THE IMPACT OF EMOTIONAL INTELLIGENCE ON EMPLOYEES’ ATTITUDES

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Abstract
Emotions can precisely affect antecedents of behaviors such as attitudes, attributions and perceptions. Since an insensitive human being, an unmanned organization or an unorganized society cannot be imagined, the role of emotions in human life is quite evident. The emergence of the importance of emotions in human life has led to the emergence of emotional intelligence concept. General emphasis of studies in management, psychology and other disciplines is that emotional intelligence is a very critical concept in work and social life, and it needs to be improved. The previous research show that people who have high emotional intelligence are more successful, have higher performance and compatible and responsible personality traits. Although emotional intelligence and the attitudes of employees towards work and organization have been examined in many studies, it is necessary to repeat such studies in different samples and different cultures since they will contribute to scientific accumulation. For this reason, by depending on the emphasis in literature, in this study it is aimed to investigate the impact of emotional intelligence levels of employees on their job satisfaction and intention to leave. A quantitative research was designed to reach the study purpose. The required data were obtained via survey method by using convenience sampling. The sample of the study is composed of 146 participants who are active in working life. Findings revealed that emotional intelligence affected job satisfaction moderately and positively, while it affected intention to leave negatively. Findings also indicated that comparing to other dimensions, regulation of emotions was found to be more effective on employee attitudes. So, it seems to be critical to control nerves, be able to evaluate negativity and negative situations as ordinary and prevent sudden emotional changes.

Keywords: emotional intelligence, job satisfaction, intention to leave

JEL Codes: M10, M12, J63

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Introduction
Emotions play an important role both in the work and social life of individuals. They can precisely affect antecedents of behaviors such as attitudes, attributions and perceptions. According to Cooper and Sawaf (1999), emotions are the energy flows that affect the behavior and these flows spread around and affect others. As seen, emotions can affect not only the individuals themselves, but also other people. Since an insensitive human being, an unmanned organization or an unorganized society cannot be imagined, the role of emotions in human life is...
quite evident (Fredrickson, 2001).

The emergence of the importance of emotions in human life has led to the emergence of emotional intelligence concept. Another factor that influencing the emergence of emotional intelligence is the change in the perspective of the human element. The evolution of management thought and the dynamics affecting this evolution have naturally changed the human perspective. Human beings are now considered to be very active, and human can think and add value to information. Emotional intelligence, which is considered as a sub-branch of social intelligence (Mayer and Salovey, 1993), first addressed by Thorndike, after that it has become a topic that is frequently discussed and studied by researchers today. Especially in recent years the increase of studies examining emotional intelligence issue (Zeidner et al., 2004) can be considered as a proof of this situation. The general emphasis of studies in management, psychology and other disciplines is that emotional intelligence is a very critical concept in work and social life and it needs to be improved. Moreover, in some studies, it is stated that emotional intelligence is more important than mental intelligence (Aki, 2006; Brackett and Mayer, 2003). According to these studies, just being mentally intelligent is not enough for work and life success and only mentally intelligent people are considered as machines. Similarly, Goleman in his studies argues that most of the success in life is only due to emotional intelligence.

The studies show that people who have high level of emotional intelligence are more successful and higher performance and have compatible and responsible personality traits. When the issue is examined in terms of organizations, it is suggested that not only the employees but also the leaders should have high level of emotional intelligence (Antonakis et al., 2009). Because the leaders, as representatives of the organizations, interact with external stakeholders such as customers and suppliers as well as employees in the management of the organization, while carrying out their duties of directing and influencing their employees. It is stated that emotional intelligence should definitely be exist in leaders, especially in the forms of authentic, emotional, spiritual, team and collaborative leadership that have emerged recently. One of the common points of all these studies is that they point to the need to identify the variables that affect emotional intelligence and interact with emotional intelligence. Although emotional intelligence and the attitudes of employees towards work and organization have been examined in many studies, it is necessary to repeat such studies in different samples and different cultures since they will contribute to scientific accumulation. It is possible to mention about many positive and negative attitudes that affect employees' performance levels directly or indirectly. For instance, psychological empowerment, loyalty, trust, engagement, identification (Robbins and Judge, 2013), citizenship, emotional labor, vengeful behaviors, stress and negative sensuality are just some of them. However, job satisfaction (Lopes et al., 2006) and intention to leave (Shukla and Srivastava, 2016) come into prominence comparing to other attitudes because they directly affect individual and organizational performance. These two variables are ultimately indicative of whether employees are happy. Because the job satisfaction and intention to leave are bipolar attitudes. In other words, job dissatisfaction and intention to stay can be considered as important work related attitudes.
Therefore, independent of organizational factors, job satisfaction and intention to leave can be accepted as critical variables in determining the effects of emotional intelligence on employees’ attitudes. In addition, in order to observe the possible positive and negative effects of emotional intelligence, it is useful to prefer positive and negative attitudes together. For this reason, by depending on the emphasis in literature, it has been aimed to investigate the impact of emotional intelligence levels of employees on their job satisfaction and intention to leave. The possible findings and results of the current study are expected to contribute to organizational behavior field.

**Background of Study**

*Emotional Intelligence*

Emotional intelligence appears as a clearly undefined concept. Various disciplines and researchers have discussed the issue from different perspectives. Emotional intelligence, which is expressed briefly as the use of emotions wisely (Weisinger, 1998), is defined as the ability of a person to observe his/her own and others' feelings and emotions, to distinguish between them and to use the information he/she obtained in their thoughts and actions (Salovey et al., 2002). Bar-On, who developed the first emotional intelligence scale, explained emotional intelligence as a whole of emotional, personal and social skills as well as being successful in dealing with environmental pressures. Weisinger (1998) mentions four elements of emotional intelligence. These can be briefly stated as the ability to comprehend emotions, reach and produce emotions, understand emotions and feelings, and regulate emotions (Ardıç et al., 2016). Likewise, Çetinkaya and Alparslan (2001) describe determining abilities of emotional intelligence as self-knowledge, self-directedness, motivation, empathy, social competence, and communication skills. Wong and Law (2002) explained emotional intelligence as four basic abilities. In the current study, in terms of emotional intelligence abilities, Wong and Law (2002)’s classification were taken into account. It is possible to express these abilities as follows:

- Appraisal and expression of emotion in the self;
- Appraisal and recognition of emotion in others;
- Regulation of emotion in the self;
- Use of emotion to facilitate performance.

In the light of literature, it is possible to summarize the elements that constitute the emotional intelligence structure as being aware of the emotions of oneself and others, and the ability to use and manage emotions. The self-aware individual is one who is aware of his/her limits, is at peace with him/herself and has generally high self-efficacy. In addition, these individuals are self-motivating and non-negative types. Being aware of the emotions of others and being able to make empathy are among the most frequently emphasized issues in today's business life. In this sense, the importance of emotional intelligence is revealed. Salovey et al. (2002) considered emotional abilities as crucial in terms of social and emotional adaptation. An individual who knows him/herself, aware of his/her feelings and thoughts, and knows the aspects that need to be developed, can manage his/her own thoughts and behaviors and establishes constructive relationships among people (Çetinkaya and Alparslan, 2011). Emotional intelligence can affect not only inter-individual relationships, but
also the attitudes of employees within the organization. According to Arslan et al. (2013), emotional intelligence affects many variables in organizational environment such as performance, loyalty, commitment and leadership. Since emotional intelligence is related to the management of emotions (Özen Kutanis et al., 2014), it is expected that an individual with high emotional intelligence will perform high performance by freeing him/herself from the negative feelings and in contrast increasing his/her positive feelings (Wong and Law, 2002). In general, it is seen that emotional intelligence increases the innovative behaviors (Hu and He, 2018), quality of work life and emotionally intelligent individuals and employees have positive and productive attitudes. Accordingly, emotional intelligence is a critical skill in both business and social life.

**Employee Attitudes**

Even if not all attitudes turn into behaviors, the impact and potential of attitudes on the thoughts and behaviors of individuals should be considered. An individual who is happy in his/her work and who has positive cognitive, emotional and behavioral attitudes towards work may exhibit productive behaviors (Oswald et al., 2015). In contrast, unhappy employees who have negative attitudes towards work may exhibit counterproductive work behaviors (Clark, 2010). In this respect, it is significant for organizations to be aware of employees working attitudes (Bose, 2018) and, if necessary, to influence and change their attitudes. Among many attitudes, job satisfaction and intention to leave are prominent because they directly affect individual and organizational performance. Moreover, the individuals' attitudes towards work can affect not only the performance but also the emotions outside the organization such as work-family conflict and life satisfaction. As a result, employees who are satisfied with their job and who develop positive attitudes towards their work can reflect these emotions to their lives.

**Job Satisfaction**

Job satisfaction, which is defined as “having a positive attitude towards the job”, shows the pleasure level of the individual. The desired organizational outputs such as high performance, low turnover rate and low conflict environment depend on the satisfaction of the employee in the work environment and from the job. There are many factors affecting job satisfaction. These factors can be examined in two separate categories as individual and environmental factors. While individual factors include age, gender, intelligence, personality etc., factors such as wage, management policy and work-family conflict can be evaluated within the context of environmental or external factors (Özsoy, 2015). In the literature, it is seen that the majority of the studies mainly deal with the relationships between environmental factors and job satisfaction. But at this point, it can be stated that factors such as personality, intelligence and emotional intelligence should be also examined. In this respect, Robbins and Judge (2013) emphasize that job satisfaction is not only about working conditions, but that personality has an important place in affecting job satisfaction. Robbins and Judge (2013) stated that individuals with positive self-assessments were more satisfied with their work than those with negative self-assessments. According to authors, job satisfaction closely associated with job performance, organizational citizenship behavior, customer satisfaction, employee turnover, absenteeism and
deviant behaviors in the workplace (Özsoy et al., 2014). While high level of job satisfaction increases organizational performance, organizational citizenship behavior and customer satisfaction, on the other hand job dissatisfaction causes negative results in terms of performance, stress, emotional problems, mental health, and absenteeism (Rahman and Şen, 1987). Therefore, it is worth noting that organizations consider and evaluate all variables that affect job satisfaction.

**Intention to Leave**

Another critical attitude of the employee towards work is the intention to quit which is also affected by job satisfaction. The intention to leave the job may be expressed as “the attitude of the individual towards work as not being more in the organization in the coming years”. There may be many reasons why the employee intends to leave. These include low wages, inadequate working hours and conditions, an unwanted style of manager, mobbing, negative organizational culture and organizational climate. These are environmental or organizational factors. On the other hand, independent factors such as value conflicts, dissatisfaction, health problems and familial factors may affect intention to leave attitudes. However, it can be stated that job dissatisfaction generally has a great effect on the intention to leave. Robbins and Judge (2013) describe “exit situation” as a possible expression of job dissatisfaction. In addition, job dissatisfaction affects absenteeism and employee turnover rate positively. A study conducted on bank employees found that empowerment, organizational justice, perceived alternative employment opportunities and occupational stress were determinants of the intention to leave (Yi, 2012). Clearly, the majority of these factors are non-individual factors. On the other hand, it can be argued that the personality traits also affect the attitude towards leaving the job. Treglown et al. (2018) found that dark personality traits were effective on intention to leave. When the studies are examined in general, it is seen that the intention to leave the job is negatively related to variables such as job satisfaction, trust, commitment, justice perception, citizenship behavior, equality perception, organizational identification, and job engagement. On the contrary, in these studies intention to leave is positively related to variables such as organizational stress, conflict, mobbing, dissatisfaction and insufficient career opportunities. Of course there are many other variables that are not mentioned here. The intention to leave the job comes to the fore due to the organization’s future social image and potential additional costs.

**Hypotheses**

Employee attitudes towards work and organization can be affected by many individual and organizational factors. Emotional intelligence can be considered as a strong individual predictor with the potential to affect job satisfaction and intention to leave. In general, it is expected that employees who have high level of emotional intelligence also have high level of job satisfaction. Because, compared to employees who have low level of emotional intelligence, emotionally intelligent employees can overcome stress (Bahl, 2016) and decrease stress factors (Çekmeçoğlu et al., 2012). Lopes et al. (2006) found a positive relationship between emotional intelligence and job satisfaction. In the literature, significant positive relationships between emotional intelligence and job satisfaction in many studies were found in different samples such as trainers, nurses and football coaches (Kafetsios and Zampetakis, 2008; Lee, 2017;
Moradi et al., 2012; Tagoe and Quarshie, 2017). In addition, in these studies, it was observed that the sub-dimensions of emotional intelligence also found to be positive predictors job satisfaction. In the light of literature and the findings of the studies, the first hypothesis was developed for the interaction between emotional intelligence (sub-dimensions) and job satisfaction.

**H1**: Emotional intelligence level of employees positively affects their job satisfaction levels.

**H1a**: Employees' appraisal of their own emotions positively affects their job satisfaction levels.

**H1b**: Employees' appraisal of others’ emotions positively affects their job satisfaction levels.

**H1c**: Employees’ regulation of their emotions positively affects their job satisfaction levels.

**H1d**: Employees’ use of their emotions positively affects their job satisfaction levels.

Emotional intelligence can affect employees' intention to leave as well as work satisfaction. In many studies, negative relationships have been found between emotional intelligence and intention to leave (Kartono and Hilmiana, 2018; Choerudin, 2016; Ünsar and Dinçer, 2014). Furthermore, in a Meta-analysis (Shukla and Srivastava, 2016), it was emphasized that there were strong negative relationships between the two variables based on the studies conducted on various samples. In the light of this information, the second hypothesis of the study was developed as follows.

**H2**: Emotional intelligence level of employees negatively affects their intention to leave levels.

**H2a**: Employees' appraisal of their own emotions negatively affects their intention to leave levels.

**H2b**: Employees' appraisal of others’ emotions negatively affects their intention to leave levels.

**H2c**: Employees’ regulation of their emotions negatively affects their intention to leave levels.

**H2d**: Employees’ use of their emotions negatively affects their intention to leave levels.

**Method**

**Design and Sample**

A quantitative research was designed to test hypotheses. The required data for the research were obtained via survey method by using convenience sampling. The sample of the study is composed of 146 participants who are active in their working life. Therefore, it can be said that trainers, policemen, civil servants and university staff in the private and public sector constitute the sample.

**Survey Instrument**

The questionnaire form used in this study consists of three parts. In the first part, Emotional Intelligence Scale developed by Wong and Law (2002) is included. The scale consists of 16 items and 4 sub-dimensions as self-emotional appraisal (4 items), others’s emotional appraisal (4 items), regulation of emotions (4 items) and use of emotions (4 items). The second part of the questionnaire form consists of items which
measure employee attitudes. Job satisfaction and intention to leave scales were used to measure employee attitudes. The job satisfaction scale was developed by Brayfield and Rothe (1951) and consists of five items with a single dimension. The intention to leave the job scale was developed by Cammann et al. (1979) and similarly consists of a single dimension. In order to eliminate sloopy questionnaires, reverse-coded items are added between the items. All scales were prepared in a 5-point Likert-type scale ranging from (1) “Strongly Disagree”- to (5) “Strongly Agree”. The last part of the questionnaire consists of questions determine the demographic characteristics of the participants including age, gender, marital status, and income.

Findings
First of all, validity and reliability analysis were performed. For the structural validity, factor analysis was performed and cumulative total variance scores were obtained as “72.720%” for emotional intelligence, “79.394%” for job satisfaction and “92.888%” for intention to leave scales. It was seen that all dimensions of emotional intelligence were distributed as in the original scale. On the other hand, according to reliability analysis, Cronbach’s Alpha values were obtained as “0.906” for emotional intelligence, “0.775” for job satisfaction and “0.962” for intention to leave scales. All these findings indicate that the measurement tool is quite reliable and valid.

Table 1. Frequency Distribution and Percentages of Participants’ Demographic Features and Their Mean Scores of Emotional Intelligence, Job Satisfaction and Intention to Leave

<table>
<thead>
<tr>
<th>Demographic Feature</th>
<th>N</th>
<th>%</th>
<th>Emotional Intelligence* Mean (SD)</th>
<th>Job Satisfaction* Mean (SD)</th>
<th>Intention to Leave* Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>105</td>
<td>71.9</td>
<td>3.79 (0.64)</td>
<td>3.63 (0.86)</td>
<td>2.36 (1.41)</td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>28.1</td>
<td>3.73 (0.62)</td>
<td>3.29 (0.85)</td>
<td>2.45 (1.37)</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>77</td>
<td>52.7</td>
<td>3.74 (0.58)</td>
<td>3.53 (0.89)</td>
<td>t= -0.04: P=0.965</td>
</tr>
<tr>
<td>Single</td>
<td>69</td>
<td>47.3</td>
<td>3.81 (0.69)</td>
<td>3.54 (0.84)</td>
<td>t= -0.98: P=0.325</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-30</td>
<td>91</td>
<td>62.3</td>
<td>3.76 (0.63)</td>
<td>3.49 (0.90)</td>
<td>2.39 (1.41)</td>
</tr>
<tr>
<td>31 or above</td>
<td>54</td>
<td>37.7</td>
<td>3.80 (0.65)</td>
<td>3.59 (0.82)</td>
<td>2.37 (1.39)</td>
</tr>
<tr>
<td>Education Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Education</td>
<td>10</td>
<td>6.8</td>
<td>3.71 (0.36)</td>
<td>3.48 (1.09)</td>
<td>F=0.14: P=0.966</td>
</tr>
<tr>
<td>High School</td>
<td>26</td>
<td>17.8</td>
<td>3.76 (0.42)</td>
<td>3.49 (0.88)</td>
<td>F=1.70: P=0.186</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>27</td>
<td>18.5</td>
<td>3.83 (0.86)</td>
<td>3.61 (0.88)</td>
<td>F=0.22: P=0.926</td>
</tr>
<tr>
<td>Bachelor</td>
<td>71</td>
<td>48.6</td>
<td>3.76 (0.65)</td>
<td>3.50 (0.87)</td>
<td>F=0.68: P=0.607</td>
</tr>
<tr>
<td>Graduate</td>
<td>12</td>
<td>8.2</td>
<td>3.78 (0.60)</td>
<td>3.70 (0.65)</td>
<td>F=1.41: P=0.247</td>
</tr>
<tr>
<td>Monthly Income (TL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 or below</td>
<td>36</td>
<td>24.7</td>
<td>3.62 (0.13)</td>
<td>3.33 (0.75)</td>
<td>F=1.70: P=0.186</td>
</tr>
<tr>
<td>2001-4000</td>
<td>70</td>
<td>47.9</td>
<td>3.78 (0.07)</td>
<td>3.56 (0.93)</td>
<td>F=1.41: P=0.247</td>
</tr>
<tr>
<td>4001 or above</td>
<td>40</td>
<td>27.4</td>
<td>3.90 (0.09)</td>
<td>3.67 (0.85)</td>
<td>F=0.66: P=0.518</td>
</tr>
<tr>
<td>Sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>56</td>
<td>38.4</td>
<td>3.84 (0.62)</td>
<td>3.74 (0.80)</td>
<td>t= .98: P=0.328</td>
</tr>
<tr>
<td>Private</td>
<td>90</td>
<td>61.6</td>
<td>3.74 (0.64)</td>
<td>3.41 (0.88)</td>
<td>t= 2.30: P=0.023</td>
</tr>
</tbody>
</table>

According to results, it is seen that most of participants are females (71.9%), most of them are married (52.7%), between the 18-30 age interval (62.3%), have bachelor’s...
degree education level (48.6%), have a 2001-4000 TL (with the current Exchange rate 4000 TL equals to 760 dollars) monthly income and are working in private sector. To test differences between groups, independent t-tests and one-way Anova analysis were applied. Females were found to be more satisfied from their work comparing to males (t: -2.11, P: 0.038). Similarly, public sector employees found to be more satisfied from their work comparing to private sector employees (t:2.30: P:0.023). Except these two findings, no statistically differences were observed between demographic groups in terms of emotional intelligence, job satisfaction, and intention to leave.

In order to see the impact of emotional intelligence on job satisfaction, and intention to leave, and to test hypotheses regression analysis were conducted. The results of regression analysis are presented in Table 2.

Table 2. The Effects of Emotional Intelligence on Job Satisfaction and Intention to Leave

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Job Satisfaction</th>
<th>Intention to Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>β</td>
<td>t</td>
<td>R²</td>
</tr>
<tr>
<td></td>
<td>.43***</td>
<td>5.77</td>
<td>.18</td>
</tr>
<tr>
<td>Self emotional appraisal</td>
<td>.24**</td>
<td>3.06</td>
<td>.05</td>
</tr>
<tr>
<td>Others’ emotional appraisal</td>
<td>.28***</td>
<td>3.60</td>
<td>.07</td>
</tr>
<tr>
<td>Regulation of emotions</td>
<td>.47****</td>
<td>6.35</td>
<td>.21</td>
</tr>
<tr>
<td>Using emotions</td>
<td>.33***</td>
<td>4.23</td>
<td>.10</td>
</tr>
</tbody>
</table>

Note: n=146. *p< .05, **p< .01, ***p< .001; R²: Adjusted R2.

According to findings, as it was expected, emotional intelligence has positive moderate impact on job satisfaction (β: .43; p< .001) and has a negative low impact on intention to leave (β: -.25; p< .01). Moreover, it is seen that all sub dimensions of emotional intelligence have positive effects on job satisfaction. On the other hand, except self emotional appraisal, other dimensions of emotional intelligence have negative effects on intention to leave. But even the effect of self emotional appraisal on intention to leave was negative, the interaction between these two variables found insignificant (β: -.09; p> .05). All these findings show that first hypothesis has been supported with its all sub-hypotheses. On the other hand, second hypothesis has been partially supported due to insignificant interaction between self emotional appraisal and intention to leave. Thus, H1, H1a, H1b, H1c, H1d, H2b, H2c, H2d have been all supported. As H2a has been rejected, H2 has been partially supported.

Discussion and Conclusion

In the current study, the impact of emotional intelligence on the attitudes of employees was questioned. Accordingly, two hypotheses have been developed to test the effects of emotional intelligence on job satisfaction and intention to leave. Research findings reveal that emotional intelligence affects job satisfaction moderately and positively. Thus, emotional intelligence is a factor that allows employees to be happy with their work. Employees who are aware of their own and others' emotions, who can manage and use their emotions are more satisfied with their work. This finding is consistent with the findings of studies investigating the relationship between emotional intelligence and job satisfaction in the literature (Kafetsios and Zampetakis, 2008; Lee, 2017; Moradi et al., 2012; Tagoe and Quaashe, 2017). This result may have occurred
because people who are emotionally intelligent are less affected by the negative conditions of the work and work environment.

It is natural for the employees to be more satisfied with the work than those who cannot enlarge events, empathize with others, and ignore factors that create work dissatisfaction. Because the emotionally intelligent employees are prone to be less affected by the negativity of the factors such as conflict, chaos, task ambiguity, and stress, and they accept these factors as ordinary. Therefore, positive interaction between emotional intelligence and job satisfaction can be explained in this way. When evaluated in terms of dimensions, it is observed that managing emotions affects job satisfaction at the highest level compared to other dimensions. In fact, this finding reveals that it is very critical to control nerves, to be able to evaluate negativity as ordinary and to prevent sudden emotional changes. According to another finding, emotional intelligence has a negative and low effect on intention to leave. That is why the employees who are aware of their emotions and can effectively manage their intention to leave the job. Already the intention to leave work and job satisfaction attitudes are closely related to each other. An individual who is satisfied with his/her work will not want to leave his/her job. Since emotional intelligence affects job satisfaction positively, it is natural that it affects negatively the intention to leave. This finding is consistent with the findings of the studies in the literature (Choerudin, 2016; Kartono and Hilmiana, 2018; Shukla and Srivastava, 2016; Ünsar and Dinçer, 2014).

Emotionally mature employees are those who believe that negative conditions will disappear, and a positive climate will emerge in the future. Compared to others, employees who can ignore managerial mistakes and to be able to get rid of the negative conditions such as stress and uncertainty in a short time are more satisfied with their work and not want to leave the job. This can be explained with emotional intelligence. In the current study, even though the effect of emotional intelligence on the intention to leave is not highly strong, it is seen that it still influences intention to leave. When all the findings were examined, it was concluded that emotional intelligence influences the working attitudes of the employees. Although emotional intelligence is frequently discussed in academic terms, it can be stated that it does not get the necessary attention in practical business life. From this point of view, it is important for the enterprises to move towards the employees with high emotional intelligence. In this context, it may be useful to develop several internal or external trainings that will increase the development of emotional intelligence for the existing employees. However, in addition to interest, skill, mental intelligence tests, including emotional intelligence tests during recruitment will benefit organizations. Because an emotionally intelligent employee means a happy employee and hereby a happy employee means high performance and a compatible employee. In this sense, emotional intelligence should be considered as a factor that can contribute to the efficiency and performance indicators of organizations in the long term.

In this study, basic employee attitudes such as job satisfaction and intention to quit have been investigated. Emotions have a great role in business life. For this reason, in the future studies, emotional intelligence should be also examined together with the variables such as psychological well-being, psychological capital and psychological contract.
References


