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Relationship between Emotional Intelligence of Managers and Job Attitudes of Employees: A Study on the Working MBA Students in Chottogram City

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Abstract

Purpose: *This study aims to explore the relationship between emotional intelligence of managers and job attitudes (such as job satisfaction, organizational commitment, job involvement, perceived organizational support, and employee engagement) of employees to understand the employees' emotions and feelings by managers in the workplace.*

Design/methodology/approach: *Data were collected from 196 working MBA students in Chattogram city through a printed survey instrument. The research hypotheses were designed in support of conservation of resources (COR) theory, job demands-resources (JD-R) theory, organizational support theory (OST), social exchange theory (SET). The data were analyzed using descriptive statistics, bivariate correlation, and regression analysis.*

Findings: *Results demonstrated a significant positive relationship between emotional intelligence and job attitudes (such as job satisfaction, organizational commitment, job involvement, perceived organizational support, and employee engagement).*

Implications: *Mangers can apply their emotional intelligences to improve employees' job attitudes and can have a useful insight on how employees' commitment level can be increased through understanding employees' feelings and emotions.*

Originality/value: *In recent years, several studies have been conducted separately to examine the impact of managers' emotional intelligence on employees' job attitudes namely job satisfaction, organizational commitment, job involvement, perceived organizational support, and employee engagement. This study aims to show the relationship between emotional intelligence of managers and job attitudes of employees in the workplace from the context of Bangladesh.*

Keywords: Emotional intelligence, Job attitudes, Working MBA students, Chattogram.

Introduction

Emotional Intelligence (EI) has been turned into one of the hottest and dominant research issues in last two decades in the fields of human resource management and organizational behavior (Rahman et al. 2020). The impetus behind these comprehensive studies on emotional intelligence might be the confrontation of the challenges of understanding employees' emotions and feeling toward their work and organizations (Giao et al. 2020; Rahman et al. 2020). Emotional intelligence has drawn prominent concerns of the management scholars because it has been found to influence major workplace manners and attitudes (Lee and Chelladurai, 2017, Ashkanasy and Humphrey, 2011). Many studies have demonstrated that there is a noteworthy influence of emotional intelligence on several employee level insights on job; including job satisfaction, job performance (Howladar, Rahman, and Uddin, 2018; Uddin, Rahman, and Howladar, 2017), turnover intention, loyalty to organization, and so forth (Jung and Yoon, 2012; Meisler and Vigoda-Gadot, 2014; Anari, 2012; Naz et al. 2019). Managers' emotional intelligence is crucial in managing decisions, influencing work discernment, maintaining effective relationship within firms, influencing belief, cohesion, and efficiency of business activities (Biswas, Rahman, and Ferdausy, 2017; Nguyen et al. 2020). It might play a significant role in clarifying and exploring human behavior at work and creating positive job attitudes among employees which is fundamental to organizational success.

Creating positive job attitudes (JA) among employees' will definitely be a pragmatic advancement as managing workforces successfully is one of the critical tasks to enhance employee performance within firms (Wen, Huang, and Hou, 2019). Studies conducted last century revealed that productivity of the organizations and the prosperity of their members are closely connected to the individually developed attitudes (Judge et al. 2017; Salessi and Omar, 2019). If managers can develop positive feeling of work environment among employees and thus psychological attachment to their work, it will certainly be good for creating competitive advantage. The efficient and effective workforces at any organization are the cornerstone and fundamental to its continuity and success (Amjad, 2018; Wen, Huang, and Hou, 2019). Thus, generating positive job attitudes among employees should be in every manager's developmental plan which might be brought into effect if managers are emotionally intelligent. Emotional intelligence can be denoted as a part and parcel of human personality that influences manager-employee relationship which eventually affects organizational performance (Rahman and

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Haleem, 2018). The advancement of any organization depends on the involvement and engagement of its personnel to their job, how much they are satisfied and committed to their organizations. But if they are not satisfied with their job and work environment, not committed to the organization, don't positive with respective organizational support, they may quit one organization to another. Employee turnover is not a new phenomenon (Bartock, 2019) but recently it has grown to be a central issue in many organizations due to lack of a good perception of employees toward their work environment. Therefore, it is urgent for the managers in different business sectors to consider how to create positive job attitudes among employees (Bose, 2018). Therefore, managers can bring positive changes to foster employees' positive job attitudes (Uslu and Uslu, 2019) for organization's survival and success. Emotionally intelligent managers can contribute in this sector as emotional intelligence has an influence on the attitudes, behaviors and job performances of employees (Amjad, 2018). In recent years, several studies have been conducted separately to examine the influence of managers' emotional intelligence on employees' job attitudes namely job satisfaction, organizational commitment, job involvement, perceived organizational support, and employee engagement. However, there is a lack of study to show the relationship between emotional intelligence of managers and job attitudes of employees in the workplace. Realizing the significance of the study gap, this study aims to depict the relationship between managers' emotional intelligence and employees' job attitudes in the workplace to ensure organization's success and employee wellbeing.

Theoretical Background

In this study, a couple of theories were applied and acted as the lens in which the research will be viewed. First, Conservation of Resources (COR) Theory (Hobfoll, 1989) which states that people always protect or safeguard their various resources and attempts to avert the things that may cause deterioration of that resources. The resources might include the objects, individual traits, conditions, or strengths that are valued by a person or the means to achieve these. Employees' JS mostly depends on how they conserve their resources providing services to their organizations and this largely relies on how managers' handle them in their work setting. COR theory provides a theoretical base to examine the emotionally intelligent managers' psychological influence on employees' JS. Second, Job Demands-Resources (JD-R) theory is applied to test how EI has influence over OC, JI, and EE. This theory implies that higher job demands and insufficient job resources leads to negative working conditions that causes weaken employee motivation (Mayerl et al. 2017). Job demands represent the physical, social, or firm related aspects of a job that often need long term physical and mental efforts and skills while job resources denotes the physical, social, and organizational factors that are conducive to achieving desired goals reducing stress (Ghosh, Sekiguchi, and Fujimoto, 2020**)**. Managers can play tremendous role in creating balance between job demands and resources which can bring mental peace among the workforces and remove strain from them notably.

Additionally, Organizational Support Theory (OST) (Eisenberger, Huntington, Hutchison, and Sowa, 1986) is used through the lens of Social Exchange Theory (SET) (Blau, 1964). OST indicates that employees build up their beliefs regarding the degree to which organization value their contribution and oversee their wellbeing. These beliefs are formed to determine the preparedness of an organization to reward employees' efforts and to fulfill their socio-emotional needs. And SET proposes that employees experiencing good treatment and reliable exchanges from organization feel a sense of obligation and generate reciprocal attitudes and behavior that favors organizations (Zhang, Ahmad, and Cao, 2018; Dartey-Baah, Anlesinya, and Lamptey, 2019**)**. Empirical studies evidence the role of EI managers' in creating a supportive working environment which expresses consolidation to these theories.

Literature Review

Emotional intelligence: At the beginning while emotional intelligence was referred as an ability model by Salovey and Mayer (1990), it was redefined by Goleman (1995) as a mixed model of personality and ability. It has become a popular buzzword both in social and professional sites (Elom et al, 2018). It has been defined as ''the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others'' (Mayer et al., 2000, p 396). There are three types of abilities observed in this definition: (i) expression and evaluation of emotion, (ii) control of emotion and (iii) applying emotions in decision making process. Similarly, it is claimed by Zhang, Ahmad, and Cao (2018) that emotional intelligence can be revealed as one's capability of exerting positive emotions, communicating, and reducing difficulties and disagreement. It helps an individual maintain smooth relations with others and exhibit positive feelings and emotions for others. Other studies explained it as the ability to identify, compose, confess, control, and take advantage of emotions (Kotsou et al. 2018; Ramana, Varaprabhakar, and Malyadri, 2020). Therefore, emotional intelligence is the understandability, controllability, and organize-ability of emotions as well as generating and managing emotions so as to enhance thinking and promote intellectual growth.

Components of emotional intelligence: Several emotional intelligence instruments found in the literature can be used for measuring an individual's emotional intelligence, such as, TMMS (Salovey et al. 1995), EQ-i (Bar-On, 1997), ECI (Boyatzis, Goleman, and Rhee, 1999), EIQ (Dulewicz and Higgs, 2000), SUEIT (Palmer and Stough, 2001), MSCEIT (Mayer, Salovey, and Caruso, 2002), EQI (Rahim et al., 2002), WEIP (Jordan et al., 2002), and AES (Schutte, Malouff, and Bhullar, 2009). Amog them, "Emotional Quotient Index" (EQI) developed by Rahim et al. (2002) was intended to use for measuring the five elements of emotional intelligence. These five elements are (i) self-awareness, (ii) self-regulation, (iii) motivation, (iv) empathy, and (v) social skills which are the rearrangement of original components of emotional intelligence suggested by Goleman (1995).
Self-awareness: This component reflects one's ability to realize his/her self-emotions and feel why it happens.
Self-regulation: This aspect describes one's ability to wield his/her emotions, remain balanced, and be able to handle mental pressures.
Motivation: This dimension enables an individual to keep track on goals overcoming obstacles and inspires to take challenges of new assignments.
Empathy: This is associated with a person's ability to observe and understand feelings and reactions of others and cooperate when required.
Social skills: This element denotes one's ability to handle unacceptable behaviors and emotions of others using his/her wisdom and knowledge.

Job Attitudes

Individuals may belong to multifaceted attitudes but most of the researchers (Robbins et al. 2012; Luthans, 2011) of organizational behavior paid attention to five major job attitudes, namely job satisfaction (JS), organizational commitment (OC), job involvement (JI), perceived organizational support (POS), and employee engagement (EE).

Job satisfaction: Job satisfaction, most widely studied concept in the field of industrial and organizational psychology (Zulkifli and Hashim, 2019), has been explained by many scholars from different angles. Among them, the definition given by Locke (1976) is most extensively used by many studies where JS is described as a positive emotional condition followed by appraising one's job, job performances, and work experiences. Based on this definition, Ramana, Varaprabhakar, and Malyadri (2020) referred job satisfaction as an efficacious personal attitude toward the nature of work and roles they really fulfill. It is further considered as the degree to which an individual likes or enjoys his/her job (Zhang, Ahmad, and Cao, 2018; Tabassum and Rahman, 2020; Dewi and Riana, 2020). In the same way, Elom et al. (2018) prescribed job satisfaction as a state that is reflected and influenced by an individual's work experiences, present and future hopes. In the literature of industrial/organizational psychology, social psychology, and organizational behavior, job satisfaction, as an important attitude, is one of the most researched topics (Alotaibi, 2001; Parnell and Crandall, 2003). Studies showed that job satisfaction has positive impacts on organizational expected results including employees' job performance, intention to quit, and disagreement (Uslu and Uslu, 2019). Further, Özsoy, Uslu, and Öztürk (2014) elucidated that JS is closely connected with job performance, organizational citizenship behavior, customer delight, employee mobility, absenteeism, and deviant workplace behaviors. Various issues like security, pay, benefits, promotion, work conditions, supervision, type of work, vacation and holiday practices, and relationships with co-workers are found to be associated with job satisfaction (Misener et al., 1996). It has been widely argued that improving employees' JS and loyalty result in higher productivity and profits of organizations (Silvestro, 2002). A study conducted in Chittagong city, Bangladesh uncovered that satisfied employees have less tendency to quit the organizations (Rahman, Ferdausy, and Karan, 2010).

Organizational commitment: Organizational commitment has nowadays received special care in the fields of management and organizational behavior as both managers and business analysts seek ways to reduce employee turnover and increase performance. It is defined as an attitude showing employees' attachment to their organization and as a continuous process of eliciting one's concern for the firm and its endless progress and well-being (Luthans, 2011). Behavioral scientists (Porter et al. 1974) revealed that organizational commitment has three main features, such as, (i) a strong belief in and acceptance of the organization's goals and values; (ii) a willingness to exert considerable effort on behalf of the organization; and (iii) a strong desire to remain with the organization (Porter et al. 1974). Furthermore, additional three dimensions of organizational commitment have been suggested by Meyer and Allen (1984) as for instance, (i) affective commitment (emotional attachment), (ii) continuance commitment (opportunity cost consideration), and (iii) normative commitment (feeling of obligation). Researches argued that a committed employee has significant influence on competitive advantage (Albrecht and Marty, 2017). An organization can be benefited from its employees' commitment in terms of lower rates of job departure, more productivity or higher work quality, or both (Mathieu and Zajac, 1990).

Job involvement: The use of job involvement as a concept was first initiated by Lodahl and Kejner (1965). It refers to the degree of an individual's inclination to their job, time spent and energy exhaustion, as well as to what extent his/her job is thought as an integral part of his/her life (Newstrom, 2010). It acts as a key substance for individual performance development as well as sustaining competitive advantage (Huang, Yuan, and Li, 2019). In extant literature, it is suggested that job involvement is linked to more subjective well-being, JS, life satisfaction, and affluence in both personal and work matters (Akhtar, Nadir, and Nadir, 2016; Bholane, 2016; Konradt and Garbers, 2016; Salessi, 2019; Scrima et al. 2014). It is narrated by Riketta and Van Dick (2009) that an employee's job involvement contains two overlapping measures: individual's psychological identification with the job, and the level at which work plays a central role in the individual's life and identity. In another study it is also demonstrated that job involvement is closely related to job performance, OC, job ownership, and career competencies (Yeh, 2018). It is found that if the level of job involvement increases the tendency of mobility decreases among the employees working at different organizations in Chittagong Export Processing Zone (Karan and Rahman, 2014).

Perceived organizational support: Perceived organizational support illustrates the level of employees' trust to which organizations value their works, have concern about their welfare, and meet their socio-emotional demands (Rhoades and Eisenberger, 2002). It indicates that employees build their perception on the degree of employers' concern for them, tendency of reward giving, and how much their organization think about them (Harris and Kacmar, 2017). It is related to the perception of employees about the intention of the employers to assist employees whenever required and adequately rewarding for their work efforts (Aban et al. 2019). According to Eisenberger et al (1986), employees develop a firm belief of whether their organizations admired their job outcomes and would behave them favorably or unfavorably under different conditions. Rezaei and Mahmoudi (2017) mentioned that when there is a clear understanding of employers' motive and have faith on that employees will be envisaged in managers' decisions, it yields higher perceived organizational support, lower turnover, and increased positive behaviors (Asgari, Mezginejad, and Taherpour, 2020). It is believed that organizations' stimulus to their employees through admiration, assistance, or acknowledgement significantly influence perceived organizational support of employees (Shore and Tetrick, 1991). Many studies recommended that if organizational workforces believe that their organizations are aware of and support them, they will be more loyal and committed to their assigned jobs (Celep and Yilmazturk, 2012; Eisenberger et al. 2001; Hutchison, 1997).

Employee engagement: The notion of employee engagement derived from the concept of personal engagement developed by Kahn (1990) where it is defined as the attachment of employees' themselves physically, cognitively, and emotionally while performing organizational roles. He noted three elements of personal engagement - safety, meaningfulness, and availability- inexistence of which cause personal disengagement (Hameduddin and Fernandez, 2019). Based on this, employee engagement can be denoted as involvement of employees in their jobs with an intention to fully utilize their physical, mental, and emotional resources for the purpose of organizational tasks accomplishment (Kerdpitak and Jermsittiparsert, 2020). It can also be defined as a firm attachment of the workforces to their firms, work, superior, or peers spiritually and emotionally (Sudibjo and Sutarji, 2020). It denotes a situation where employees display devotion, attachment, and willingness to spend time and energy in performing a job in order to exceeding the expectations (Macey et al. 2009; Dickson, 2011; Cook, 2009; Dromey, 2014; Andrew and Sofian, 2012). Though this concept has no dominant or universally recognized definition, a most accepted explanation of it might be as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption' (Schaufeli et al. 2002, p. 74). Employee engagement has been studied by many academics and practitioners in covering a wide range of areas of research including psychology, business, management, human resource management, and so forth. One study showed that employee engagement reflects crucial information about employee-organization relationship (Eldor and Vigoda-Gadot, 2017). It is considered that engaged employees are good at bringing innovative solutions, viewing from new paradigm, and using reasonable reasoning in critical organizational situations (Eldor, 2017). They is more openness to new experience and thus able to think out of the box. Employee engagement in true sense can result in job related behavior and thus enhance job performance, develop positive employee attitude, and create competitive advantage for the organization.

Hypotheses Development

Emotional intelligence and job satisfaction: Emotional intelligence acts as a mechanism of improving the physical state, confidence level and positive thinking of the employees. Self management can guide the employees' to control the negative emotions in a better way (Wen, Huang, and Hou, 2019). Similarly, emotionally intelligent managers' have the ability to keep and improve pleasant moods in the workplace through understanding and managing the emotions of self and the others. Therefore, emotional intelligence ensures job satisfaction of employees' in the work environment through managing unfavorable situations and behaviors by

the managers such as conflict and hostile relationship between employees (Oliver, 2019). Employees become more dynamic and productive to interact with their co-workers in the workplace through emotional intelligence. Managers', with emotional intelligence capability, commit to perform their own duties and also motivate employees' to perform responsibilities beyond formal expectations with satisfaction (Dirican and Erdil, 2019). Emotionally intelligent managers' can also minimize the stress, burnout, disagreement, absenteeism and job dissatisfaction of the employees through understanding the feelings and taking the corrective actions (Oh and Jang, 2019). As a result, it leads higher job satisfaction of employees to ensure sustainable organizational performance. Furthermore, managers also assist employees to develop and to nurture both interpersonal skills and intrapersonal skills which help them to become self conscious, critical thinker, self-driven and collaborative with others to outperform with job satisfaction (Sudibjo and Sutarji, 2020). Managers can handle employees' critical emotional behaviors through their emotional intelligence which can lead higher job satisfaction of employees. The development of these interpersonal and intra-personal skills act as a reservoir of their personal resources which is aligned with and supported by COR theory. Again, emotional intelligence can be used as a forecasting tool to predict and to manage behaviors which is closely related with the job satisfaction (Karimi et al. 2020). Managers' close tie with employee's feelings and emotions can reduce emotional dissonance. It results in employee's job satisfaction in the workplace. Therefore, the following hypothesis can be developed:

> Hypothesis 1: There is a positive relationship between emotional intelligence of managers and job satisfaction of employees perceived by the working MBA students in Chattogram city.

Emotional intelligence and organizational commitment: Organizational commitment can be defined as a psychological state of employees that coincides the interrelationship between employees and organization and it ensures employees' stay in the organization for the longer period of time (Amjad, 2018). Emotionally intelligent managers can positively link employees' thoughts and convictions with organizational values by understanding their feelings. Therefore, it can create the emotional commitment of the employees in the firm. Furthermore, managers are able to perceive the needs of the employees and can meet their expectations that can raise the commitment level toward the organization (Jain and Duggal, 2018). Emotionally intelligent managers can also create an ethical culture among the employees where they feel sense of obligation to stay in the organization. Managers can also create a positive working atmosphere by stimulating employees' feelings into common ground which assist employees to be highly committed in the organization (Naz, Nisar, and Rafiq, 2019). Managers can stimulate the commitment of employees to the organization by arranging training programs to turn their negative emotions into positive emotions. Organizational commitment of the employees is considered as a key to be successful in the competitive business arena (Aghdasi et al., 2011). However, in line with JD-R theory, if managers are unable to keep balance between providing necessary working facilities and fail to evaluate and measure their subordinates' feeling and emotions, employees' are more likely to leave the organization. As a result, the organization can lose the talents and the turnover costs will be increased along with hampering regular work activities. Employees feel enthusiastic, secure and committed to the organization when they realize that their managers show emotionally stable behaviors with them in time of their unfavorable situations (Manalo, Castro, and Uy, 2020). Likewise, emotionally intelligent managers can tactfully diverse the negative feelings of employees to cope up with the challenges by demonstrating positive behaviors and it ensures the employees' durability in the organization. Managers with emotional intelligence support employees to perform their job with no stresses and strains because they keep close interaction and provide cooperation to them (Ismail and Sukkar, 2020). Managers also support employees to form the positive attitudes by personalizing their feelings and emotions that has increased employees' attachment to the organization. Therefore, we hypothesized the following:

> Hypothesis 2: There is a positive relationship between emotional intelligence of managers and organizational commitment of employees perceived by the working MBA students in Chattogram city.

Emotional intelligence and job involvement: Job involvement can be described as the degree to which an individual can identified psychologically with his or her job in the workplace (Judeh, 2013). Emotionally intelligent managers are able to match the employees' psychological desires with their jobs and it plays a key role to determine the job involvement of employees in the organization. Managers also keep congruence among employees' psychological needs and their expected job requirements in the workplace so that employees can be voluntarily involved in their job (Salessi and Omar, 2019). Managers connect the employees' job goal with their interest and personal goals as it have positive linkage with the employees' job involvement. Therefore, job involvement has become a pressing component for organization's success as employees are dedicated to utilize their talents, skills, knowledge and experiences to their job (Huang, Yuan, and Li, 2019). Emotionally intelligent managers are committed to develop a culture of employees' job involvement through taking care of each employee's feelings and emotions. It has affirmative impact on developing mutual relationship among each other and increasing organizational performance. Moreover, Employees' turnover can be lessen when managers

posits positive behaviors with their employees by scrutinizing each employee's affective as well as behavioral aspect (Zheng and Wu, 2018). Emotionally intelligent managers' tries to raise applause, respect and faith of the employees by creating and sustaining positive thinking by which employees' find their jobs favorable according to their psychological desires (Carmeli, 2003). Managers also articulate the meaning and future potentiality of the job to the employees who have negative feelings regarding it in order to keep the employees' more involved into jobs. Managers also provide adequate supervision to the employees through optimizing their ego problems in the workplace and it also ensures each employee's job involvement (Cheng, Yen, and Chen, 2012). Managers also internalize employee's personal behaviors and way of thinking with an individual job requirement so that they can be more willing and productive in their own job. Through performing these functions from different angles managers try to reduce stress from employees and try to match the employee outcomes with the organizational requirements which are the main theme of JD-R theory. Based on the above discussion, we can hypothesize as following:

> Hypothesis 3: There is a positive relationship between emotional intelligence of managers and job satisfaction of employees perceived by the working MBA students in Chattogram city.

Emotional intelligence and perceived organizational support: Perceived organizational support can be defined as the beliefs of employees where organization will take care of their contributions and welfare (Aban et al. 2019). When managers provide sufficient mental support to the employees by taking into consideration each employees feeling, thoughts and emotions, it creates a sense of obligation to the employees to carry out their activities successfully in order to achieve the organizational goals (Kleinert et al. 2019). Organizational support is considered as the stimulant where managers help the employees to restrain from the negative feelings and emotions. Emotionally intelligent managers can ensure perceived organizational support by fostering positive emotions of the employees. Additionally, managers have better knowledge about the resources needed by the employees to accomplish their job effectively (Kim, Moon, and Shin, 2018). Therefore, it enhances the ability of employees to work under constraints by the close supervision of managers. Managers also find out the gap between the inner feeling and the enthusiasm needed to perform the assigned job by the employees (Harris and Kacmar, 2018). Therefore, it helps employees to hold positive outlook to their work, peers and colleagues which is mentioned in OST. Previous research found that emotional labor needs more support from the supervisor to protect individual resources by minimizing the exhaustive feelings and emotions of the employees (Gu et al. 2020). Emotionally intelligent managers can also reduce the employees' emotional as well as psychological strains by studying each employee's feeling and emotions and articulating the impacts of it on their personal life and workplace. When emotionally intelligent managers show concern of the employees' well being it generates social exchange relationship between employees and organization (Rhoades and Eisenberger, 2002) which happens in line with SET. Employees also get supports from the organization as managers are frequently arrange the positive emotion building training and supporting programs (Giao et al., 2020). Similarly, when employees are getting priority to be empowered in individual level and group level, it has positive influence on employees' perceived organizational support. Based on the above discussion the following hypothesis is developed:

> Hypothesis 4: There is a positive relationship between emotional intelligence of managers and perceived organizational support of employees perceived by the working MBA students in Chattogram city.

Emotional intelligence and employee engagement: Employee engagement can be defined as the emotional attachment between employee and the organization. Highly engaged employees are more creative, less likely to leave the organization and enjoy their job duties and responsibilities in group or team (Kerdpitak and Jermsittiparsert, 2020). In the organization, emotionally intelligent managers set the job role of each employee and articulate it with them on the basis of their inner emotions. Additionally, managers attempt to create an environment where each employee's contribution is valued that grows employees higher engagement in the organization (Albrecht and Marty, 2017). Nowadays, employee engagement has become compelling to managers because engaged employees outperform rather than other ordinary employees to sustain the organizational performance. Previous research found that there is a close linkage between employee's psychological state and the work performance (Baran and Sypniewska, 2020). Managers furnish the individual's way of thinking and feeling about their work, group activities and position holding in the organization so that they can be more engaged in the organization. Managers can engage employees in the organization by providing the adequate benefits to them and caring their contributions toward the organizational performance (Wen, Gu, and Wen, 2018) which is demanded by JD-R theory. When managers continue emotional presence in the organization, employees can be psychologically positive to perform under many challenging circumstances. Emotionally intelligent mangers nurture their positive emotions to build up each employee's psychological resilience to work under difficulties (Lee et al. 2020). Managers also figure out the balance of personality traits among the employees so that they have the similar thinking, feeling and emotions in the workplace with higher

engagement. Employees can grow and develop their cognitive ability to engage in the firm with the help of the emotionally intelligent managers through different educative programs on emotions attachment (Carmeli, 2003). Hence, it can be hypothesized as follows:

> Hypothesis 5: There is a positive relationship between emotional intelligence of managers and engagement of employees perceived by the working MBA students in Chattogram city.

Research Framework

Based on the literature review and hypotheses considered for the study, the following research framework is developed to illustrate the connections among EI, JS, OC, JI, POS, and EE:

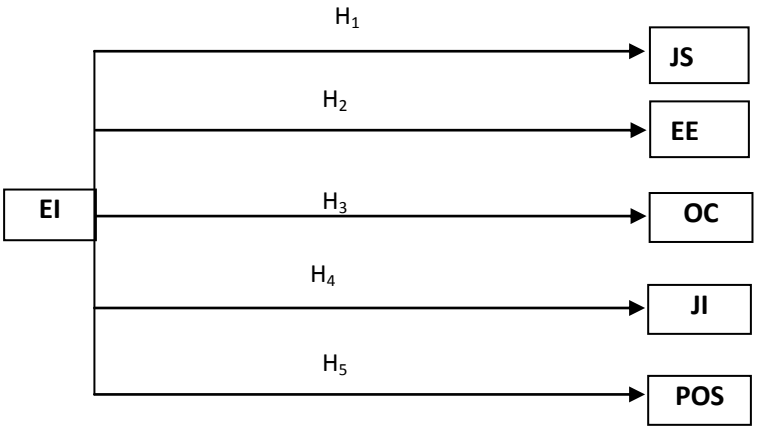

Figure 1: Research Framework

Note: EI=Emotional intelligence, JS=Job satisfaction, OC=Organizational commitment, JI=Job involvement, POS=Perceived organizational support, EE= Employee engagement

Source: Authors' own compilation, 2020

Research Methods

Participants: The study was conducted using a sample of 196 working MBA students who rated their respective managers' EI along with their own job attitudes (JS, OC, JI, POS, and EE). The purposive sampling technique was employed to select the respondents. The respondents were engaged in diverse organizations during the time of pursuing the executive MBA programs at five private universities in Chattogram city. The working MBA students were classified into the top-level, mid-level and first-level employees. Freedom was given to the respondents to assess their respective managers because they were responsible and accountable to their authority.

Sample characteristics

Table 1: Respondents' demographic characteristics

Demographic characteristics	Mean (in years)	SD (in years)	Frequencies	Percentage
Respondents' age	36.1	7.52	----	---
Respondents' experience	8.17	4.3		
Respondents' gender:				
Male			130	66.32
Female			66	33.68
Respondents' position level:				
Top			38	19.39
Middle			119	60.71
Lower			39	19.90
Respondents' educational qualifications				
Bachelor			106	54.08
Master			71	36.22
Others			19	09.70
Respondents' Sector:				
Manufacturing			54	27.55
Education			22	11.22
Finance			57	29.08
Services			31	15.82

Others			32	16.33
Total			196	100.00

Source: Authors' own research, 2020

The respondents were ranged in age from 25 to 47 years which can be observed in the Table 1 with a mean of 36.1 years (SD = 7.52) where 130 (66.32%) were male and 66 (33.68%) were female. The respondents have an average 8.17 years of experience. There were 38 (19.39%) top level, 119 (60.71%) middle level, and 39 (19.90%) lower level participants. The respondents were well educated, as 106 (54.08%) had bachelor degrees, 71 (36.22%) had master degrees, and 19 (09.70%) respondents takes other forms of education. Data were collected from different organizational units such as 54 (27.55%) from manufacturing, 22 (11.22%) from education, 57 (29.08%) from financial services, 31 (15.82%) from service organizations, and 32 (16.33%) from other industries.

Measurement tools: Emotional Quotient Index (EQI) was adopted to estimate EI evolved by Rahim et al. (2002) for appraising mid-level and first-level employees' perceptions to their corresponding managers' emotional intelligence. This instrument is comprised of forty items to measure emotional intelligence and the assessment of the components was done on a 5-point Likert scale starting at 5 (strongly agree) to 1 (strongly disagree). Sample items were 'My supervisor is well aware of his/her moods', 'My supervisor handles emotional conflicts with tact and diplomacy' etc. The larger records illustrate a higher EI of the managers. The reliability of the EQI found in this study was 0.86.

The respondents' job satisfaction was computed using an eleven-item scale developed by Ather and Nimalathasan (2006) on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Sample items were 'I like the content of the work I do, 'my achievement is recognized by my superior' etc. The reliability of the job satisfaction scale for the current study was 0.85.

Meyer and Allen's (1997) twenty four-item questionnaire was adapted to measure the respondents' organizational commitment. A 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) was applied to measure the items. Sample items for the organizational commitments were "I would be very happy to spend the rest of my career with this organization", "Right now, staying with my organization is a matter of necessity as much as desire", etc. The reliability of the organizational commitment questionnaire for the current study was 0.89.

The authors adapted a ten-item Job Involvement Scale developed by Kanungo (1982) to measure job involvement of the respondents. The items were measured on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Sample items were: "The most important things that happen to me involve my present job", "Most of my personal life goals are job-oriented" etc. The internal reliability alpha coefficient for the job involvement scale in this study was 0.88.

The revised eight-item of the Survey of Perceived Organizational Support developed by Eisenberger et al. (1997) was used to measure perceived organizational support. The items were measured on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Sample items are: "The organization values my contribution to its well-being", "The organization really cares about my well-being", etc. The internal reliability of the scale was 0.87.

Employee engagement was measured with the eighteen-item Job Engagement Scale developed by Rich (2006). The items were measured on a 5-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Sample items are: "I work with intensity on my job", "At work, I devote a lot of attention to my job", etc. The internal reliability of the scale was 0.83.

Data collection procedure: For the purpose of selecting sample, the convenience sampling technique was used. To collect data from the working MBA students, five private universities were selected. Ten separate days were required to organize responses arising out from the respective respondents. During class time, two authors entered into the classrooms and described the purpose of the study and the procedure to complete the printed survey tools. However, in spite of difficulty in getting equivalent data from all institutions, 196 (68.77%) completed questionnaires were collected. Later, the raw data were recorded into an excel file for summarization, and then the SPSS (22.0 version) was used to statistically analysis the primary data.

Reliability of scales and validity of data: Reliability refers to the compatibility of a series of items to evaluate research constructs (Field, 2005). Here, measurement of reliability indicates the importance of monitoring uniformity of the components adopted in EI and JA (JS, OC, JI, POS, and EE) measurement in different contexts (Hair et al. 2003). Cronbach's alpha is most extensively used tool to evaluate reliability of the scale (Field, 2005). This approach starts from 0 to 1, however, adequate value is needed that should be greater .60 in

the measurement to have reliability (Malhotra, 2002; Cronbach, 1951). Therefore, Cronbach's alpha of the EI, JS, OC, JI, POS, and EE measurement of this research were 0.86, 0.85, 0.89, 0.88, 0.87, and 0.83 respectively. Thus, all of the measurements were greatly reliable for data collection. The validity indicates the extent to which the change in the realized measurement outcome exhibit authenticity among on aspects assessment instead of a methodological approach or irregular error (Saunders, Lewis, and Thornhill, 2011). The measurement validities (EI, JS, OC, JI, POS, and EE) were assured through the significant amount of reviews in other countries adding with Bangladesh (Rahim et al. 2002; Rahman , Ferdausy, and Karan, 2012; Bhattachrjee and Rahman, 2016; Karan, Rahman, and Biswas, 2018; Faroque, Ferdausy, and Rahman, 2020).

Descriptive statistics, correlations, and regressions analyses were used to examine the relationship.

Findings

The mean, standard deviation, and correlation for EI, JS, OC, JI, POS, and EE are shown in Table 2.

Table 2: Means, Standard Deviations, and Reliabilities of the variables and Correlations between Variables

Variables/ Components	M	SD	Correlations					
			1	2	3	4	5	6
1. EI	3.86	.89	(.86)					
2. JS	3.84	.88	.66**	(.85)				
3. OC	3.75	.87	.69**	.74**	(.89)			
4. JI	3.61	.85	.62**	.71**	.72**	(.88)		
5. POS	3.51	.86	.64**	.79**	.73**	.74**	(.87)	
6. EE	3.67	.88	.65**	.77**	.75**	.76**	.73**	(.83)

Source: Authors' own research, 2020

Reliability (Cronbach Alpha) of each construct (no. 1-6) is provided in parenthesis along the diagonal.
** Significant at the 0.01 level; * Significant at the 0.05 level; N = 196; EI= emotional intelligence; JS= job satisfaction; OC=organizational commitment; JI= job involvement; POS= perceived organizational support; EE= employee engagement

The results of the Table 2 reveals that EI is significantly connected with JS ($r = 0.66$, $p < 0.01$), OC ($r = 0.69$, $p < 0.01$), JI ($r = 0.62$, $p < 0.01$), POS($r = 0.64$, $p < 0.01$), and EE ($r = 0.65$, $p < 0.01$). Therefore, it can be narrated that the experiments support all of the five hypotheses.

Table 3: Summary of Regression Analysis regarding EI, JS, OC, JI, POS and EE

Predictors	Emotional Intelligence				
	Co-efficient (β)	S.E. (β)	Value of t-statistic	Value of R^2	Value of F –statistic
JS	.86	.14	7.35**	.43	48.65**
OC	.95	.12	8.96**	.47	67.48**
JI	.93	.13	9.71**	.38	79.40**
POS	.82	.11	7.88**	.40	54.57**
EE	.88	.17	8.88**	.42	66.87**

Source: Authors' own research, 2020

** Significant at the 0.01 level; * Significant at the 0.05 level; N = 196; EI= emotional intelligence; JS= job satisfaction; OC=organizational commitment; JI= job involvement; POS= perceived organizational support; EE=employee engagement

Review of Table 3 demonstrated that about 43%, 47%, 38%, 40%, and 42% of the variances in JS, OC, JI, POS, and EE were explained by EI respectively. Although a great amount in all of the constructs were unexplained, it has been recommended that the EI might be used in forecasting JS, OC, JI, POS, and EE to some useful extent.

Discussions

This study aims to examine the relationship between managers' EI and employees' job attitudes (JS, OC, JI, POS, and EE) perceived by the MBA working students in the commercial city of Bangladesh namely 'Chattogram'.

Our first hypothesis states that EI and JS have a positive relationship ($r = 0.66$, $p<0.01$). The finding shows that emotionally intelligent managers can predict the feelings of the employees and are able to turn employees' negative, adverse or unfavorable thoughts and emotions into productive and favorable. It also creates employees' inner positive feelings toward their jobs with higher satisfaction in the workplace. The findings were aligned with COR theory as emotional intelligence of managers' have a positive role in employees' JS which, in turn, can help employees work maintaining their personal traits and resources. Therefore, it is a coincidence that managers with emotional intelligence can play a significant role to ensure employees' job satisfaction in the organizations. This finding has similarity with the previous studies (Dirican and Erdil, 2020); Rahman et al. 2020; Oliver, 2020)

Our second hypothesis shows that there is a positive relationship between managers' EI and employees' OC in the organizations ($r = 0.69$, $p < 0.01$). In this study, we found that emotionally intelligent managers can match the employees' thoughts with organizational values and can also predict employees' needs and demands which lead to employees' organizational commitment level. Managers can also arrange different training programs to minimize or remove the negative attitudes of employees toward the organizations delineating same purpose as JD-R theory. The current findings have similarity with the prior studies (Jain and Duggal, 2018; Amjad, 2018).

Our third hypothesis reveals that managers EI has a positive linkage with employees' JI in the organizations ($r = 0.62$, $p < 0.01$). It indicates that managers who have high score in emotional intelligence criteria; they can positively influence employees' job involvement to sustain the competitiveness of the organizations. In this study, we found that managers with emotional intelligent are able to adjust employees' psychological states with their jobs and can develop harmonious and cooperative work environment which is satisfying JD-R theory. It leads positive attitudes toward the managers and organization to become more involved by the employees. Again, mangers can reduce the mental stress of the employees by ensuring congruence between employees' capabilities and job requirements. This study has similarity with the previous findings (Judeh, 2013; Salessi and Omar, 2019; Huang Yuan, and Li, 2019; Zheng and Wu, 2018).

Our fourth hypothesis posits that managers' EI positively connected with employees' POS ($r = 0.64$, $p < 0.01$). This study reveals that emotionally intelligent managers can take care employees' valuable contributions and welfare as demanded by OST. They also provide support to reduce employees' negative emotions and feelings that lead better organizational performance aligned with the main concept of SET. Therefore, managers' attempts can protect individual resources that have positive influence on work efficiency. This study has similarity with the previous findings (Aban et al. 2019; Kleinert et al. 2020; Gu et al. 2020)**.**

Our final hypothesis reveals that there is a positive affinity between managers' EI and engagement of employees (EE) in the organization ($r = 0.65$, $p < 0.01$). The study suggests that managers motivate and encourage creating employees' sense of obligation to get involved in workplace for long time. They also furnish employees' way of thinking that keeps employees' resiliency to work under unfavorable circumstances which is mostly expected by the employees as per JD-R theory. The previous study have similarity with the current study (Kerdpitak and Jermsittiparsert, 2020; Albrecht and Marty, 2017; Baran and Sypniewska, 2020; Wen, Gu, and Wen, 2018).

Implications for Management

The study aims to identify the relationship between managers' emotional intelligence and employees' job attitudes in terms of JS, OC, JI, POS and EE from Bangladesh perspective. The findings of the study have significant implications for management and organizations. Firstly, this study makes significant contributions to the field of management and organizational behavior revamping the literature by giving empirical evidences. The results of the study can help organizations design selection processes aimed at identifying managers who will likely be more emotionally intelligent. Secondly, the results will encourage the employees to learn and develop emotional intelligence. Third, managers can realize that to sustain active and spontaneous employees in the workplace, they need to be more emotionally intelligent. Moreover, managers can get useful insights regarding how employees' commitment level can be increased to enhance organizational performances through understanding their feelings and emotions. Fourth, understanding the importance of managers' emotional intelligence and thus increasing positive job attitudes of the employees can create positive working environment, voluntary citizenship behavior, and lower turnover. Finally, almost every organization is trying to figure out and ensure proper utilization of employees' inner resources in the organizations addressing different challenges coming from modern business practices. In this situation, emotionally intelligent mangers can have sufficient knowledge to nurture and care employees' feelings, thoughts, and emotions to get them fully engaged in the workplace. Therefore, it will help the organizations perform above average than other rivals in the competitive business arena.

Limitations and Future Research Directions

Although this study has significant implications, it has some limitations which cannot be ignored and these can be addressed in future research. First, this study only examines the relationship between emotional intelligence of managers and job attitudes of employees but didn't show any cause and effect relationship between them which can be addressed in future research. Again, this study considered testing the relationship of mangers' emotional intelligence with different components of job attitudes but, interrelation among job attitudes components might be existed which is not considered here. Further study can be conducted addressing this issue to draw a more acceptable conclusion on it. Second, the use of purposive sampling technique might affect the generalizability of the results increasing the possibility of sample bias. Applying random sampling technique can be a better option to increase the generalizability of the findings. Third, the data were collected only from five private universities in Chattogram; future study might consider the combination of both the private and the public universities or cover other cities in Bangladesh instead of remaining confined in only one city. Fourth, the small sample size (N= 196) may be questionable regarding the statistical significance of the results. Future researchers are advised to use a large sample size to overcome this limitation. Again, the use of cross-sectional analysis might limit the causal interference of the findings. It is recommended that further study might use longitudinal approach to adopt this causality complexity.

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