

IMPLICATIONS OF EMOTIONAL INTELLIGENCE IN HUMAN RESOURCE MANAGEMENT

Camelia Angelica DÂMBEAN¹, Manuela Rozalia Gabor²

Received 21. 04. 2021.

Sent to review 24. 04. 2021.

Accepted 28. 06. 2021.

Review Article

¹ George Emil Palade University of Medicine, Pharmacy, Science, Technology of Targu Mure, Romania

Corresponding Author:

Camelia Angelica Dâmbean

Email:

dambean.camelia-angelica.20@stud.umfst.ro

JEL Classification:

O15, M11, M54, J28, E71

Doi: 10.2478/eoik-2021-0016

UDC: 658.3.012.2:[159.942:159.95

ABSTRACT

This article reflects an applied theoretical study that addresses the relationship between emotional intelligence, occupational stress, motivation and job satisfaction in the employees of a machine tool manufacturer. Emotional intelligence is very important and indispensable for managers in Romanian institutions, leaders wanting all employees to fulfill their obligations and responsibilities in a pleasant environment, without stress, to have effective productivity. The aim of the paper is to manage emotions, stress and time, follow rules and is to observe the relationship between EQ and work management. Emotional states must be aware, understood and controlled to achieve our goals and purpose. It describes the basic concepts, basic psychological models, purpose, objective, research hypothesis, methodology, tools for measuring emotional intelligence and job satisfaction.

The main objective highlights the emotional intelligence of the people involved in the organization, an objective applied at individual and group level that leads to increasing the quality of production.

Observation, interview, questionnaire, analysis and data synthesis were used as research methods. The research has 4 hypotheses that have been demonstrated. Statistical analyzes were performed using the SPSS 20 program, focusing on descriptive statistics, percentage frequency analysis, correlations. Emotional intelligence is indispensable in leadership positions, and job satisfaction is directly associated with productivity and efficiency in an organization.

Keywords: *emotions, empathy, motivation, stress, emotional intelligence, managerial performance, job satisfaction.*

INTRODUCTION

The concepts of stress and emotional intelligence are very often used in current studies, but the concept of emotional intelligence demonstrates the importance of emotional skills for personal and social human and interpersonal achievement of the individual. professional.

Managers should have the ability to effectively manage emotional situations, build trust and understanding quickly, listen well and motivate subordinates (Arinze, 2011). Therefore, effective management is widely considered to be an essential organizational element in achieving a role that contributes to promoting people's well-being as organizational efficiency.

Pellitteri (2002) indicated in his studies that problem leaders can contribute to many unpleasant and unpleasant problems for the organization and its employees, negatively influencing overall organizational performance, if they are not empathetic with their own employees, if they do not have above average emotional intelligence. Thus, emotional intelligence and job satisfaction of

individuals are the most important and dominant variables responsible for outstanding performance. Emotional intelligence is considered one of the crucial elements of a successful life as well as psychological well-being (BarOn, 2001). Nowadays, organizations are forced to survive in a competitive environment, characterized by a hectic lifestyle, with a tireless drive for increased profitability, based on increased competitiveness. In recent years there have been organizational restructuring, technological revolutions, changes and increased market demands, with an increased unemployment rate, mergers and relocation of employees from one institution to another, which creates mental tensions and stress at a high level. Thus, organizations must apply various structure, culture, and process strategies to ensure the proper functioning of the organization and to ensure competitive organizational performance (Higgs, 2002; Langley, 2000). Challenges and changes in organizations, such as restructuring, job insecurity, and increased workload can lead to increased stress (Goleman, Boyatzis & McKee, 2002; Rees, 1997). As a result, change refers to the people who live in the organizational environment, to their way of behaving, thinking, reacting and interrelationship with each other, as well as to changes related to new processes and systems, which it forms a unitary whole that leads to the goal of the organization, that of achieving performance and change (Ndlouvu & Parumasur, 2005). In Salovey and Mayer's conception, emotional intelligence is the ability to accurately perceive, evaluate and understand emotion and emotional knowledge, to regulate the emotions that arise (Mayer and Salovey 1997). Each emotion experienced by the individual gives the impulse to act in a distinct direction, indicating the correct direction in order to solve the problematic situations that arise. According to researchers Damasio, Ekman and Richard emotions are generally affective reactions of medium intensity, which have a relatively short intensity and which is often accompanied by changes in the organic sphere, at the chemical level leading to the adoption of a behavior, which is a system of defense, that can affect the individual's ability and speed of reaction. Emotion is a mental state induced by one or more internal or external stimuli (Models of emotions, 2019; Panksepp, Jaak 2004; Damasio, A. R., 1998) that cause changes in the body's chemicals. According to researcher Joseph Le Doux, emotions are defined as the result of a cognitive and conscious process that occurs immediately in response to some stimuli that act on the body. Affective feelings help to classify cognitive priorities by directing attention to important information, which can be generated as a support for the expression of judgments. Any thought can generate in the body a positive or negative emotion, an emotion that represents the reaction of thought at the physiological level. And the term emotional intelligence was first invented in the US by Wayne Leon Payne in 1985, who believes that emotional intelligence involves a creative relationship with states of fear, pain and desire (M. Roco, 2001). According to Mayer, Salovey, and Caruso, the individual has the ability to perceive emotions, to access them and to generate emotions, in such a way as to help thinking, to understand emotions and emotional meanings. (Mayer, Salovey and Caruso 2004). Motivations influence emotions through the way they are received and perceived by the individual depending on the emotional situations he experiences. Every individual has emotions and needs of an emotional nature, while satisfying the needs leads to positive feelings and emotions, and not satisfying the needs leads to the appearance of negative emotions. Institutions, regardless of their levels and spheres, can be affected by the emotions of employers, including their external relations (Ostell 1996, 552). Among the positive emotions we mention: love, trust, obedience, joy, ecstasy, admiration, trust, acceptance, veneration, and as negative emotions we mention: sadness, anger, fear, fear, anxiety, disgust, compulsion, boredom, contempt, boredom, remorse, disapproval, terror, confusion. Both emotions and managerial communication are very important for an intelligent emotional manager because he has the ability to learn from every relationship and use his information for further instructions he gives to employees for good productivity. The specific purpose of managerial communication is to increase performance, to draw, inform and train employees, to guide and advise them, to convince and motivate them to achieve the common goal of the organization. Emotional intelligence has been identified since 1920 by E. L. Thorndike and defined as social intelligence, ie the ability to behave wisely in human relationships. In the 1980s, this type of intelligence was divided into

inter and intrapersonal intelligence. The first type - the interpersonal - being the ability to understand others what motivates them, how it works, how you can better cooperate with them, and the second - intrapersonal - the same ability, only self-directed. Emotional intelligence is thus an „intelligence social ”which means the ability to control the emotions of others and others, to differentiate them from each other and to use this information to guide the way of thinking and acting. Therefore, emotional intelligence is the ability of the individual to process and manage their own emotions, but also those of others. Some believe that emotion is related to attention, temperament, motivation of the subject. There are two memory systems in the brain, one for certain facts and one for those with an emotional charge. Emotional intelligence studies are relatively recent, beginning around the 1990. There have been three major directions in defining emotional intelligence, represented by: John D. Mayer and Peter Salovey; Reuven Bar-On; D.Goleman. Affective motivation has an important role in human evolution, it supports cognitive motivation (Baron, Byrne1987). Affective motivation can justify a considerable number of choices and decisions that the individual makes in life, both at work and in personal life. Stress results as a psychological and physical condition of an individual's body in response, when his resources are not sufficient to cope with the situation. Stress can undermine the achievement of goals. Situations that can cause stress can be unpredictable and uncontrollable, and can be uncertain, ambiguous, unknown or known, such as engine noise. In order to have a positive approach to stress, it is done through knowledge, awareness and the ability to react optimally to the daily aggressions of the environment. Stress can have its source in family, social and professional life, being part of our lives and no one can eliminate it completely. The real stress is the source of the event that has already taken place, and one of the harmful stressors can be physical and mental stimuli that have a strong emotional importance on the individual. Imaginary stress has an imaginary, not real source that generates a state of panic that the subject feeds on himself, imagining various tense situations that are not in reality. Acute stress is a common form being caused by existing pressures at work and in life. Acute wiping if in small doses can be beneficial and pleasant to create competition. Chronic stress sets in if acute stress is present in repeated episodes and cannot be managed properly, and it becomes devastating for the psyche, the individual's emotional affecting interpersonal relationships because the individual with chronic stress also has a changed behavior, being agitated, irritable, tired , in a word presents a huge daily tension, affecting the health of the subject. The so-called positive stress and eustress provides fun and positive emotions to the individual in his life. Organizational stress occurs when employees are subjected to mental tensions at work, tensions felt as strong pressures that the employee can not manage. Organizational stress occurs when employees are subjected to mental tensions at work, tensions felt as strong pressures. Motivation consists of a motor energy that trains the individual to act, to do something, which influences our lives. Intrinsic motivation consists of an inner energy, which comes from within and determines the individual to perform an activity, to perform certain tasks efficiently without telling the boss when and how to do it. This intrinsic motivation occurs when the subject performs the tasks he likes and does not consider them an obligation or a weight, being very important in the professional evolution of a person. The extrinsic motivation comes from outside and is related to a tangible, concrete result, in our case the employees work to receive their salary. In any activity are present the two types of motivations, the extrinsic and the intrinsic, and to be an effective person there must be at least a balance between the two motivations, and the intrinsic to dominate.

The objectives of this pilot study are the following:

O1: analysis of the concepts of stress, emotional intelligence and professional motivation

O2: Identify emotional intelligence traits, stressors, and motivators in employees

O3: The interdependence between the three elements: stress, emotional intelligence and professional motivation

2. LITERATURE REVIEW

Mayer, Roberts, and Bersade consider emotions to be strong feelings that can arise from various situations or circumstances, or relationships with others being a response to internal or external events that are significant to the subject. Emotions can be events, permanent or transient moods. Emotional intelligence has been defined succinctly as the ability to make accurate reasoning about emotions and the ability to use one's emotions and knowledge to enhance thoughts (Mayer, Roberts, & Bersade 2008 p 518). In the last two decades, theoretical developments in emotional intelligence have progressed remarkably, (Fiori, 2009; Joseph & Newman, 2010; Lindebaum, 2012; Mayer, Roberts, et al., 2008; Mayer, Salovey, & Caruso, 2008). Other researchers have focused on translating theories into broader concepts of emotional intelligence, especially the branches highlighted by Mayer and colleagues (Mayer, Roberts, et al., 2008; Mayer & Salovey, 1997), others have theorized around narrower sampling domains (Blickle et al., 2009; Schmidt-Atzert & Buhner, 2002) to closely reflect the conceptual foundation of emotional intelligence theory. According to Goleman's studies in 1996 which hypothesized the 4 levels of emotional intelligence, self-regulation, self-awareness, self-motivation and social ability, all lead to increased performance in the workplace, a fact highlighted by researcher George au Brief in 1996. And researcher Watkin in 2000 suggested that emotional intelligence is one of the primary factors that can lead to increased performance in the workplace (Watkin, 2000). More recent studies have shown the same thing that emotional intelligence allows us to predict certain situations that lead to performance at work. (Slaski and Cartwright, 2002; Abraham, 1999; Cavallo & Brienza, 2002; Ryback, 1997; Servinc, 2001; Stagg & Gunter, 2002; Vermeulen, 2004; Weisinger, 1998; Wong & Law, 2002). Mayer and Salovey (1990, 1993) consider that emotional intelligence involves: the ability to perceive emotions as accurately as possible and to express them; the ability to access or generate feelings when they facilitate thinking; the ability to know and understand emotions and to regulate them to promote emotional and intellectual development. Emotions are thus considered to influence decisions. There are people who can react very strongly emotionally, losing their temper very easily. Davidson explains how those who have a strong reaction but recover quickly can be considered adaptable to it. In recent years, the theoretical evolutions of the capacity of emotional intelligence research have advanced considerably (Fiori 2009, Josef). Goleman presented five main constructs of emotional intelligence, namely self-awareness, self-regulation, social ability, empathy, and motivation. According to Goleman Daniel's research, emotional intelligence helps an organization a lot, to its success, it contributes to the development of positive relationships and to the performances between the work teams within the organization. Understanding one's own and others' emotions requires a good understanding of one's strengths and weaknesses, one's own and others' limitations. It was found that emotionally intelligent employees cope better with stressful situations and demanding tasks than employees with a low level of emotional intelligence, as demonstrated by researcher Iogerndran Mayuran in the paper „Impact of emotional intelligence on stress management: Study of schools with banks in Jaffna district „. Emotional intelligence appears as a valuable component of work, helping to improve performance and lessen negative stress (Lorenzo Fariselli, Joshua Freedman 2008). Lisa Gardner and Saddam Hussain found that certain emotional intelligence (IE) skills have a strong impact on stress, with emotional intelligence helping them find solutions to problems (Lisa Gardner, 2005). Stress is a term with many valences and with many meanings with a great world reputation. (Dinsdale et al. 2000, Garmezi and Rutter 1990, Floru- 1974). unanimously accepted emphasizes Moal and Alexandrescu (Moal -1997 and Alexandrescu -2000). Distress or negative stress is a state of mental tension in which you feel overwhelmed by situations and threats of more than you can face as an individual (Katz -1986 - quoted by Dobrescu and Petrovai -2004). Occupational stress is defined as an imbalance between the requirements understood by a person and his ability to react to these requirements (Cox, 1978; Lazarus & Folkman, 1984). In 2000 Alexandrescu specified that stress is that emotional state that

can be transient or persistent, simple or complex that prevents the individual from functioning properly, adequately, adaptive to the situation. This ubiquitous stress can occur from different causes, and it can be perceived by the person in different ways. There are several sources of stress, including: overwork, dissatisfaction at work, work in particularly dangerous conditions, instability or insecurity in the workplace, inability to advance in the workplace. Stress creates various symptoms of an emotional, physical, behavioral nature. At the emotional level, stress is manifested by: psychomotor agitation, depression, anger, irritability, isolation. At the physical level, stress is manifested by fatigue, loneliness, introversion, low energy, excessive sweating, muscle tension, irregular heartbeat, low immunity leads to frequent flu . And at the behavioral level, stress is manifested by excessive cigarette consumption, excessive alcohol or drug use, nervous tics, physical or verbal aggression, absenteeism, excessive eating or lack of appetite . Professional motivation is a complex approach that must take into account the motivation of the organizational individual, ie the individual as a member of the work group and the organization that brings with it many elements necessary for the proper conduct of an activity such as their own needs, motivations. one of the activities of emotional intelligence (R.Candea, D.Candea 2005). Researchers such as Mossholder, Bedian, Wong and Higgs have shown that individuals with high emotional intelligence are more skilled and empathetic, can properly manage their own emotions but can also shape the emotions of others, so as to lead to organizational behavior. performant. (Mossholder, Bedian, & Armenakis, 1981; Wong & Law, 2002; Higgs (2004). Researchers such as Fetsch, Pergola, and Kennington (Fetsch & Pergola, 1991; Riggs & Beus, 1993; Fetsch & Kennington, 1997) have shown that stress at work, time management, and work-life balance are problems with who often face people at work, and interpersonal communication and proper information can reduce the occupational stress created by the time crisis. Fetsch & Kennington scientists in 1997 showed in their studies that stress and bournout exist in organizations, and there are also direct relationships between family and professional stress (Fetsch & Kennington, 1997). Lately, organizations do not focus on the causes of stress but on the symptoms, which can lead to exacerbation of stressful situations in which managers may find themselves (Rees, 1997). Researchers such as Goleman and Bar-On have stated that the lack of emotional intelligence in employees of an institution that is in an unstable environment means a possible failure and this can have an impact on everyone's future (Bar-On, 1997; Goleman, 1998). People with average emotional intelligence experience fewer emotional feelings and negative thoughts after an experience caused by an acute stress factor which allows them to adapt more easily to the experience (Ramos, Fernandez-Berrocal & Extremera, 2007). ,, Emotion is a sine qua non condition of the construction of emotional intelligence, it is one of the conceptual peaks together with intelligence ,, According to researchers J. D. Mayer and P. Salovey, emotional intelligence is "the ability to accurately perceive, evaluate, and express emotion; the ability to access and / or generate feelings when they facilitate thinking; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth "(p. 10). The purpose of assertive managerial behavior is to satisfy the needs and desires of both parties involved in the production process. An emotionally intelligent and assertive person is self-confident, thinks positively, finds solutions, is confident in his own and others' strengths, does not let others control their activity and life, is guided by certain principles, earns the respect of others by empathy, is friendly and honest. Although from the data obtained on the pilot group of 50 subjects, it was found that most of the employees studied are stressed with an average on the stress test $m = 8.84$ and the standard deviation beind 6,310 , the average on the emotional intelligence test average is $m = 18.8324$ and the standard deviation beind 2,071. The subjects involved in the production process proved an efficient work capacity and a positive collaboration environment. Another factor that underlies the motivation is the work team, due to the fact that individuals are active, socially capable of carrying out a good activity in optimal conditions, there must be a good relationship with others, in order to develop personally and professional Material otivation is another determining factor of the individual because an attractive salary or other benefit such as bonuses will contribute

to a stimulation, motivation of employees. Factors that determine motivation and can influence employee behavior can be individual internal factors or external organizational factors. An individually motivated behavior accompanied by rewards for the work done by the employer lead to his satisfaction at work. The employee will tend to adopt certain behaviors depending on what he has learned and what he feels is good or bad. An employee's cognitive motivation is based on the side of knowledge, cognition and attitudes of others, while affective motivation processes emotional states, which can have the internal source of the individual. The general objective of the research is the efficiency of the implementation of a battery of tests, psychological constructs involved in human resources management and implicitly the implementation of a program based on the development of emotional intelligence, communication and stress reduction in the workplace. The paper emphasizes the importance of empathy, interpersonal communication, motivation in order to reduce the stress generated by numerous tasks.

3. METHODOLOGY

Based on these studies mentioned above, certain hypotheses have been proposed, namely:

H1 there is a significant relationship between emotional intelligence and employee age;

H2 there is a significant relationship between the sex of the individual and emotional intelligence;

H3 there is a significant relationship between employee compensation and stress;

H4 there is a significant relationship between emotional intelligence and job satisfaction

The car manufacturer from Tg. Mureș. is a Romanian company based on production as its main activity, being established in 1994, and in 1997 another sister company was established, which does not focus on production, but on the distribution of products, gasoline, service. Production represents over 60% of the turnover of which 50% is destined for export. The main weight has the mechanical processing, at present, there are in the nomenclature over 190 parts and subassemblies, among which we mention: stainless steel railings, valves with drawer, valves with drawer, expandable valve, valve with future ball, angle valve. The studied machine building company produces carbon steel parts, stainless steels or special steels for extraction and drilling equipment, the construction industry, various spare parts for machines and equipment as well as parts and subassemblies for external beneficiaries. In addition to mass production, the company also takes current orders for various beneficiaries, companies or individuals for the execution of various parts. This company provides current or capital repairs for equipment and machinery in the fields of drilling and extraction, textile industry, agriculture, construction. At the request of the clients, the company has the possibility of assimilating and executing new cast or cast iron parts and subassemblies and processed. The team of the small enterprise is composed of specialists who have the necessary training to solve any problem in the field of metal processing and metal fabrications. Within the machine building company, to implement the concept of production quality in production processes. All specific documents are mandatory for all staff, our goal being to carry out a quality activity, to create responsibility for the environment, to continuously improve job safety and environmental performance. The management team of the above-mentioned organization has engaged all staff who participate directly or indirectly in the production process in order to obtain quality products, respecting the rules of environmental protection and occupational safety, to meet and comply with established objectives.

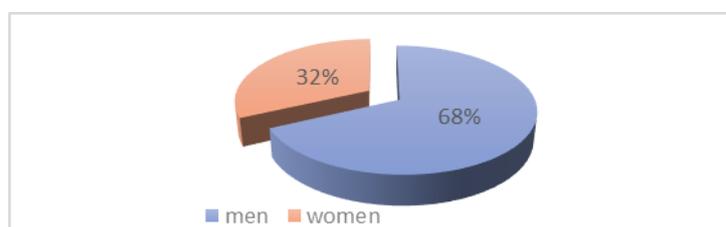
The study was performed on a number of 50 employees from a car construction company in Tg. Mureș. The participation in the study was made by simple randomization between 1.12.2020-

28.03.2021. The random sampling technique of 50 employees of a car manufacturing company, from Tg. Mureș, women and men was used. Correlational design was used, and the group of subjects was in the age range of 20-70 years, of both sexes, with different qualifications and coming from different backgrounds. We distributed a number of 50 questionnaires for stress $N = 50$, and the respondents were thus classified as 32% being women and 68% men. The employees who were in the age group with the highest share were in the 40-50 age group representing 38%, and the persons aged between 20-30 years represented 16%, aged between 30-40 years they represented 14% and between 50-60 years they represented 20%, between 60-70 years they represented 12%. The results also showed that 70% are married, 22% are single and 8% are divorced. Regarding the level of schooling, 26% have a university degree, 18% have a post-secondary education, 32% have a high school education and 24% have a vocational school. Among the employees interviewed, 68% are from urban areas and 32% are from rural areas. The parameters included in the research were sex, age, background, seniority stress test, emotional intelligence test, and motivation test at work, the descriptive index of the job (Job Descriptive Index - JDI). To measure stress we used a questionnaire to self-assess the level of stress consisting of 25 items that highlights three levels of low, medium and high stress. We used the SPSS software to calculate the median, the standard deviation and the correlations of the 3 established parameters to demonstrate the established hypotheses. Dependent and independent variables were established in the paper. The parameters included in the research are: independent variables: sex, age, seniority at work, education, and dependent variables: established in the paper which are the descriptive scale of the job, emotional intelligence and stress. The emotional intelligence (IE) test has 25 items, the stress test has 25 items, and the JDI test which is a descriptive index, which refers to job satisfaction in general, contains 18 items. The JIG test which has 5 subscales containing 72 articles namely: a) Job satisfaction presents 18 questions; b) Satisfaction with the current salary 9 questions; c) Satisfaction with the promotion possibilities 9 questions; d) Satisfaction with the boss 18 objects; e) Satisfaction with the people I work with with 18 questions

4. RESULTS

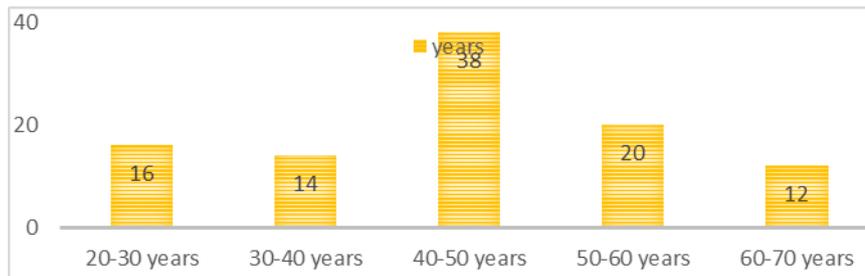
The first independent variable of our study is the gender grouping of employees. The second independent variable is age, which has 5 levels, namely: 20-30 years-3 = 6 %, 30-40 years-7 = 14 %, 40-50 years-13 = 26 %, 50-60 years-17 = 34 %, 60-70 years -10 = 20 %

Figure 1. Gender distribution of the subjects studied by sex.



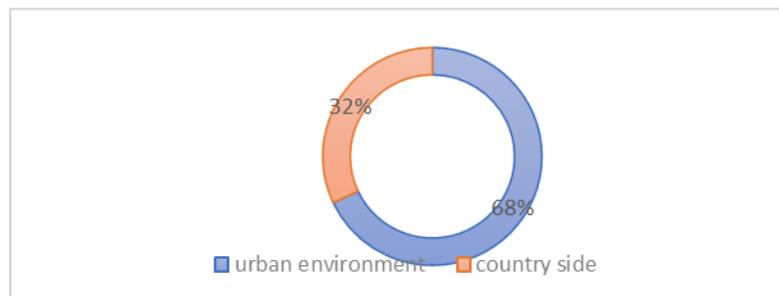
Source: own calculations.

From the graph above we can see that male predominates representing 68 %.

Figure 2. Distribution by age groups of the subjects studied.

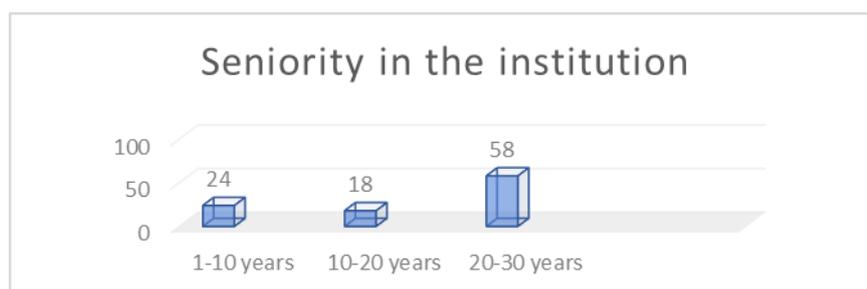
Source: own calculations.

From the above histogram it can be seen that the dominant age group is between 30-60 years representing 72%, and the lowest value in terms of age is 60-70 years representing 12%. The third independent variable is the area of origin: rural area representing 32% and urban area representing 68%. The asymmetry is (-0.388), the negative value indicating a tail of the frequency distribution in the area of values lower than the average value.

Figure 3. Distribution of the subjects studied according to the environment they come from.

Source: own calculations.

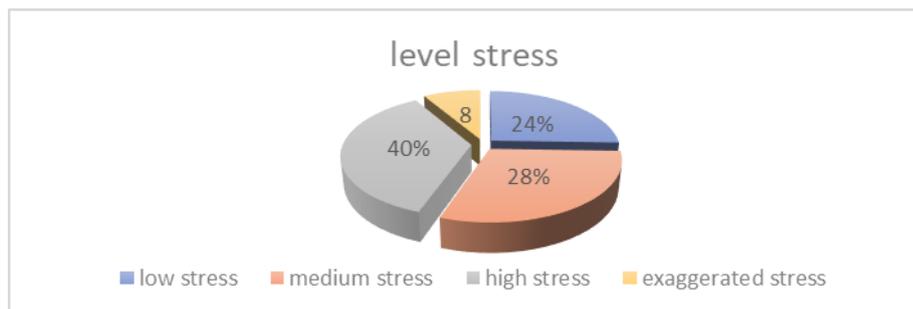
The fourth independent variable is the seniority of employees in the institution under study

Figure 4. Distribution of employees according to seniority in the institution under study.

Source: own calculations.

From the graph above we can see that the subjects with the longest seniority in the institution 20-30 years dominate representing 58%.

Figure 5. Distribution of subjects studied in the stress test.

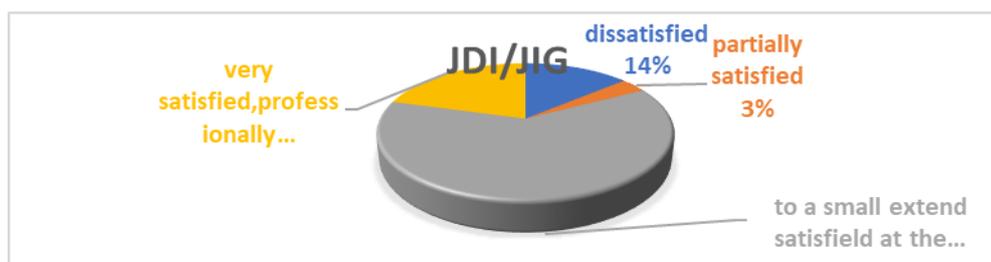


Source: own calculations.

As can be seen from our data, employees have a low average stress, representing 32%, which dominates the exaggeration which has a weight of 28%. Given the current economic situation in the midst of the Covid pandemic, it is understandable why the level of stress is quite high. Emotional intelligence test consisting of 25 items being the second variable of the research. Emotional intelligence has 3 stages, namely: emotional immaturity between 14-17 points, emotional balance between 18-21 points, normal emotional maturity between 22-25 points. The distribution of the 50 subjects according to the degree of maturity or emotional immaturity is as follows: emotional immaturity 36 %, emotional balance between 54 %, normal emotional maturity 10 %. From the above distribution we can see that the average of employees has a higher average emotional maturity which is 64%.

The third dependent variable (RV) of our research is the JIG (job in general index) and JDI (job descriptive index) professional motivational satisfaction test. Job satisfaction is the state of balance that the individual achieves when he fully responds to conscious or unconscious needs, wants or expectations. Satisfaction at work is a pleasant emotional reaction that occurs in the context of working in an organization.

Figure 6. Distribution of subjects studied in the Job descriptive index.



Source: own calculations.

The Legend: 0-20- dissatisfied employees 46%, 21-26 satisfied employees so and so 22 %, 27-30- satisfied employees to a small extent, at medium level 14%, 31-40 professionally satisfied employees, very satisfied 18%. The significance of associating discrete variables Chi-Square tests show us that the value of statistical significance is $0.888 > 0.05$ so it is not statistically significant. The average obtained at the age variable is $m = 50,52$ the standard deviation being 11,244, and the calculated $t = 31,772$. The average obtained at the stress variable is $m = 8.84$, the standard deviation being 6,310, and the calculated $t = 9,907$. The average obtained at the emotional Intelligence variable is $m = 18.832$ the standard deviation being 2,071, and the calculated $t = 64,240$. The nonparametric Kendall's correlation between stress and EQ is as follows $-0,202$, iar Speaman's is $-0,294$ at the 0,05 level. The average obtained at the stress variable is $m = 8.840$ and the calculated $t = 9,977$. Null hypothesis: $H_0 =$ There are no statistically significant differences depending on the age and the emotional

intelligence (EQ) of the subject, EQ the emotional does not depend on the age of the individual. According to the data provided, it can be seen that there is a significant correlation between the age of employees and the age in the institution, which means that the institution is looking for experienced people to have good results, with as few rejections, experience gained over the years. the person and his seniority in work proves the interdependence between the two variables that are essential in the smooth running of an organization. As can be seen, there is a significant close correlation at a significance threshold of $p < 0.05$ between: 1. Sex and seniority in the institution- 0.289; 2. Stress and seniority- 0.337; 3. Age and stress- 0.361; 4. Emotional intelligence and stress- 0.294; 5. JDI salary and stress- 0.281; 6. JIG with salary JDI- 0.283; 7. Promotion with JDI salary- 0.352. According to the data provided, it can be seen that there is a significant correlation between the age of employees and the age of the institution, which means that the institution is looking for experienced people to have good results, with fewer rejections, experience gained over the years. and its seniority proves the interdependence between the two variables that are essential for the proper functioning of an organization. From the table above we can see that there is a significant correlation at a significance threshold of $p < 0.01$ between: Seniority in the institution and total seniority 0.508, age and seniority 0.933, head of JDI and seniority in the institution -0.368, the head of JDI with JDI works 0.441, JDI chief with promotion 0.415, Seniority in the institution with JDI head -0.368. The summary of the Kruskal-Wallis Independent sample test shows that the asymptotic Sig (2-sided test) is 0.487. From the above data we can see that there is a significant correlation at a significance threshold of $p < 0.01$ between: seniority in the institution and total seniority 0.508, age and seniority 0.933, head of JDI and seniority in the institution -0.368, head of JDI with JDI operates 0.441, head of JDI with promotion 0.415, Seniority in the institution with head of JDI -0.368. The summary of the Kruskal-Wallis independent sample test shows that the asymptotic Sig (2-sided test) is 0.487.

Hypothesis 1: The level of emotional intelligence increases with age. The level of emotional intelligence correlates positively and statistically significantly ($r = 0.393$, $p = 0.001$) with seniority in work, which could be an argument for the fact that emotional intelligence can be developed. The correlation coefficient between the level of emotional intelligence and that of seniority in the current workplace is also statistically significant, but with a lower value ($r = 0.196$). Hypothesis 2: Women have a more developed emotional intelligence than men. There is a positive correlation between the two variables, $r = 0.562$ ($p = 0.001$), QE women have a higher level of emotional intelligence than men. According to other studies (Orme G., 2003), despite the lack of differences between men and women in the general level of emotional intelligence, women have a higher level of indicators of emotional intelligence in interpersonal relationships. Women are more empathetic than men complain and talk about their problems, their troubles (Eisenberg, N, 1983). Hypothesis 3: The level of emotional intelligence increases with age. Age does not correlate significantly with the degree of emotional intelligence. There is a negative correlation between the two variables, but statistically insignificant ($r = -0.63$, $p = 0.47$). Therefore, we could conclude that emotional intelligence decreases with increasing age, but since the sample includes participants of very similar ages and is only a part of the total number of subjects in the institution, the low correlation can be generated even by the small variation of variable, age. Hypothesis 4: There is a positive correlation between the level of emotional intelligence and work performance. Emotional intelligence correlates positively and statistically significantly with workplace performance among young employees of multinational companies: $r = 0.75$, with a value of p less than 0.001. There is no significant correlation between emotional intelligence and job satisfaction of employees in the organization studied in the car manufacturing industry. To test the research hypothesis, a bivariate correlation of Pearson was performed to examine the relationship between emotional intelligence and job satisfaction among managers of the institution, calculating the value of r as 0,607, which undoubtedly shows a ($p < 0.01$) positive relationship between emotional intelligence and job satisfaction. It clearly demonstrates that the greater the emotional intelligence, then the above-

average will and job satisfaction of employees. Therefore, the null hypothesis was rejected. From the table Independent samples The Kruskal-Wallis test can be deduced that only for the averages of the EQ variables there were statistically significant differences (p value > 0.05) and significant influence and stress level. Research on the differentiation of driving performance by the two sexes suggests that they exist to a very small extent. At the same time, other studies have shown that from the point of view of subordinates these differences are just as small. However, a study by Eagly & Johnson in 1990 shows that the way we drive differs to some extent in both women and men. Thus, women would have better results because they have much better developed social skills. And they are more empathetic. Women tend to be described as much friendlier, more pleasant and more sensitive. The value of p is below 0.001, so the threshold of statistical significance is reached, and the regression coefficient related to the predictor of emotional intelligence is: 0.338. The results are supported by other previous research studies that reported a substantial positive correlation between emotional intelligence and job satisfaction (Lee and Ok, 2012; Mousavi et al., 2012; Trivellas et al., 2013; Alnidawy, 2015); Tagoe and Quarshie, 2016; Yusoff et al., 2016). A high level of emotional intelligence ensures successful both personally and professionally. Having chances to become good specialists in the field, and this helps people to be more optimistic, to be able to better solve the problems they face, to communicate effectively with others in the face of stressful situations. The findings show that an individual who possesses a high level of emotional intelligence will also have a high level of job satisfaction. Instead researchers like, Mandip et al. (2012), Ghoreishi et al. (2014) and El-Badawy and Magdy (2015) found no substantial association between emotional intelligence and job satisfaction.

5. DISCUSSIONS

Emotional intelligence can be learned and developed over a lifetime and can be learned from one's own experience or the experience of others. Our competence in a field can increase as we mature intellectually and emotionally. Research in the field has shown that emotional intelligence is a more reliable predictor of success in life. Decisions based on strong feelings, when emotions are not controlled in a constructive way, can be wrong decisions. Emotionally intelligent managers make good decisions because of the control they have over their emotions and the objectivity conferred by this skill. Emotional intelligence is an innovative and unconventional idea in business. The promoters of this concept emphasize its importance in all the activities that an individual undertakes, as a primary factor of success in personal or professional life. The correlation was used to analyse the connection between the two structures and to evaluate the effectiveness of emotional intelligence and the ingenuity of the management team and employees as they are perceived. Gender and age variables can be an important indicator to determine professional performance. It is known that women are more skilled than men, in some areas such as computer work for data collection, organizing events, women manage to do these activities faster, but men are good leaders and managers. Younger employees are more prone to absenteeism, are sometimes indecisive, seek novelty and immediate and well-paid income, do not accept boring or monotonous work, get bored quickly and find it harder to find a job that they do with pleasure. Around the age of 30-40, after becoming more responsible, they change their vision. Instead, adults, those over the age of 45 - are better integrated professionally, have great professional satisfaction, and are more loyal to organizations. Among the organizational factors, we mention the physical variables of work such as physical environment, noise, light, fluctuating temperature, humidity, or the conditions of work equipment that can influence productivity. The level of vocational training means a higher awareness of the activity. In any organization, whether small or large, the management team must know interpersonal communication techniques, have the ability to interact empathetically with all employees regardless of whether they are nice or disliked and to resolve any conflict being good mediators in order to achieve the goal institution. In this technologically advanced era, every

organization needs to accomplish outstanding achievements in terms of productivity and efficiency. Nevertheless, the accomplishment of this dream requires substantial satisfaction of workforces as they endeavor to increase more efforts to perform effectively to achieve the organizational goals. In this connection, emotional intelligence performs a substantial role in achieving organizational goals. The association between emotional intelligence and job satisfaction has caught the Consideration of the investigators as emotional intelligence is playing a vital role in envisaging employees' job satisfaction (Ghoreishi et al., 2014). Therefore, several research studies have been conducted to examine the association between emotional intelligence and job satisfaction (Anari, 2012; Çekmecelioğlu et al., 2012; Ealias and George, 2012; Lee and Ok, 2012; Zakieh and Aminilari, 2013). Likewise, this cross-sectional study also examined the relationship between emotional intelligence and job satisfaction. It is recommended that organizations develop training programs to improve emotional intelligence and stress reduction programs.

CONCLUSIONS

In conclusion, emotional intelligence is the ability of the individual to recognize and understand their own emotions and those of others, to use their own awareness to manage their behavior according to human interrelationships, to increase creativity, to reduce stress levels, to make the individual confident in his attitudes, to improve empathic and communication skills, to gain the respect of others, to have the ability to easily adapt to change. The results showed that the factors that influence the involvement in work are the following: age, sex and seniority in work. In general, the involvement increases with age and seniority in the company and this for several reasons: the older you get finding a job. work is more difficult, and the individual will be inclined to connect more strongly with the current organization. In this technologically advanced era, every organization must achieve remarkable achievements in terms of productivity and efficiency. However, realizing this dream requires substantial job satisfaction, as they strive to step up more efforts to perform effectively to achieve organizational goals. In this sense, emotional intelligence plays a substantial role in achieving organizational goals. The association between emotional intelligence and job satisfaction has caught the attention of investigators, as emotional intelligence plays a vital role in employee job satisfaction (Ghoreishi et al., 2014). Therefore, several research studies have been conducted to examine the association between emotional intelligence and job satisfaction (Anari, 2012; Çekmecelioğlu et al., 2012; Ealias and George, 2012; Lee and Ok, 2012; Zakieh and Aminilari, 2013). Similarly, this cross-sectional study examined the relationship between emotional intelligence and job satisfaction. The results of this study confirm that there is stress in the organization's employees, consolidating the findings of other authors who have written about stress and emotional intelligence and stress and professional motivation (Fetsch and Pergola, 1991; Riggs and Beus, 1993; Fetsch and Kennington, 1997). Involving people in the activities of an organization helps to strengthen relationships and connections, if people have a longer seniority in that institution. Hypothesis 1 regarding the existence of the relationship between emotional intelligence and age has a strong impact, so people with a strong emotional intelligence, located at a high level. I understand the emotions and feelings of those around me in a more empathic way, wisdom coming with age, as other researchers have shown (Chapman & Hayslip, 2006; Gardner & Qualter, 2011; Mayer et al., 2000; Tsaousis & Kazi, 2013). As individuals grow older, they may be more likely to understand their own and others' emotions due to lifelong practice and learning (Kaufman et al., 2009). The individual's ability to manage intrapersonal and interpersonal emotions is important for academic and professional achievement. People who have above-average emotional intelligence are better able to understand, regulate, and control their emotions excellently both with themselves and with others (Wijekoon et al., 2017). After reviewing the literature, it was found that emotional intelligence and job satisfaction are two key components for organizational progress and overall individual prosperity. Numerous researchers have investigated the link between emotional intelligence and global job satisfaction in various fields (Gunavathy and Ayswarya, 2011; Çekmecelioğlu et al., 2012; Ealias and George, 2012; Lee and Ok, 2012; Zakieh and Aminilari, 2013; Ghoreishi et al., 2014; Masrek et al., 2014; Alnidawy, 2015; El-Badawy and Magdy, 2015; Mardanpour and Makvandi, 2015; Tabatabaei and Farzadmehr, 2015; Yusoff et al., 2016; Khanzada et al., 2018; Rahman and Haleem, 2018), but it was found that in this institution job satisfaction is low, knowing that the manager can fulfill his duties and responsibilities effectively for the well-being and prosperity of the institution if he is emotionally intelligent, capable, satisfied and provides support and a sense of security at work. Therefore, it is necessary to make their job more respected, attractive, satisfying and compensated, offering them security and more attractive salaries in order to increase job satisfaction. Due to the fact that a person with higher education has value and implicitly greater opportunities to find another job in another organization. A higher level of training leads to expectations that are difficult for a company to meet. Some studies have linked sex to involvement, saying that women are more

involved than men. The explanation for this phenomenon starts from the fact that women still face barriers at work, men considering that they can't cope with certain activities, situations that are difficult in women's careers, situations that motivate many women to get more involved in the life of the organization and give up other activities such as family. The distribution of JDI work is the same between the categories of meanings. Independent-Samples Test Kruskal-Wallis 0.276 holds the null hypothesis. The distribution of the JIG is the same between the stress significance categories, and the Independent-Samples Test Kruskal-Wallis 0.672 retains the null hypothesis. The distribution of the EQ score is the same between the strgs sign categories. Independent-Samples Kruskal-Wallis Test 0.016 for a significance storm of 0.05, and the null hypothesis is rejected. Emotional intelligence is the ability to understand and manage both one's own emotions and those of others. The concept is increasingly used, and some experts believe that people who show emotional intelligence have the ability to adapt their thinking and behaviour to the context or to achieve certain goals. Recommendations - the efficiency of a training on IE, coaching training is best highlighted in the case of companies that have direct relationships with customers and especially in the case of professionals in the industrial or productive field to improve interpersonal relationships and eliminate stress to increase productivity. People who are in control of their own emotions do not panic when the company announces a new change plan. Self-control is also linked to the integrity of employees. Effective time management skills help the individual to make the right decisions that can have a positive impact on the work in the institution where they work and implicitly in their own lives, because it is more calculated and the stress is not high. The results of this study confirm that stress exists in the institution where this experiment was performed. Studies and observations of researchers who have written about stress and work-life balance. (Fetsch and Pergola, 1991; Riggs and Beus, 1993; Fetsch and Kennington, 1997) highlight what was found in this study. This study highlighted stressors that are directly correlated with the ability to manage working time and follow work rules. Those who know how to properly manage their working time and comply with working standards have more personal time for themselves and their families, there is no need to work overtime to repair their product or complete the task. assigned.

REFERENCES

- Alexandrescu L (2000) *Psychic stress*. In: Prelipceanu et al. *Mental Health Treatise* vol. 1 Encyclopedic Editure
- Anokhin, P.K. (1965) *Emotional Stress as a Prerequisite for the Development of Neurogenic Diseases of the Cardiovascular System*. Vest of USSR Academy of Medical Sciences, 20,
- Baron, R. A., & Byrne, D. (1987). *Social psychology: Understanding human interaction*. Boston: Allyn & Bacon
- Cabanac, Michel (2002). "What is emotion?" *Behavioral Processes* (60): 69-83
- Chazov, E.I. (1975) *Emotional Stress and Cardiovascular Disease*. Vest USSR Academy of Medical Sciences, No. 8, 3-8. (Russian) [21] Ayrapetyants, M.G. & Wayne, A.M. (1982) *Neurosis in the Experiment and in the Clinic*. M., Publishing House "Science". (Russian)
- Constantin, T. (2009), *Determinants of work motivation*, Alexandru Ioan Cuza University, Iași
- Damasio, A. R. (1998). "Emotion in the Perspective of an Integrated Nervous System." *Brain Research Reviews*. 26 (2-3): 83–86.
- David Sirotan, Louis A. Mischkind & Michael Meltzer (2010) *Employee Motivation* Ed All
- Deaconu A. & Podgorean D., (2004), *The human factor and the performances of the organization*, ASE, Bucharest
- Drisdale et al. (2000) *Stress and Psychiatry*. In: Kaplan & Sadock's *Comprehensive Textbook of Psychiatry* 7th edition
- Eisenberg, N. Sex differences in empathy and related capacities / N. Eisenberg, R. Lennon // *Psychol. Bulletin*. – 1983. – V.94. – P.10-131.
- Ekman, Paul Davidson, Richard J. (1994). *The Nature of Emotion: Fundamental Questions*. New York: Oxford University Press.
- Fetsch, R. J., & Pergola, J. (1991, Winter). *Effective burnout prevention program [6 paragraphs]*. *Journal of Extension [on-line serial]* 29(4). Available online: <http://www.joe.org/joe/1991winter/rb6.html>
- Floru R (1974) *Psychic stress*. Romanian Encyclopedic Publishing House
- Garnezy N. Rutter M (1990) *Acute reaction to stress*. In: *Child and Adolescent Psychiatry Rutter and Hersov* Ed. Blackwell Scientific Publication
- Gelgorn, E. and Luffborough, J. (1966) *Emotions and Emotional Upsets*. M. (Russian); Levi, L. (1967) *Emotional Stress*. S. Karger. Basel, 542 p.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Time Warner Paperbacks.
- Ghoreishi, F. S., Zahirrodine, A. R., Assarian, F., Gholam, S. A., Moosavi, and Mehrizi, M. Z. Z. (2014). *Evaluation of emotional intelligence and job satisfaction in employees of Kashan Hospitals*. *Nurs. Midwifery Stud.* 3:e11977
- Higgs, M. (2002). *How can we make sense of leadership in the 21st century?* *Leadership & Organisation Development Journal*, 25(5), 273-284
- Hostel, Alistair. 1996. "Managing Dysfunctional Emotions in Organizations". *Journal of Management Studies* 33 (4): 525–57. <https://doi.org/10.1111/j.1467-6486.1996.tb00167>.
- Kaufman, S. B., DeYoung, C. G., Gray, J. R., Brown, J., & Mackintosh, N. (2009). *Associative learning predicts intelligence above and beyond working memory and processing speed*. *Intelligence*, 37
- Keenan, K. (1996) *Motivation*. Çev: Ergin KOPARAN. Remzi Kitabevi, Istanbul.)
- Korneva, E.A. and Shkhinek, E.K. (1984) *Hormonal Stress Components and Protective Functions of the Body*. *Emotions and Behavior: A Systematic Approach*. M., 155 p. (Russian)
- Langley, A. (2000). *Emotional intelligence – a new evaluation for management development?* *Career Development International*, 5(3), 177-183
- Lazarus, R.S. (2012) *Theory of Stress and Psychophysiological Studies*. In: Levy, L., Ed., *Emotional Stress*, L. Medicine. (Russian)

- Le Moal M. (1977) *Stress In flight*: Pelicier Y: The Objects of Psychiatry The Spirit of Time
- Lerner, Jennifer S.; Li, Ye; Valdesolo, Piercarlo; Kassam, Karim S. (2015). "Emotion and Decision Making". *Annual Review of Psychology* (66): 799–823.
doi: 10.1146 / annurev-psych-010213-115043.
- Levi, L. & Kagan, A. 'Psychosocially Induced Stress and Disease. In: Selye', H., Ed., Problem Research Strategies and Results. Guide to Stress Research, von Nostrand Reinhold Co., New York, (1980)
- Levi, L. 'Emotional Stress. Medicine', M., 329 pp. (Russian) (1970); 'Stress and Distress in Response to Psychosocial Stimuli'. Oxford Pergamon Press, Oxford, 480 p. (1972);
- Maier, J.D., Salovey, P., Caruso, D.R. (2004). *Emotional intelligence: theory findings, and implications. Psychological Inquiry*, 15, 197- 215. *Psychological Science* 9 (5), 331-339.
- Margaret Emory.(June 7, 2018. Accessed July 20, 2020). "On Fear, Emotions and Memory: An Interview with Dr. Joseph LeDoux" *Brain World* (in English).
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). *Human abilities: Emotional intelligence. Annual Review of Psychology*, 59, 507–536.
- Mayer, J.D., DiPaolo, M., & Salovey, P. (1990). *Perceiving the affective content in ambiguous visual stimuli: A component of emotional intelligence. Journal of Personality Assessment*, 50,
- Mayer, J.D., Salovey, P. (1997), "What is emotional intelligence," in Salovey, Educational Implications, Basic Books, New York
- Mayer, J.D., Salovey, P., (1993), "The intelligence and emotional intelligence";
Models of emotions. SetThings.com. December 25, (2019). Accessed July 20, 2020.
- Mucchielli, A. (2008), *Communication in institutions and organizations*, Polirom, Iași
- Orme, G. (2003) *Emotional thinking as a tool for achieving success / G. Orme.. - 272 p.*
- Özgener, Ş. (2000) *Gelişmekte Olan Ülkelerde İş Görenin Güdülenmesive Tky'nin İşgörenin Güdülenmesine Katkıları*. U.S. Sosyal Bilimler Meslek Yüksekokulu Dergisi, Sayı: 4.
- P.K. Anokhin (2020) *Emotional Stress: The Dialectics of Nature Scientific Research Institute of Normal Physiology, Moscow, Russia. Evgeny Antonovich Yumatov* doi: 10.4236/nm.2020.111003
- Pănișoară, G. (2005), *Dictionar-Psihologie-Larousse* Human Resources Management, Polirom, Iași 48 Bucharest, p. 202, from www.scribd.com/doc/6365042
- Panksepp, Jaak (2004). *Affective Neuroscience: The Foundations of Human and Animal Emotions*. Oxford: Oxford University Press.
- Roco M. (2004), "Creativity and Emotional Intelligence", Polirom Publishing House, Iași, 2004
- Salovey, P., & Mayer, J.D. (1990). *Emotional intelligence. Imagination, Cognition, and Personality*, 9,
- Salovey, P., Mayer, J.D., Goldman, S., Turvey, C. and Palfai, T. (1993). *Meta-Mood Trait scale: a measure of attention, clarity and mood regulation - Three components of emotional intelligence*. Unpublished manuscript
- Simonov, P.V. (1970) *Theory of Reflection and Psychophysiology of Emotions*. M. (Russian)
- Sudakov, K.V. (1981) *Systemic Mechanisms of Emotional Stress*. M. Medicine, 229 pp.
- Sudakov, K.V. and Yumatov, E.A. (1980) *Acute Emotional Stress as a Cause of Sudden Death*. In: Wichert, A.M. and Laun, B., Ed., *Sudden Death*, M. Medicine, 360-368. (Russian)
- Sudakov, K.V. and Yumatov, E.A. (1991) *Emotional Stress in Contemporary Life*. M. Publishing House of NPO Soyuzmed Inform, 81. (Russian)
- Tamas Nagy (2015) *Psychophysiological responses to distress and eustressm*
- Tihan, L., Tihan, E. (2007), *Organizations. Organizational psychology. Fundamentals in human resources analysis*, Opinfo, Bucharest (online www.Psihologieonline.ro)
- Yumatov, E.A. (2009) *Dynamic Organization of Emotions and Emotional Stress*. Materials of the 6th Simonov Readings, 13-46. (Russian)
- Yumatov, E.A. (2011) Chap. 3, pp. 71, *Emotional Stress*; Ch.4, pp. 103, *Practical Aspects of the Study and Prevention of Emotional Stress*; Ch.5, pp. 133, *Socio-Economic Background for the Development of Emotional Stress*. In the Guide: E. A. Yumatov Neuroscience & Medicine Emergency Psychiatry, 2nd Edition, Revised and Supplemented, in 2 Volumes. Edited

- by Prof. Z.I. Kekelidze. M., GUZ Regional Psychiatric Hospital of the Ministry of Health of the Khabarovsk Territory, Vol 1. (Russian)
- Yumatov, E.A. (2019) *Dynamic Theory of Emotions and Systematic Organization of Behaviour*. Herald of the International Academy of Sciences, No. 1, 56-65. (Russian)
- Yumatov, E.A., et al. (1997) *Emotional Stress: Theoretical and Clinical Aspects*. Committee on Press and Information. 168 pp. (Russian)
- Ghoreishi, F. S., Zahirrodine, A. R., Assarian, F., Gholam, S. A., Moosavi, job satisfaction in employees of Kashan Hospitals. *Nurs. Midwifery Stud.*
- Yumatov, E.A., Glazachev, O.S., Bykova, E.V., Dudnik, E.N., Potapova, O.V. and Pertsov, S.S. (2017) *Psychophysiology of Emotions and Emotional Stress of Students*. M. ITRK, 200 pp. (Russian)