionnaire available in paper or online formats. It typically takes about 10 to 15 minutes to complete, especially for the short form. Respondents reflect on their job experiences and rate their satisfaction with various work aspects. The tool fits adult working populations in many industries and can be administered individually or in groups.

Subscales

The long version of the MSQ assesses 20 specific job satisfaction facets, grouped into two main categories;

Intrinsic Satisfaction: Includes satisfaction with the job itself, ability use, achievement, creativity, independence, variety, and responsibility.

Extrinsic Satisfaction: Covers satisfaction with company policies, pay, coworkers, working conditions, supervision, advancement, and job security.

The short form (20 items) gives a general job satisfaction score without breaking it into subscales, but each item relates to one of the 20 facets in the long version.

Response Format

The item in the questionnaire was rated on a 5-point Likert scale, where 1 indicated Very Dissatisfied, 2 indicated Dissatisfied, 3 indicated Neutral, 4 indicated Satisfied, and 5 indicated Very Satisfied.

Scoring

Scores are recorded based on each respondent's choice (1 to 5). In the short form, the total score from all 20 items gives a general job satisfaction score, ranging from 20 to 100. Higher scores mean greater job satisfaction. In the long form, individual subscale scores can be calculated for a more detailed look at workplace satisfaction.

Reliability and Validity

The MSQ has shown strong internal consistency, with Cronbach's alpha values from 0.80 to 0.90 depending on the version and sample. It has high construct validity, showing significant correlations with other job satisfaction measures and related outcomes like employee retention and job performance. It has been validated across various jobs and cultures, making it a reliable tool for global research and use.

Strengths

The MSQ is recognized for its clarity, reliability, and flexibility. It provides valuable insights into both general and specific job satisfaction, making it useful for individual assessments and organizational diagnostics. The short form is particularly convenient for large surveys or time-limited settings. Its strong research background and decades of use enhance its credibility in occupational psychology.

3. *Career Satisfaction Scale (CSS)*

The Career Satisfaction Scale (CSS) was created by Greenhaus, Parasuraman, and Wormley in 1990. It was introduced to explore career development and satisfaction among professionals, especially concerning diversity, career progress, and perceived success. The CSS is widely used in organizational psychology and career development research.

Purpose

The CSS measures a person's overall sense of satisfaction with their career journey and achievements. Unlike job satisfaction, which focuses on current roles, the CSS looks at how well someone's career fits their personal goals, achievements, and expectations over time. It is often used in career counselling, HR performance reviews, and research related to employee well-being and motivation.

Number of Items

The original CSS consists of 5 items. These concise items cover important aspects of career satisfaction, making the scale easy to administer while ensuring reliability and construct validity.

Administration

The CSS is a self-administered questionnaire suitable for people at any professional level. It is often used in surveys, either printed or online, and can be completed in under 5 minutes. Participants evaluate their overall satisfaction with their career path, progress, and goal achievement. It is especially helpful in career planning sessions and research involving work-life balance or employee development.

Subscales

The Career Satisfaction Scale is a single-dimensional tool, giving one overall score for career satisfaction. The five items reflect the individual's perception of success in reaching career objectives, promoting career growth, and overall contentment with career outcomes.

Response Format

Each item in the questionnaire was rated using a 5-point Likert scale. The scale ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree).

Scoring

Scores from the CSS are found by adding up the responses to the 5 items, producing a total score between 5 and 25. Higher scores indicate greater career satisfaction. There are no subscale scores; the composite score serves as an indication of overall satisfaction with career achievements and direction.

Interpretation

A high score means the person feels positively about their career path and accomplishments. Lower scores may point to perceived slow progress, unmet career goals, or

a lack of alignment between career direction and personal values, which can highlight the need for intervention, coaching, or career planning.

Reliability and Validity

The CSS has shown good internal consistency, with Cronbach's alpha values typically above 0.85. It has strong construct validity, correlating significantly with measures of career success, job satisfaction, organizational commitment, and mental well-being. Its straightforward format and consistent metrics make it a trustworthy tool for various research and practical situations.

Strengths

The CSS is valued for its brevity and clear focus on personal career outcomes. It can easily be administered alongside other tools, such as those for job satisfaction, emotional intelligence, and performance evaluations. Its simple nature allows for easy interpretation, and its relevance across fields and demographics supports its use in academic and workplace settings.

Procedure of the data collection

The study began after obtaining ethical approval from the relevant institutional committee to comply with ethical research standards. Next, a detailed Google Form was created that included an informed consent section, basic demographic information, and three standardized tools: Wong and Law Emotional Intelligence Scale (WLEIS), Minnesota Satisfaction Questionnaire (MSQ), and Career Satisfaction Scale (CSS). The study focused on full-time IT professionals aged 21 and older. After receiving permission from management, the researchers visited selected IT companies in Technopark and other firms in Thiruvananthapuram to recruit participants. They also reached out through personal contacts.

Participants were informed about the study's purpose and assured that their responses would remain confidential and anonymous. Participation was voluntary, and only those who provided informed consent continued to fill out the questionnaires. The survey took about 5 to 10 minutes to complete. Questionnaires were given either in print or online, depending on participants' convenience and the company's preference. Data collection took place over three weeks, with gentle reminders sent halfway through to encourage participation and increase response rates. All responses were securely stored and coded to ensure confidentiality. Once data collection was complete, the research team reviewed all submitted questionnaires for completeness and accuracy. Incomplete or invalid responses were excluded from the analysis. The final dataset was analyzed using relevant statistical techniques, including descriptive statistics, Pearson correlation, t-tests, regression analysis, and mediation analysis using Hayes' PROCESS Macro (Model 4). This helped examine the study's hypotheses regarding emotional intelligence, job satisfaction, and career satisfaction.

Data Analysis

The gathered data underwent thorough statistical analysis using IBM SPSS (Statistical Package for the Social Sciences) software. Before conducting inferential tests, the dataset was checked for completeness, accuracy, and any outliers or missing values. Descriptive statistics summarized the participants' demographic characteristics and provided means, standard deviations, and frequency distributions for the main variables: emotional intelligence, job satisfaction, and career satisfaction. To explore the relationships between key variables, Pearson's correlation coefficient was calculated. Independent samples t-tests helped identify any significant differences in emotional intelligence and satisfaction levels based on demographic factors such as gender, years of experience, or educational background. Additionally, regression analysis assessed the predictive power of emotional intelligence on

job and career satisfaction. Finally, mediation analysis was performed using Hayes' PROCESS Macro (Model 4) to investigate if job satisfaction mediates the relationship between emotional intelligence and career satisfaction. All statistical tests were conducted at a 0.05 level of significance.

CHAPTER IV

RESULTS AND DISCUSSION

Table 1*The sociodemographic characteristics of participants*

Baseline characteristics	n	%
Gender		
Boy	30	50
Girl	30	50

Note: The table presents the distribution of participants according to gender in this study. The study sample consisted of 60 male and 60 female IT professionals with equal numbers of boys (30) and girls (30) in the participant group. The equal distribution of participants enables researchers to compare results based on gender and reduces gender-related biases when studying emotional intelligence and job and career satisfaction.

Table 2*Normality of the population*

	df	Sig.
TOTAL SEA	60	.130
TOTAL OEA	60	.277
TOTAL UOE	60	.032
TOTAL ROE	60	.253
TOTAL CSS	60	.836
TOTAL JS	60	.101
TOTAL WLEIS	60	.407

Note: Shapiro-Wilk test was used to assess normality due to the sample size ($N = 60$). All variables except TOTAL UOE were found to be normally distributed ($p > .05$). Parametric tests are appropriate for all variables except TOTAL UOE, for which non-parametric tests were used. Therefore, null hypothesis H_{01} was partially rejected – significant relationships were found for SEA, OEA, and ROE, but not UOE.

Table 3*Correlations Between Emotional Intelligence Components and Job Satisfaction*

(SEA = Self-Emotion Appraisal, OEA = Others' Emotion Appraisal, ROE = Regulation of Emotion, UOE = Use of Emotion, JS = Job Satisfaction)

Correlation is significant at the 0.05 level (2-tailed). Correlation is significant at the 0.01 level (2-tailed).

Variables	TOTAL SEA	TOTAL OEA	TOTAL ROE	TOTAL UOE ^a	TOTAL JS
TOTAL SEA		.490**	.325*		.276*
TOTAL OEA	.490**		-.570**		.273*
TOTAL ROE	.325*	-.570**			.365**
TOTAL UOE ^a					.194
TOTAL JS	.276*	.273*	.365**	.194	

Note: Correlation is significant at the 0.05 level (2-tailed).

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

Note: The analysis found a significant positive correlation between the components of Emotional Intelligence: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) and Job Satisfaction (JS). These results imply that individuals who are better at recognizing, understanding, using, and managing emotions in themselves and others tend to feel more satisfied in their jobs. This supports past research (e.g., Sy et al., 2006; Carmeli, 2003) showing that emotionally intelligent employees

handle workplace stress better, build social relationships more successfully, and maintain higher morale, leading to greater job satisfaction. Interestingly, UOE was examined with a non-parametric method (Spearman's rho) due to a lack of normality, yet it still showed a positive link with job satisfaction. This confirms that the relationship holds true across different statistical methods. All emotional intelligence components were significantly related to career satisfaction. Therefore, the null hypothesis H_{02} was rejected.

Table 4*Correlations Between Emotional Intelligence Components and Career Satisfaction*

(SEA = Self-Emotion Appraisal, OEA = Others' Emotion Appraisal, ROE = Regulation of Emotion, UOE = Use of Emotion, CSS = Career Satisfaction Scale)

Variables	SEA	OEA	ROE	UOE ^a	CSS
SEA		.490**	.325*		.673**
OEA	.490**		-.570**		.773**
ROE	.325*	-.570**			.688**
UOE ^a					.725**
CSS	.673**	.773**	.688**	.725**	

Note: Correlation is significant at the 0.05 level (2-tailed).

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

Note: The study revealed that all components of emotional intelligence were significantly linked to Career Satisfaction (CS). This shows that emotional skills affect not just day-to-day job satisfaction but also long-term views of career success and fulfillment. Emotional intelligence improves a person's ability to connect their work to their values, develop positive networks, and overcome career challenges all factors that lead to greater career satisfaction (Greenhaus et al., 1990; Goleman, 1998). This indicates that all components of emotional intelligence are significantly and positively associated with career satisfaction. Therefore, the null hypothesis H_{03} was rejected job satisfaction and career satisfaction were significantly related.

Table 5*Correlation Between Overall Emotional Intelligence and Job Satisfaction**(WLEIS = Wong and Law Emotional Intelligence Scale, JS = Job Satisfaction)*

Variables	WLEIS	JS	Decision
WLEIS		.317*	Reject the null hypothesis
JS	.317*		Reject the null hypothesis

Note: *Correlation is significant at the 0.05 level (2-tailed).*

Note: A significant positive correlation was found between overall EI (WLEIS score) and Job Satisfaction. This reinforces the notion that EI is a comprehensive skill affecting work performance, engagement, and emotional well-being at work. Understanding and managing one's emotions and those of others creates a supportive and motivating work environment, which boosts satisfaction. A Pearson correlation showed a significant positive relationship between WLEIS and job satisfaction ($r = .317$, $p = .014$). Therefore, the null hypothesis H_{03} was rejected.

Table 6*Correlation Between Job Satisfaction and Career Satisfaction**(JS = Job Satisfaction, CSS = Career Satisfaction Scale)*

Variables	JS	CSS	Decision
JS		.529**	Reject the null hypothesis
CSS	.529**		Reject the null hypothesis

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

Note: There was a significant positive correlation between Job Satisfaction and Career Satisfaction. This indicates that satisfaction in a current job strongly shapes the overall view of career growth and fulfillment. The results support the idea that while job satisfaction is a more immediate factor, it contributes to the longer-term assessment of career satisfaction (Judge et al., 1995). Employees who find meaning and satisfaction in their work are more likely to view their careers as successful and rewarding. Job Satisfaction was significantly correlated with Career Satisfaction (Pearson's $r = .529$, $p < .01$). Therefore, the null hypothesis H_{04} was rejected job satisfaction and career satisfaction were significantly related.

Table 7*Regression Results and Mediation Path Coefficients*

Path	B	SE	t	p	SE
Path a: CSS → JS	0.1311	0.0276	4.75	< .001	0.82
Path b: JS → WLE	-0.6782	0.0484	-14.01	< .001	0.61
Path c: CSS → WLE (Total)	0.6025	0.0213	28.31	< .001	0.71
Path c': CSS → WLE (Direct)	0.6914	0.0120	57.61	< .001	0.68
Indirect effect (a × b)	-0.0889	0.0295			0.63

Note: (CSS = Career Satisfaction; JS = Job Satisfaction; WLE = Emotional Intelligence)

Note: The mediation analysis showed that Job Satisfaction significantly mediates the link between Emotional Intelligence and Career Satisfaction. This indicates a route where higher emotional intelligence leads to better job satisfaction, which then enhances career satisfaction. This partial mediation suggests that EI impacts career satisfaction both directly and indirectly through job satisfaction. It supports the model where emotional skills first improve daily work experiences, shaping career paths and perspectives over time (Bar-On, 2006; Salovey & Mayer, 1990). Bootstrapped 95% confidence interval for indirect effect does not contain zero, indicating a significant mediation effect. The mediation analysis showed a significant indirect effect (B = -0.0889), with a 95% bootstrapped confidence interval of [-0.1486, -0.0323],

indicating that job satisfaction plays a significant mediating role. Therefore, the null hypothesis (H_{04}), which stated that job satisfaction does not significantly mediate the relationship between emotional intelligence and career satisfaction, is rejected.

Table 8*Group Statistics of Emotional Intelligence Components by Gender*

EI Component	Gender	n	Mean	SD	SE
Self-Emotion Appraisal (SEA)	Male	30	21.60	4.52	0.82
	Female	30	20.63	3.33	0.61
Others' Emotion Appraisal (OEA)	Male	30	20.40	3.89	0.71
	Female	30	21.83	3.71	0.68
Use of Emotion (UOE)	Male	30	19.63	3.47	0.63
	Female	30	19.43	4.90	0.90
Regulation of Emotion (ROE)	Male	30	19.30	5.33	0.97
	Female	30	19.00	4.53	0.83

Note: The study found no significant gender differences in the four elements of emotional intelligence. This suggests that both male and female professionals show similar levels of emotional skills within the sampled IT population. This aligns with some previous studies (e.g., Mandell & Pherwani, 2003) that found no consistent gender gap in EI abilities, especially in

professional environments where training and role expectations may balance out any inherent differences. Independent samples t-tests showed no significant gender differences in EI components (SEA, OEA, ROE, UOE; all $p > .05$). Therefore, the null hypothesis H_{06} was retained no gender differences in emotional intelligence components were found.

Table 9

Independent Samples t-Test for Emotional Intelligence, Job Satisfaction, and Career Satisfaction Scale by Gender

Variable	t	df	p (2-tailed)	Mean Difference	95% CI of the Difference
WLEIS	−0.20	58	.840	−1.17	[−12.67, 10.34]
JS	−0.62	58	.541	−1.40	[−5.96, 3.16]
CSS	−0.38	58	.705	−3.50	[−21.93, 14.93]

Note: No significant gender differences were identified in overall EI, job satisfaction, or career satisfaction. This indicates that gender does not significantly affect how emotional intelligence impacts workplace and career outcomes in this context. This may be due to the fact that corporate roles in IT typically provide equal opportunities and expectations for both genders, thereby reducing differences in these psychological traits. Additionally, similar educational and work experience levels could explain this uniformity. The independent samples t-tests indicate that there are no statistically significant gender differences. The null hypothesis H_{07} was retained no gender differences in EI, JS, or CSS.

Based on the findings, the study clearly shows that Emotional Intelligence (EI), including its components Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) is significantly linked to both job satisfaction and career satisfaction among IT professionals. The results support rejecting the null hypotheses H_{01} and H_{02} , showing that each EI component is positively associated with job

and career satisfaction. Overall, EI, measured by the WLEIS scale, was significantly related to job satisfaction (H₀₃), confirming the impact of emotional intelligence on employee perceptions and reactions to their work environment. Furthermore, there was a significant relationship between job satisfaction and career satisfaction (H₀₄), with job satisfaction acting as an important mediator between EI and career satisfaction (H₀₅), highlighting how emotionally intelligent individuals often experience greater career satisfaction. Gender analysis showed no significant differences in EI components (H₀₆) or in overall EI, job satisfaction, and career satisfaction (H₀₇), indicating consistent levels of emotional intelligence and its outcomes for both male and female professionals in this sample. The mediation model emphasized the key role of job satisfaction in connecting personal emotional skills to career success, showing the importance of workplace well-being in translating emotional competencies into lasting career fulfillment. These insights have practical implications for emotional intelligence development, HR interventions, and career growth programs in organizations.

Interpretation of the Study

This study aimed to explore the impact of Emotional Intelligence (EI) on job satisfaction and career satisfaction among IT professionals in Thiruvananthapuram, with a specific focus on gender differences and job satisfaction's mediating role.

The findings showed a significant positive relationship between each component of Emotional Intelligence Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) and job satisfaction. This means that individuals who are skilled at understanding and managing their own emotions, as well as perceiving and managing the emotions of others, are more likely to be satisfied in their jobs. Additionally, overall Emotional Intelligence (WLEIS score) was significantly associated with job satisfaction, emphasizing that emotional skills are important for how positively employees

view their job roles, work environments, and daily tasks. This backs up previous research in organizational psychology linking high emotional intelligence to better stress management, improved communication, stronger teamwork, and higher workplace morale all contributing to increased job satisfaction.

The study also identified a significant relationship between the components of EI and career satisfaction, suggesting that emotionally intelligent individuals have a more positive view of their overall career progress, development, and achievements. This shows that EI helps individuals handle career challenges more effectively, make better career decisions, and stay motivated, all of which contribute to fulfilling careers.

A strong, positive correlation was seen between job satisfaction and career satisfaction, indicating that satisfaction in a current job greatly influences how individuals view their entire career. This implies that daily work experiences and emotional reactions to job factors accumulate and shape a person's broader career outlook over time.

The mediation analysis indicated that job satisfaction significantly mediates the connection between Emotional Intelligence and career satisfaction. This means that EI affects career satisfaction indirectly through its impact on job satisfaction. Emotionally intelligent individuals tend to find satisfaction in their current roles, and this satisfaction enhances their sense of career success. This supports the emotional intelligence process model, which suggests that emotionally intelligent behaviors such as stress management, empathy, and motivation have long-term effects on career paths due to daily work experiences.

The study found no significant gender differences in Emotional Intelligence components, overall EI, job satisfaction, or career satisfaction. This suggests that both male and female IT professionals in the sample experience and apply emotional intelligence similarly, and enjoy similar job and career satisfaction. This indicates that organizational EI

training and development programs can be applied effectively across genders without needing changes based on gender differences.

The findings reinforce the importance of Emotional Intelligence as a vital skill in workplace settings, especially in demanding fields like IT. It not only shapes how employees perceive their immediate job roles but also impacts their overall career satisfaction through these experiences. The lack of gender differences highlights the universal applicability of EI skills, while the mediating effect emphasizes job satisfaction's central role in linking emotional skills to career outcomes. Therefore, organizations looking to enhance employee engagement, retention, and long-term career growth should focus on boosting Emotional Intelligence through workshops, coaching, or leadership development programs as a strategic investment.

CHAPTER V

SUMMARY AND CONCLUSION

Summary of the work

This study explored the link between Emotional Intelligence (EI), Job Satisfaction (JS), and Career Satisfaction (CS) among IT professionals in Thiruvananthapuram. It used a quantitative, cross-sectional, correlational design. The research included a purposive sample of 60 participants (30 males and 30 females) from various IT firms in middle and top-level positions. The goal was to examine the direct relationships between these variables and the mediating effect of job satisfaction on the relationship between EI and CS. To ensure the reliability and validity of the data, standardized and reliable instruments were employed, such as the Wong and Law Emotional Intelligence Scale (WLEIS), the Job Satisfaction Survey (JSS), and the Career Satisfaction Scale (CSS).

The findings showed significant positive correlations among the four components of EI: Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) with both job satisfaction and career satisfaction. These results support theories that suggest individuals with higher emotional intelligence can manage workplace stress, interpersonal interactions, and career goals better, leading to greater job satisfaction. Consequently, the null hypotheses H_{01} and H_{02} , which suggested no significant relationship between EI components and job or career satisfaction, were rejected.

Additionally, the total EI scores (WLEIS total) significantly related to overall job satisfaction, which led to rejecting H_{03} . Job satisfaction was found to positively affect career satisfaction, resulting in the rejection of H_{04} . Mediation analysis showed that job satisfaction partially mediates the relationship between emotional intelligence and career satisfaction, leading to the rejection of H_{05} . This partial mediation illustrates the two ways EI influences career satisfaction: directly and indirectly through increased job satisfaction, highlighting the importance of daily work contentment in shaping overall career outlooks.

Analysis based on gender revealed no significant differences in any of the measured variables between male and female participants, which means that the influence of emotional intelligence and satisfaction levels appears to be gender-neutral in this specific professional context. This finding aligns with modern views on workplace dynamics, which increasingly emphasize individual skills over demographic factors.

Overall, this study emphasizes the psychological and organizational importance of emotional intelligence. It is not just a personal asset but also a vital contributor to job well-being and career growth. The role of job satisfaction as a partial mediator suggests that programs aimed at improving emotional intelligence, such as training in emotional regulation, empathy, and emotion-focused leadership, could enhance immediate job satisfaction and contribute to long-term career satisfaction and retention. In the demanding and performance-oriented IT environment, these insights are especially important for HR professionals, organizational psychologists, and policymakers aiming to boost employee engagement, productivity, and mental health. This research adds to the growing field of literature focusing on emotional competencies in workplace psychology and career development. It advocates for integrated organizational strategies that promote emotional intelligence, foster supportive environments, and prioritize employee well-being, all of which contribute to sustained career satisfaction and organizational success.

Conclusion of the study

This study examined the complex relationship between Emotional Intelligence (EI), Job Satisfaction (JS), and Career Satisfaction (CS) among IT professionals in Thiruvananthapuram, using a correlational, cross-sectional design. The findings confirmed that emotional intelligence significantly contributes to both job and career satisfaction, with job satisfaction acting as a partial mediator. This mediation effect shows that while emotional intelligence

positively influences career satisfaction, its impact is stronger when individuals also find fulfillment in their current jobs.

The use of validated scales like the Wong and Law Emotional Intelligence Scale (WLEIS), Job Satisfaction Survey (JSS), and Career Satisfaction Scale enhanced the reliability of the data. The positive relationships observed between the four dimensions of EI Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) and both satisfaction measures highlight the significance of emotional competencies in workplace well-being. The results rejected null hypotheses H_{01} through H_{05} , confirming the proposed model and demonstrating that those with higher emotional intelligence tend to be more satisfied with their jobs and careers.

Furthermore, the lack of significant gender differences in EI, job satisfaction, and career satisfaction indicates these psychological constructs work similarly across male and female professionals in this context. This supports the notion that developing emotional intelligence benefits everyone, regardless of gender.

The inferences of this study are both theoretical and practical. Theoretically, it adds to the literature emphasizing emotional intelligence as a key factor in achieving positive work outcomes. Practically, it suggests implementing EI-focused training and strategies within organizational development frameworks. Such efforts could not only boost employee satisfaction and retention but also lead to more rewarding career paths. For HR professionals and organizational leaders, investing in employees' emotional development could yield long-term advantages for individuals and organizations. This study illustrates that emotional intelligence is not just a personal strength but a professional necessity. As workplaces grow more complex, the ability to perceive, manage, and use emotions effectively becomes essential for facing challenges, building resilience, and achieving career fulfillment. Future research

could investigate similar relationships in different sectors and cultures, employ longitudinal designs, and include other mediating or moderating factors like organizational climate or leadership style to enhance our understanding of these psychological dynamics.

Implications of the Study

This study's findings have several important implications for organizational psychology, human resource management, and career counselling, especially within the IT sector.

The study supports and expands existing research on emotional intelligence (EI) as a critical psychological factor affecting work outcomes. By showing the role of EI in improving both job and career satisfaction and identifying job satisfaction as a partial mediator, the research provides further evidence for models of workplace well-being. It confirms the relevance of emotional intelligence theory (Mayer & Salovey, 1997) and supports job satisfaction frameworks like Herzberg's two-factor theory, integrating emotional and motivational elements to explain employee fulfillment.

For organizations, particularly in the fast-paced IT sector, these results highlight the importance of emotional intelligence training as part of staff development. HR teams can incorporate EI assessments in recruitment, performance reviews, and leadership training. By enhancing employees' ability to understand and manage emotions both theirs and others' companies can improve morale, lower burnout, and increase retention. Additionally, companies should view job satisfaction as not just an end goal but also as a means to achieve long-term career satisfaction. Encouraging open dialogue, recognizing employee contributions, and fostering supportive work cultures could effectively enhance job satisfaction and consequently improve career outcomes.

Career counsellors and psychologists can leverage the findings to create focused interventions that develop emotional intelligence skills. Tools like emotional regulation techniques, mindfulness training, and reflective practices could be included in workplace counselling programs to boost employees' self-awareness and interpersonal relationships, thereby raising satisfaction levels and lowering workplace stress.

From a policy standpoint, this study shows the importance of emotional skills in workforce development. Policymakers and educational bodies might consider including EI training in university courses and vocational programs, especially in fields with high emotional demands, like IT, healthcare, and customer service.

Limitations of the Study

The study focused on IT professionals in Thiruvananthapuram, Kerala, so the results may not apply to IT workers in other regions or countries, where organizational culture, work demands, and socio-economic factors could vary.

The sample size was relatively small ($N = 60$) and selected through purposive sampling, which may have caused selection bias. The limited size might compromise statistical power and the generalizability of findings.

The research followed a cross-sectional approach, gathering data at a single moment. This limits the ability to establish causal relationships between emotional intelligence, job satisfaction, and career satisfaction.

Using self-administered questionnaires could have led to social desirability bias and incorrect self-assessments, particularly regarding emotional intelligence and satisfaction levels.

Due to academic timelines and resource availability, the study could not include longitudinal tracking, interviews, or a larger, more diverse sample.

Suggestions

Future research should aim for a larger and more varied sample, incorporating multiple cities, states, or countries to strengthen the generalizability of the findings across different organizational and cultural settings.

A longitudinal approach is advisable for investigating how emotional intelligence, job satisfaction, and career satisfaction change over time and whether any causal relationships develop.

Comparative research between IT professionals and workers in other sectors (e.g., healthcare, education, manufacturing) may help identify whether the relationships among variables are unique to the IT industry.

Including qualitative methods, such as interviews or focus groups, alongside quantitative analysis can provide deeper insights into how emotional intelligence shapes workplace experiences and affects satisfaction.

Future studies could look into the influence of other mediators or moderators, such as organizational culture, leadership style, work-life balance, or perceived organizational support, to better understand the involved dynamics.

Experimental or quasi-experimental research focusing on emotional intelligence training initiatives can help determine if improving EI leads to measurable gains in job and career satisfaction.

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Appendix A

INFORMED CONSENT

Hello,

I am Rebecca R Johnson, an MSc Counselling Psychology student at Loyola College of Social Sciences (Autonomous), Thiruvananthapuram. As part of my dissertation, I'm conducting a study titled:

“The Role of Emotional Intelligence in Career Satisfaction: Examining the Mediating Role of Job Satisfaction among IT Professional in Thiruvananthapuram.”

This study focuses on working professionals in the IT sector aged 21 years and above, aiming to understand how emotional intelligence and job satisfaction influence career growth in today's tech-driven work environment. I would be sincerely grateful if you could take a few minutes to participate in this study by completing the questionnaire linked below. Your responses will provide valuable insights and contribute meaningfully to research in the field of workplace mental health and employee development.

Please fill out the form with honesty and sincerity, and ensure that you answer all items to the best of your ability.

Thank you so much for your time and support!

Informed Consent:

Your participation in this study is entirely voluntary, all responses will be kept strictly confidential and used only for academic purposes, and you are free to withdraw at any point without any consequence.

Warm regards,

REBECCA R JOHNSON

1. I have read and understood what the study is about and my questions so far have been answered. I voluntarily agree to take part in the research study.

☐ I agree

Appendix B

SOCIO DEMOGRAPHIC DETAILS

1. Name

2. Age

☐ 21-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ 60 and above

3. Gender

☐ Male

☐ Female

☐ Other

☐ Prefer not to say

4. Years of experience

☐ Less than 1 year

☐ 1–3 years

☐ 4–6 years

☐ 7–10 years

☐ More than 10 years

5. Highest educational Qualification

☐ Undergraduate

☐ Postgraduate

☐ Doctorate

☐ Professional Certification

☐ Other

6. Occupation/Current Job Role

Appendix C

WONG AND LAW EMOTIONAL INTELLIGENCE SCALE (WLEIS)

Instructions:

The following questionnaire is designed to assess your emotional intelligence. Please read each statement carefully and indicate how much you agree or disagree using the scale provided, where 1 = Strongly Disagree and 7 = Strongly Agree. There are no right or wrong answers respond honestly based on how you generally feel.

No.	Statement							
1	I have a good sense of why I have certain feelings most of the time.							
2	I have good understanding of my own emotions.							
3	I really understand what I feel.							
4	I always know whether or not I am happy.							
5	I always know my friends' emotions from their behavior.							
6	I am a good observer of others' emotions.							

No.	Statement							
7	I am sensitive to the feelings and emotions of others.							
8	I have good understanding of the emotions of people around me.							
9	I always set goals for myself and then try my best to achieve them.							
10	I always tell myself I am a competent person.							
11	I am a self-motivating person.							
12	I would always encourage myself to try my best.							
13	I am able to control my temper and handle difficulties rationally.							
14	I am quite capable of controlling my own emotions.							

No.	Statement							
15	I can always calm down quickly when I am very angry.							
16	I have good control of my own emotions.							

Appendix D

MINNESOTA SATISFACTION QUESTIONNAIRE – SHORT FORM

Instructions

This questionnaire is designed to measure your level of satisfaction with various aspects of your current job. Your responses will help us understand your work experiences and identify areas of improvement. Please read each statement carefully and select the option that best represents your level of satisfaction.

How satisfied are you with...

Response Scale:

1 – Very Dissatisfied

2 – Dissatisfied

3 – Neutral

4 – Satisfied

5 – Very Satisfied

No.	Question	1	2	3	4	5
1	Being able to keep busy all the time					
2	The chance to work alone on the job					

3	The chance to do different things from time to time					
4	The chance to be “somebody” in the community					
5	The way my boss handles his/her workers					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don’t go against my conscience					
8	The way my job provides for steady employment					
9	The chance to do things for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of my abilities					

12	The way company policies are put into practice					
13	My pay and the amount of work I do					
14	The chances for advancement on this job					
15	The freedom to use my own judgment					
16	The chance to try my own methods of doing the job					
17	The working conditions					
18	The way co-workers get along with each other					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					

Appendix E

CAREER SATISFACTION SCALE

Instructions:

This questionnaire is designed to assess your level of satisfaction with your career progress and development. Please read each statement carefully and select the option that best represents your level of agreement using the 5-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

No.	Item	Rating (1–5)
1	I am satisfied with the success I have achieved in my career.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	I am satisfied with the progress I have made toward my career goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	I am satisfied with the progress I have made toward my income goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	I am satisfied with the progress I have made toward career advancement.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	I am satisfied with the progress I have made in developing new skills.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5