TITLE: The Relationship Among Employee Emotional Intelligence Levels and Job Satisfactions and

Job Performance: A Survey in Ankara Organized Industrial Zones

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The Relationship Among Employee Emotional Intelligence Levels and Job Satisfactions and Job Performance: A Survey in Ankara Organized Industrial Zones

Nail ÖZTAŞ*, Fatma ULUTÜRK**

Abstract

In this study, data obtained by the quantitative method, which were surveyed to examine the cause-and-end relationship; factor analysis, reliability analysis, ANOVA and regression analyses were carried out with the SPSS statistics program. The population of the research was 6745 people working in the electronics and optics sector in Ankara Organized Industrial Zones and 464 people were sampled from the study. Regression equation results reveal that emotional intelligence has a positive effect on work performance, emotional intelligence affects the job satisfaction of individuals, and it is decisive upon life satisfaction resulting in the total satisfaction of individuals. However, cognitive intelligence (IQ) alone does not affect employee performance. Consequently, high levels of emotional intelligence of individuals also positively affect their social life, job satisfaction and performance. Therefore, the results are supported by the scope of this thesis, domino effect of business satisfaction, employee performance, operating efficiency, business world and country prosperity.

Keywords: Emotional Intelligence, Job Satisfaction, Job Performance, Business Performance, Conforming Factor Analysis.

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1. Introduction

The purpose of this study is to analyze the relationship of employees' emotional intelligence levels with job satisfaction and job performance, and the research question of the study is to investigate whether employees are related to emotional intelligence levels and job satisfaction and job performance.

Emotional intelligence is the ability to understand and manage the feelings of other people and himself. Employees should be satisfied with their work to be useful (Bal & Gül, 2016: 117).

The concept of emotional intelligence, job satisfaction, job performance, leadership and organizational commitment can affect variability in business life. Emotional intelligence has social, personal and emotional dimensions of intelligence.

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Emotional intelligence is associated with understanding itself and others in terms of being in harmony with the environment and communicating successfully with people. Emotional intelligence can appear in different ways. These are ability, personality structure or ability to actively use emotional intelligence (Gürbüz & Yüksel, 2008: 176).

The reason for the interest in emotional intelligence in business life is that it is seen as one of the factors that increases business success, such as empathy, effective inter-person communication, developing a positive perspective, and effectively managing other people's feelings and their own emotions. If teamwork, acting together and good human relationships increase success in a workplace, having only academic knowledge in that workplace will not be enough to achieve the desired level of success. Managers with high levels of emotional intelligence evaluate their employees' perspectives, body languages, energized and sound characteristics, while managers with low levels of emotional intelligence use trial and error in their tasks (Chan, 2006: 1044).

The idea that the individual is in businesses as a whole with his physical and spiritual structure, that he or she is not a machine and that it affects businesses to stand out. The needs of individuals are classified as physiological and psychological needs. While psychological needs were found to increase as they were satisfied, physiological needs were found to decrease as they were satisfied. It is thought that ensuring continuity in the job satisfaction of employees will also positively affect their commitment to where they work. In cases of job dissatisfaction; employees

exhibit negative behavior. Due to these behaviors, activity and efficiency are adversely affected. In addition, the deterioration of the health of the employee also brings a burden to the business (Sudak & Zehir, 2013: 142).

Job satisfaction is related to the interactive responses of individuals that pass through the norms, expectations, values system and develop depending on business and business conditions. It is the most crucial factor that affects people's attitudes towards their work positively or negatively. Determining job satisfaction is related to the degree to which the opportunities and opportunities provided at work meet the expectations of individuals. Job satisfaction is also defined as differences between expectations and what happens (Bal & Gül, 2016: 117-118).

Sharing emotional intelligence in the most efficient way between managers and employees; increase love and respect among employees in the business environment, ensure job satisfaction, strengthen organizational citizenship behaviors, increase motivation, reduce staff turnover speed, and improve job performance (Sudak & Zehir, 2013: 142).

People continue their lives and jobs blindly, with minimal consciousness, without understanding themselves. Understanding how a person can affect themselves and their work performance offer individuals the opportunity to perform their tasks in a more meaningful way and meet their business needs (Wheeler et al., 2020: 510).

In the absence of an effective performance evaluation system, research results show that only officers with a high degree of self-motivation and in-depth civic duty have

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reasons to get better at their jobs and improve their performance. Contrary to the expectations of some public administration academics and stakeholders, factors such as organizational commitment and job satisfaction have a significant impact on business performance (Fafaliou et al., 2020: 467).

An individual's satisfaction, performance and success in work and family life vary according to people's different demographic profiles affected by emotional intelligence. The competitive reality in the current scenario poses a major challenge in becoming excellent performers (Vasumati et al., 2015: 59). Following a product's technological innovations by businesses with technology-based products has a positive impact on their performance (Bahl et.al., 2019: 497).

With increased pressure for higher performance and output levels, human resources managers are looking for new ways to match employee competences with job requirements and put employees in the best positions to maximize output. As a result, emotional intelligence seems to play an important role in adapting to customer service workers (Maamari and Shouwiry, 2017: 299).

In a global and complex business environment, the relationship between emotional intelligence and performance is a major concern for both employers and employees. Experimental studies have also been carried out to find the impact of emotional intelligence on work-life balance in order to create better satisfaction and performance (Vasumathi and Sagaya, 2017: 293).

Therefore, in this study, the emotional intelligence level of the employees and the relationship between job satisfaction and job performance were analyzed by the scientific method and the findings were presented for the benefit of private enterprises, non-governmental organizations, public institutions, and researchers.

2. Literature Review

In this section, the conceptual framework for emotional intelligence, job satisfaction and business performance are explained.

2.1. Emotional Intelligence

The effect of the phenomenon of emotional intelligence on business performance is usually made by individuals collaborating with individuals around them while doing their jobs. This also occurs by providing confidence in building good relationships and empathy and obtaining support from those around them. High motivation is provided by the ability of individuals to direct their personal feelings, and thus good mood ensures effective performance (Law et. al., 2008: 58).

Emotional intelligence is the ability to understand and react to the feelings of yourself and others. Emotional intelligence plays an important role in an individual's life. Each individual is unique and each individual's personality type is different. Personality types and emotional intelligence are fundamentally related, and individuals tend to differ in their emotional intelligence due to personality types. This is a crucial concept that needs to be worked on, especially in order to cope with everyday obstacles in today's life (Indradevi, 2015: 361).

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Competency in emotional intelligence is important in one's success and his/her career. Emotional intelligence skills and cognitive skills affect each other. People with superior performance have two types of intelligences. As things get complicated, the importance of emotional intelligence increases. Where things are not too complicated, there may be more or less a connection between people's mental abilities and performance (Aslan & Özata, 2008: 80).

The effect of the phenomenon of emotional intelligence on business performance is usually made by individuals collaborating with individuals around them while working. This also occurs by providing confidence in building good relationships and empathy and obtaining support from those around them. High motivation is provided by the ability of individuals to direct their personal feelings, and thus good mood ensures good performance (Law et. al., 2008: 59).

Factors affecting academic achievement include the student's level of intelligence, bodily development, causes from his family and school environment, and, among other reasons, emotional intelligence level (Wurf and Croft-Piggin, 2015: 77).

The business world is very dynamic and inherently competitive. Therefore, the demand for effective leaders is increasing so that organizational outcomes can be achieved efficiently. Intense work pressure requires the use of a person's cognitive, emotional and physical resources, and therefore emotional intelligence is getting increasingly important in the workplace (Pooja and Kumar, 2019: 211).

Emotional intelligence has many effects on business performance. Relationships between work performance and emotional intelligence affect the performance of working individuals in their business and daily lives. This relationship is also an important element that drives the success of employees and provides interaction and organizational communication so that the quality of management can be measured, which also has an impact on job satisfaction. There are factors that negatively affect motivations that are influenced by emotional intelligence and have an impact on business performance. These elements can be listed as follows (Kılıç, et al., 2007: 209);

Lack of Communication; isolating status.

Excessive Work load; when the amount of work planned to be done is too much. Especially with little support and the work that employees need to complete over time, it causes the employees to become bored.

Injustice; unfair behavior against working individuals. These behaviors are not the only behaviors that can the implementation of different regulations and salary applications.

Lack of Autonomy; high business capacity, but insufficient say in decision-making, causes frustrations. The inability to give responsibility to employees causes negative emotions to arise, but it is disappointing.

Lack of Rewards; low income, non-timely payment of premiums, deductions reduce the performance of working individuals.

In a competitive business environment, the ability to work with emotion is a vital part of any individual's skill set. Excellence in the performance of the work is achieved at

the expense of personal life. Every person wants a perfect life and has to set a balance between business life and family life. Emotional intelligence is a key factor that is more responsible for performance in business and family life but facilitates the minimization of stress (Vasumathi et al., 2019: 1).

The relationship of emotional intelligence with education and business can result in a number of problems. One of the inevitable problems of employees and managers in all areas of the business is spending most of their time solving problems that emerge. Others are identifying problems, creating appropriate strategies for solving them, managing decision-making processes that are about the ability and training of managers. It is effective for managers to recognize the environment of the business, to produce solutions suitable for the problems encountered, to achieve the purpose of the business (Terzi & Atmaca, 2011: 450).

When examining the relationship between emotional intelligence and education, it is possible to consider the following characteristics of emotional intelligence (Özveri & Çakır, 2012: 18);

Emotional intelligence skills can be strengthened or improved through training.

The development of emotional intelligence at all levels of education, from kindergarten to university education, is of great importance.

Learning does not take place regardless of the feelings of individuals or the field of learning.

If emotional intelligence is neglected, the capacity for intelligence is more effective

and more unavailable. Increased success depends on the development of emotional intelligence.

Each individual has emotional intelligence capacity, but individuals participate in business processes with different intelligence profiles.

Different areas of intelligence must be equally cared for by administrators.

Personal skills are necessary for people to exhibit constructive behaviors that may be appropriate for their environment and their role in business life that can improve their emotional intelligence. Personal skills are the skills and abilities for individuals to know and manage themselves. It also increases the strengths of individuals, reduces their weaknesses, makes the best decisions for their lives, and reaches out to them by setting goals. Personal skills consist of 5 sub-dimensions that are self-confidence, self-realization, independence, emotional self-consciousness and self-respect. People with high levels of personal skills are individuals who are aware of their emotions, happy with what they have done in their lives and have high self-confidence. Individuals with high personal skills can express their feelings clearly, they are free to express their beliefs and thoughts, they have high confidence in themselves (Timuroğlu & Serçemeli, 2018: 320).

2.2. Job Satisfaction

In addition to the physical and psychological health of the employees, keeping their motivations high is very important in terms of ensuring job satisfaction. Employees do not only see their business as to where their economic expectations are meet, they want their

social and emotional needs to be satisfied (Tuzcu, 2016: 161).

The concept of job satisfaction is known to be closely related to many concepts. These concepts include examples such as alienation, labor transfer, customer satisfaction, performance, conflict, absence, and organizational citizenship. The fact that the concepts influenced by job satisfaction directly affect both employees and businesses reveals how important job satisfaction is (Oshagbemi, 2000: 331).

The concept of job satisfaction has attracted more attention in recent years. Job satisfaction is a general attitude towards one's work, the difference between the amount employees receive and the amount they believe they should receive. Employees are the backbone of every organization. That is why employee satisfaction is very important (Singh and Singh, 2020: 316).

Good factors affecting employees' job satisfaction enable them to use their performance effectively. As a result of employee job dissatisfaction, there are negative behaviors such as quitting work, indiscism, sabotage and absenteeism. Declines in job satisfaction; can be examined with reasons such as unfair application in the punishment and reward system, inaccuracies in promotion systems, impropriety in the work environment, the inadequacy of the tools used in the work, physical conditions, and wage injustice. In addition, incomplete or erroneous practices against employees reduce the perception of job satisfaction (Örücü, et. al., 2006: 40).

Managers who want to create a more competitive and successful institution need to implement by increasing their quality-

managed business satisfaction practices (Soysal & Tan, 2013: 45). The constant change of technological and economic conditions and increasing competition require businesses to be more innovative, fast, flexible, and entrepreneurial in order to succeed. It is important to support the creativity of business employees in order to be familiar with these emerging requirements. Creative ideas and products have been found to be over-produced in business environments where people can express their ideas clearly, reach the resources they need, set a method for achieving their goals, and find what they do as meaningful and important issues. (Çekmecelioğlu, 2005: 24).

Job satisfaction can be regarded as a series of managerial and behavioral consequences that will occur in situations where the attitude towards work is positive with a different expression. Business satisfaction is considered an important factor in the concept of "contemporary management". Before all, job satisfaction is a social responsibility and a moral necessity. The working of people is undoubtedly seen as a necessity. The individual is in a situation where he/she wants to work in the workplace for an important part of his or her life. Managers and management ranks are required to make their workplaces comfortable and rewarding. How health shows the general physical state of people and, importantly, work satisfaction is also important in order to reflect the general state of the employees. At the business satisfaction level, as in health, diagnosis is important in treatment. The employee's job satisfaction shows his emotional state. There is a strong relationship between job satisfaction and life satisfaction (Sevimli & İşcan, 2005: 57).

Job satisfaction, emotional commitment and a sense of trust in management affect the performance of employees (Wahid et.al., 2018: 516).

Job satisfaction is the pleasure a person enjoys their job. Job satisfaction has been the focus of social science work since the early 1900s due to its significant impact on employee mental health, as well as its impact on workplace atmosphere and productivity (Vrontis et al., 2019: 516). Whether the issue of job satisfaction is multidimensional is debatable. In one-dimensional job satisfaction, individuals feel either satisfied or dissatisfied with their work. However, being multidimensional expresses situations as in individuals feel dissatisfied with their work for some reason, while being satisfied with other reasons. For example, while the employee is feeling dissatisfied with the management or communication of a job, he is feeling satisfied as a result of the nature of the work (Ergeneli & Eryiğit, 2001: 166).

In order to assess a person's degree of satisfaction with their work, it requires addressing the factors of that employee and the job. Factors of the job include the colleague, salary, manager behavior, promotion opportunities and the job itself. Factors related to the employee's needs, the severity of what they need, the structure and the feelings of the persons (Bekmezci & Mert, 2013: 173) should be addressed as well.

Many negative situations need to be addressed in order to ensure job satisfaction. One of them is loneliness. Loneliness, known as one of the life experiences, can be described as a kind of psychological condition that gives a feeling of unease due to the person's inability to reach the level of social relationship as she/he wants. Loneliness causes an important problem in modern urban life along with developing computer technology, where the increase in population has come to the fore. The phenomenon of loneliness is therefore more of a problem than it is thought under today's circumstances. Working environments are very rich areas in terms of how such emotions are experienced. Individuals in the working environment constitute the ones from indiscriminate greetings to business agreements. Often in the mentioned networks; feelings and feelings such as sadness, anger, happiness, and anxiety are experienced. It can be meaningless to think every moment in the work environment will progress positively (Demirbaş & Haşıt, 2016: 138).

The implementation of a flexible working system in the workplace is important in terms of ensuring job satisfaction. Even if the implementation of flexible working hours for working individuals is generally regarded as a positive method, some negative consequences may emerge for business if the system is not followed well. The working conditions of the business implementing flexible operating systems must be compatible with this system. Flexible working in business life is the different distribution of the time that needs to be worked daily to other days, or the dissolute of the weekly working time to the two-to-four-week time frame in a way that is different from each other (Tozlu, 2011: 101).

Job satisfaction is an expression of employee satisfaction with their work. It is a target for the organization and itself by providing spiritual and material satium in

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the workplaces of the employees. It is possible to examine the level of job satisfaction of the employees in two separate groups as external satisfaction, which can be mainly the result of the work, and internal satisfaction that occurs during the work (Özaydın, 2014: 251).

In-Home Job Satisfaction

External Job Satisfaction

Perceived injustices within the organization create a lot of stress for the person and reduce the job satisfaction of the employees. Many of the behaviors occur in the form of contact with negative emotions, such as the resentments or frustrations that a person encounters in the socio-psychological surroundings and within the organization. There are two kinds of attitudes in assigning the reason for behaviors contrary to productivity. First, to one's aggression and secondly, it focuses on the reactions of the person to unfair practices. Within these two approaches, the person takes negative emotion in the form of a reaction to the problems he has had around him and reacts in line with these feelings (Doğan & Kılıç, 2014: 103).

2.3. Business Performance

Performance is a concept that distinguishes qualitatively and quantitatively from those obtained as a result of planned and purpose-built activities. Concepts such as frugality, efficiency in service and production are related to performance. The concept of performance is of paramount importance in order for a business to maintain its presence and gain the upper hand in competition (Kubalı, 1999: 31). For enterprise sustainability performance, businesses need to take into account the

market's successful strategies, communications and transparency (Mitra et.al., 2018: 418).

Economic factors are also of great importance in terms of business performance. Determinants of economic development can be listed as socio-cultural factors, economic factors, legal and institutional factors, political and managerial factors. Although there are many determinants, the business performance factor among economic factors is of great importance. It has been stated that countries have recorded important stages in development processes due to the influence of economic factors, and other factors have developed in connection with economic factors. Economic factors include tax and income distribution, natural resources, economic growth, investment and capital accumulation, business performance, foreign trade, financial performance, foreign direct capital investments, infrastructure and technology that are examined in ten elements (Şaşmaz & Yayla, 2018: 252-253).

It has been stated that capital production develops in proportion to labor force productivity in an effort to improve business performance. Capital accumulation processes in Turkey have undergone significant structural changes in time from the years of the formation of production capital to the present day. With the weight gain of relatively plus values, the values created by the labor force are also raised through productivity increase. Economic growth occurs in capitalism in the form of capital accumulation. Capital accumulation also produces capital accumulation when it produces plus

values. In addition to the creation of values; productivity increases the accumulation of continuity (Açar, 2017: 82).

Business Performance Models

Business performance models are two main dimensions. The first of these is the structural dimension that defines and categorizes performance to fit all jobs. And the second one is, the dimension based on relationships between daily routine work and job performance history. Eight different models of business performance have been developed. The dimensions that make up these models are listed as (Motowildo vd., 1997: 72);

Professional qualifications,

Non-professional general qualifications,

Oral and written communication qualifications required to perform the tasks given,

To be able to take responsibility for the task and to make an effort,

Individual discipline,

Adapting to in-group studies and other employees,

Leadership components,

Management capability.

It is based on the ability to perform a job and the way employees behave according to the conditions set out in the business performance model. Employees' satisfaction with the results of their work, their work with high motivation and their satisfaction at work can improve their job performance (Landy & Conte, 2016: 58).

Contextual performance

Contextual performance, also called extra-role behaviors, is a behavior that does not directly contribute to the actual task being performed but contributes to the improvement of the organizational, social and psychological environment necessary for this task to be done effectively. (Öcel, 2013: 37).

Task performance

Task performance is a concept that distinguishes a job from others and includes the fixed tasks and responsibilities required by that job. It also includes behaviors that support the technical foundations that make production possible. The implementation of technical processes, maintenance and service of technical needs are directly related to the technical capabilities of the organization. Task performance can be explained as described below (Jawahar & Dean 2007: 330);

Task performance behaviors contribute directly or indirectly to technical functions, vary between different jobs within the same workplace, roles required for reward are defined, and the main element in its change is human qualities such as knowledge, ability and skill that vary with task mastery.

Contextual performance behaviors support the organizational, social and psychological environment in which technical functions must be performed, are common to all jobs or many others, and roles are not defined.

3. Method

In this section, the data obtained by the survey method are prepared using the model, hypotheses, universe and sample, data collection tool and analysis of data that are included in the research.

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3.1. Model of Research
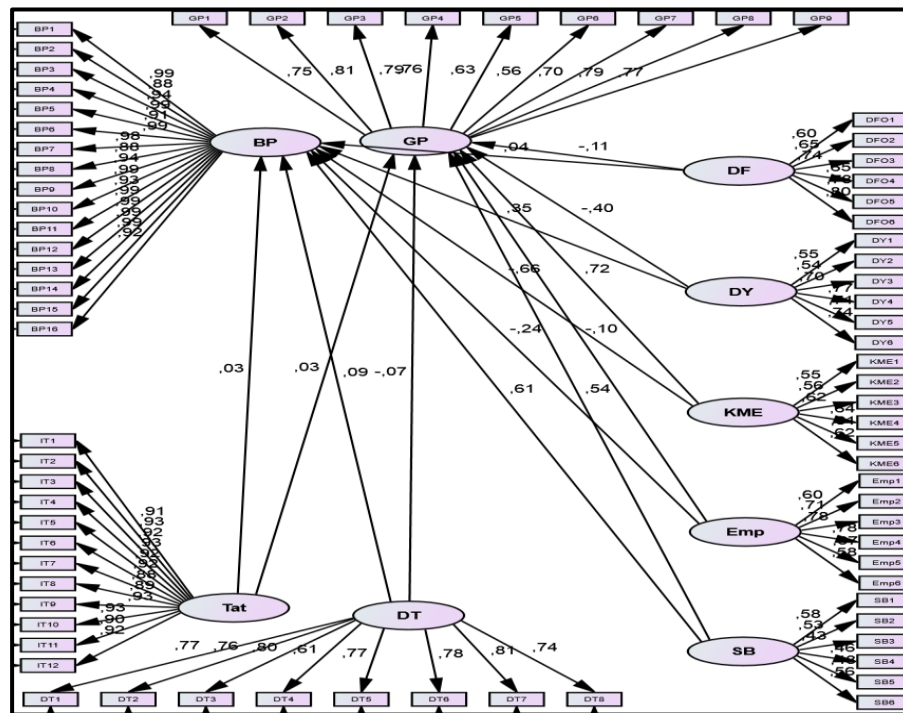
Figure 1 Statistical Model of Research for the Relationship between Employee Emotional Intelligence Levels and Job Satisfactions and Job Performance

Above Figure 1 there is a model that shows the relationship between employee emotional intelligence levels and job satisfactions and job performance.

3.2. Universe and Sample

Taking into account the degree of the size of the universe planned to be created within the scope of the research, these methods were used by developing methods based on formulas and tables in order to determine the universe. Sample numbers to be determined by the main mass size and reliability levels are shown in Table -1 (Yazıcıoğlu & Erdoğan, 2004: 50);

Universe Size	+- 0.03 sampling error range (d)			+-0.05 sampling error (d)			+-0.10 sampling error (d)		
	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7
5000	880	601	760	357	234	303	94	61	79
10000	964	639	823	370	240	313	95	61	80
25000	1023	665	865	378	244	319	96	61	80
50000	1045	674	881	381	245	321	96	61	81

Table 1 Number of Samples by Main Mass Size and Reliability Levels

Surveys used within the scope of research, OSB (organized Industrial Zones) Chamber of Industry in Ankara 1. OSB, Ostim OSB, Ankara Ivedik OSB, Capital OSB, Ankara Anadolu OSB, ASO 2nd and 3rd OSB electronic and optical sectors are among the enterprises operating; 165 companies were identified from industrial registry information system and OSB records, including small, medium and large enterprises (SMEs), and made in randomly selected companies among them.

1	Sector Name	Number of Employees
2	25- Metal Products	37.561
3	28- Machinery and Equipment	29.713
4	10- Food products	18.972
5	26- Electronics and optics	16.812
6	31- Furniture	12.133
7	27- Electrical equipment	11.311
8	30- Other means of transportation	11.096
9	23- Non-mechanical mineral products	10.905
10	29- Automotive, trailer	9.987
11	22- Rubber and Plastic	7.657
12	**Total**	**215.140**

Table 2 Universe Size

In Table 2, the total number of employees in industrial enterprises in Ankara province is 215,140 people, as shown in the table. 16,812 people are working in the electronics and optics sector. The total number of employees in the electronics and optics sector in Ankara OSBs, which constitute the universe of the study, is 6745. When checking the number of samples based on the main mass size and reliability levels, the sample size of up to 10,000 people in the universe was determined as 370 people with a margin of error of 0.05, and in this study it was found that 370 people were sufficient because the size of the universe was 6745 people. Therefore, with 0.5 errors, it was found that the sample of 370 people will be sufficient according to table 10. However, after the surveys were distributed and collected, 480 people decided that the survey would be sufficient to ensure its credibility, since not all of them could be considered valid. As a result of the survey application, 16 surveys were incomplete and the remaining 464 surveys were considered valid.

3.3. Research Hypotheses

The main hypothesis of the study is;

H0: Demographic variables; emotional intelligence affects job satisfaction and job performance statistically.

H1: Emotional intelligence statistically affects job satisfaction and job performance.

In this study; the hypothesis "H0.a: Emotional intelligence has no effect on job satisfaction" has been accepted. Taşlıyan, Hırlak and Çiftçi (2014: 66) in his work stated as; "H3: There is a positive significant relationship between empathic sensitivity and job satisfaction." In this study, it was determined that all dimensions of emotional intelligence significantly affected all dimensions of job satisfaction and burnout.

In this study it is hypothesized as "H1.b: Job satisfaction has an impact on emotional intelligence and job performance." Avunduk (2016: 175) found in the study as; "H0.2.1: It was denied that there was no significant and positive relationship between the emotional intelligence level of drivers and their work performance."

3.4. Data Collection Tool

In this study, research is designed for "The Relationship between Employee Emotional Intelligence Levels and Job Satisfactions and Job Performance: A Study in Ankara OSBs". "Emotional Intelligence Scale", "Job Satisfaction Scale" and "Business Performance Scale" will be used within the scope of the research to be carried out. Information about these scales is as follows;

1. Emotional Intelligence Assessment Scale (DZDÖ);

The scale that is "Emotional Intelligence Evaluation Scale" used in this study, was developed by Hall (1999) and adapted by Ergin (2000: 143) to Turkish and it was previously used in the work of Hocaoğlu (2018: 80). The scale in question consists of concepts as in awareness of emotions (article 1, 2, 4, 17, 19, 25), managing emotions (5, 6, 13, 14, 16, 22. article), social skills (article 12, 15, 24, 26, 27, 29), empathy (article 9, 11, 20, 21, 23, 28) and self-motivating (article 5, 6, 13, 14, 16, 22). The research scale is a 5-5 likert type scale with 1-totally disagree, 2-partly disagree, 3-unsure, 4-partly agree, and totally agree. Cronbach Alpha coefficients for scale dimensions in this context was 0.76 for awareness of emotions; 0.92 for managing emotions; 0.86 for social skills; 0.88 for empathy; self-motivating is calculated as 0.91.

2 Minnesota Job Satisfaction Scale;

"Minnesota Job Satisfaction Scale" was developed by Weiss et al. (1967: 86), Baycan (1985: 109) adapted it to Turkish and it was previously used in Terzi's (2013: 137-138) study. The scale in question consists of a total of 2 dimensions and 20 substances including internal satisfaction (1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20). The research scale is a 5-5 likert type scale with 1-totally disagree, 2-partly disagree, 3-unsure, 4-partly agree, and totally agree. In this context, the cronbach alpha coefficient for scale dimensions was calculated as 0.77.

3. Business Performance Scale;

In this study, the "Business Performance Scale" that was developed by Goodman and Svyantek (1999) was used which was also used by Arslan (2018). The scale in question consists of a total of 2 dimensions and 25 questions: contextual performance (16 items) and task performance (9 items). The research scale is a 5-5 likert type scale with 1-totally disagree, 2-partly disagree, 3-unsure, 4-partly agree, and totally agree. In this scale, contextual performance was calculated as .867, task performance was 0.889 and the overall reliability coefficient of the scale was 0.915, according to cronbach alpha coefficients for scale dimensions.

3.5. Analysis of Data

In this article, a pilot survey was carried out in order to ensure the reliability levels of the surveys prepared to source the research data, and the survey study was revised by correcting the problems exposed as a result of the pilot survey application. As a result of the reliability analyses, the data required for research was obtained by directing all of the surveys with a level of reliability to individuals. The data obtained by applying all of the surveys were analyzed with the SPSS statistical analysis program. Within the scope of the research; reliability analysis, frequency analysis, data (ANOVA) analysis, Pearson correlation analysis and regression analyses and relationships between variables were

examined. As a result of the analysis, the report of the study was completed using scientific and statistical methods.

4. Results

In this section, the data obtained by the survey method is used and reliability analysis, confirming factor analysis, demographic findings, ANOVA analysis, correlation analysis and regression analyses are included.

4.1. Reliability and Confirming Factor Analysis Results of Emotional Intelligence Scale

In this section, it is targeted to test the suitability of the original structure of the group that created the Emotional Intelligence Scale (30 items and 5 dimensions) with the help of verifying factor analysis (VFA) with the data set collected for research.
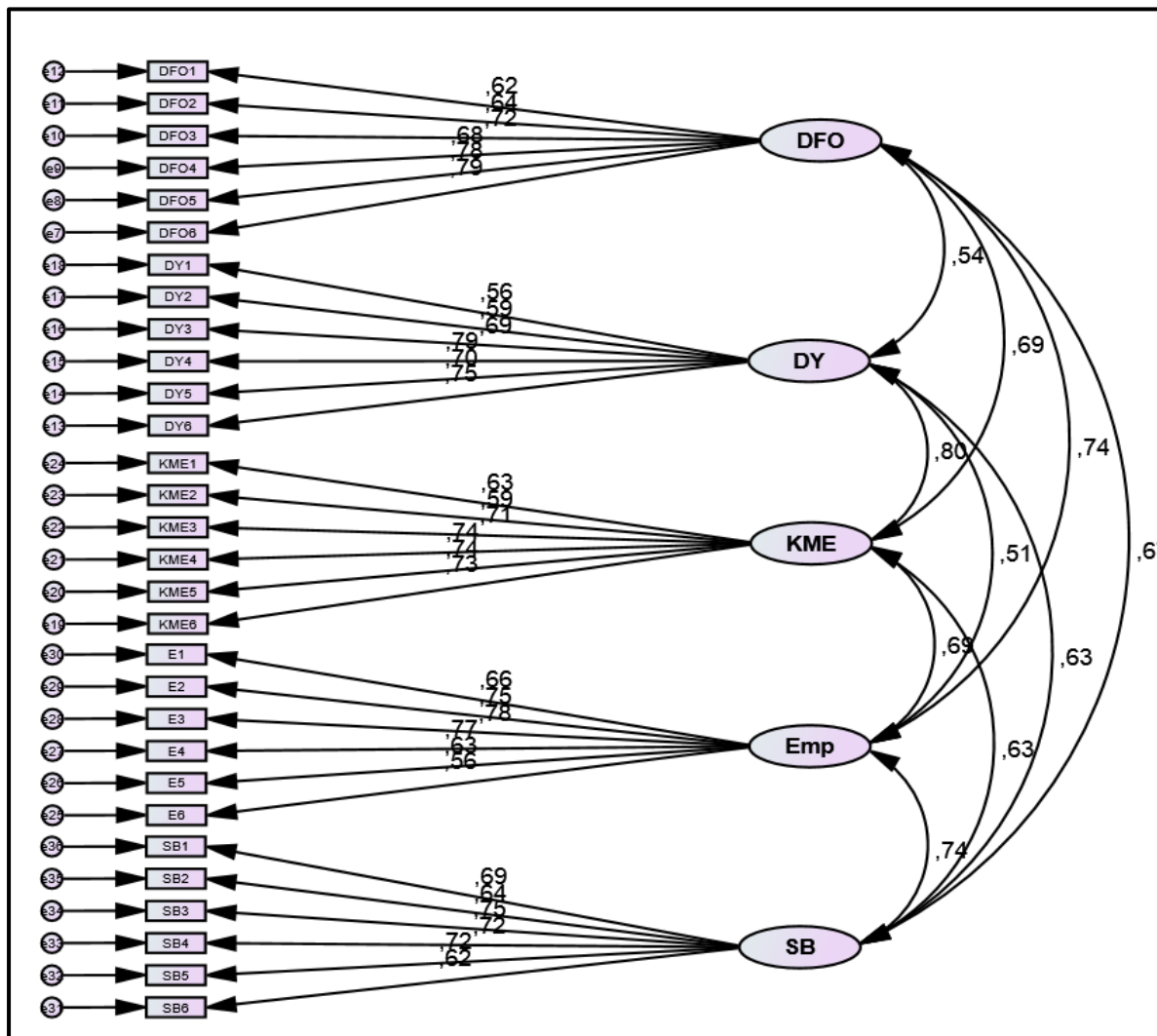
Figure 2 VFA Model for Emotional Intelligence Scale

In the VFA model, which tests the suitability of the Emotional Intelligence scale, the size of awareness of emotions is demonstrated by "DFO", managing emotions "DY", self-motivating "KME", empathy "Emp", and social skill with "SB". E1, e2, the structures are shown with e30 show the terms error. In the model, 6 items of the size of awareness of emotions, including DFO1, DFO2, DFO3, DFO4,

DFO5 and DFO6; 6 substances including DY1, DY2, DY3, DY4, DY5 and DY6; It is targeted to explain the size of self-motivating with 6 substances including KME1, KME2, KME3, KME4, KME5 and KME6, empathy dimension 6 items including Emp1, Emp2, Emp3, Emp4, Emp5 and Emp6, and 6 items including SB1, SB2, SB3, SB4, SB5 and SB6.

	Good Value	Appropriate Value	Calculated Value
X²/sd	Smaller than 3	Smaller than 5	4,496
RMSEA	0.050 and Lower	0.080 and Lower	0,069
Gfi	0.90 and High	0.85 and High	0,876
Nfi	0.90 and High	0.85 and High	0,884
Cfi	0.95 and High	0.90 and High	0,933

Table 3 Model Adaptation Indexes of the Emotional Intelligence Scale

As shown in Table -3, the DFA results show that the values of X2/sd (4,496), RMSEA (0.069), GFI (0.876), NFI (0.884) and CFI (0.933) from the compliance indexes of the Emotional Intelligence Scale are in the appropriate value range.

Dimension	Item	Forecast Value	P value	α (0,942)
Being Aware of Emotions	1. I use both my positive and negative feelings, which are a product of my common sense, to guide my life.	0,622	***	0,857
	2. With my negative feelings, I reveal what changes I have to make in my life.	0,643	***	
	4. I can express my feelings in a way that suits me at any moment..	0,719	***	
	17. If the time is right, I will evaluate my negative feelings, my mistakes, and try to find out what the cause of the negativity is.	0,685	***	
	19. It is very important for my health to be aware of my true feelings.	0,685	***	
	25. People who are aware of their true feelings manage their own lives more easily.	0,564	***	
Directing Your Emotions	3. I'm calm under pressure.	0,593	***	0,830
	7. I know how I feel.	0,694	***	
	8. Some things don't work out (when they're turned upside down) so I can easily be cool again.	0,788	***	
	10. I don't allow negative emotions to affect me for long.	0,698	***	
	18. When things don't work out, I'm in control.	0,749	***	
	30. I can easily get away from my negative feelings.	0,786	***	

Self-Motivating	5. When I feel threatened and endangered, I can control myself and focus myself on what to do.	0,627	***	0,842
	6. When I feel threatened and endangered, I act largely with positive emotions (humor, fun, banter and combative, etc.)	0,587	***	
	13. I have the power to try again to succeed in the event of a failure.	0,708	***	
	14. I try to find a solution to the difficulties I face in life.	0,737	***	
	16. I can easily get into situations where it's going to take calm, attention and read readily.	0,74	***	
	22. When it comes to a mission, I can easily get away with my negative feelings.	0,734	***	
Empathy	9. I'm pretty good at listening to other people's problems.	0,656	***	0,845
	11- I'm sensitive to other people's emotional needs.	0,749	***	
	20. Even if it's not expressed directly, I can easily understand other people's feelings.	0,776	***	
	21. I'm good at understanding people's feelings from facial expression..	0,769	***	
	23. I can easily sense the unerlying needs of others.	0,633	***	
	28. I strongly warn others of their feelings.	0,56	***	
Social Skills	12. I have a calming effect on others.	0,686	***	0,844
	15. I react to other people's temperaments, needs and motives.	0,64	***	
	24. People think I affect other people's feelings.	0,751	***	
	26. I can often easily turn other people's pessimism into optimism.	0,718	***	
	27. I'm a good person for those who want advice on a relationship.	0,719	***	
	29. I help others achieve their own personal goals.	0,623	***	
*** = P<0,001				

Table 4 Predicting Values of the Emotional Intelligence Scale

The current structure of the Emotional Intelligence scale has been tested using the DFA method, and tests have calculated their meaningfulness in expressing sub-dimensions of substances on the Emotional Intelligence scale, their sub-dimensions description loads, and the reliability coefficient values of scale and dimensions.

As shown in Table - 4", the Cronbach Alpha value of the emotional Intelligence scale was found to be 0.942, and based on this result, the scale can be said to be reliable. Furthermore, cronbach alpha coefficients were found to be reliable in "awareness of emotions" (0.857), "emotions orientation"

(0.830), "self-motivating" (0.842), "empathy" (0.845) and "social skill" (0.844).

As a result, it was determined that the Emotional Intelligence scale had a reliable and valid structure as a result of the test of its original structure and explainability of 5 dimensions and 30 substances with the help of DFA.

4.2. Reliability and Venator Factor Analysis Results of the Business Performance Scale

In this section, it is targeted to test the suitability of the original structure of the group that created the Business Performance Scale (25 items and 2 dimensions) with the help of verifying factor analysis (VFA) with the data set collected for research.
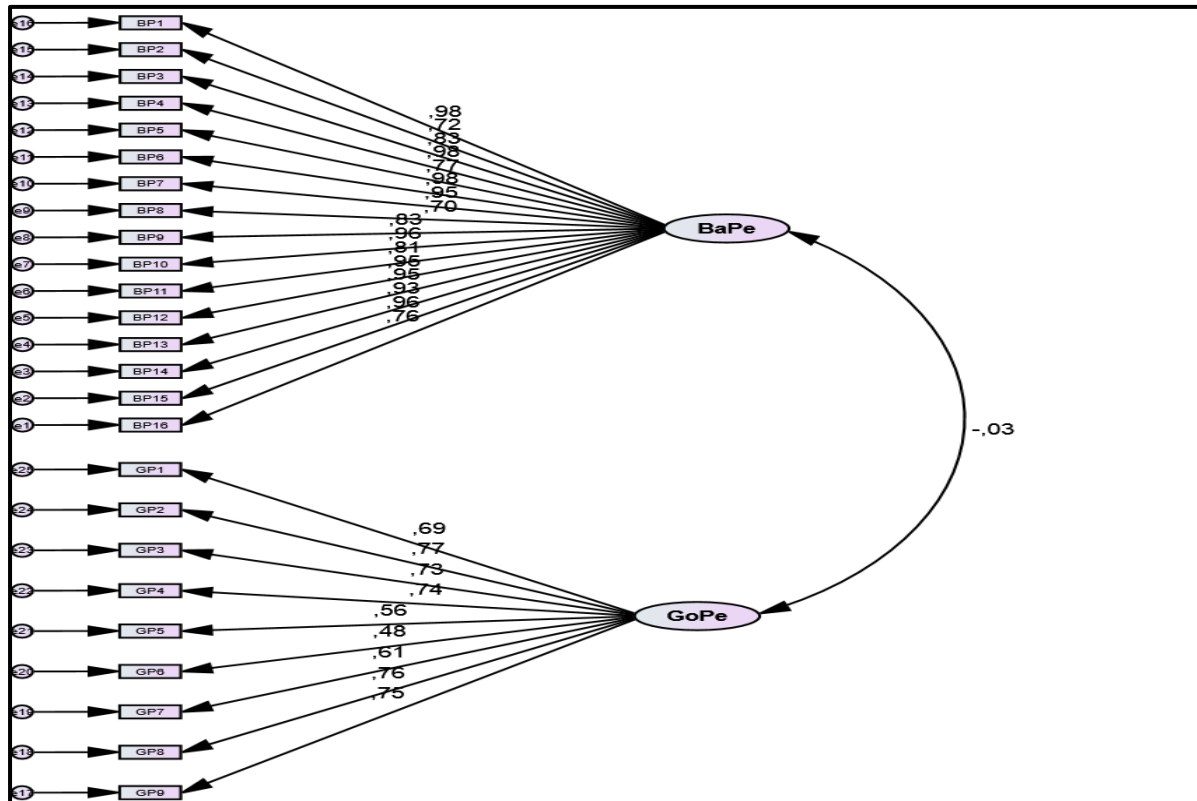

Figure 3 VFA Model for Business Performance Scale

As shown in Figure 3, the contextual performance dimension is shown in "BaPe" and the Task performance dimension is shown in "GöPe" in the DFA model, which tests the application of the Work Performance scale. e1, e2, ... The structures shown with e25 show the terms error. The

model is targeted to be explained by 9 items: contextual performance size BA1, BA2, BA3, BA4, BA5, BA6, BA7, BA8, BA9, BA10, BA11, BA12, BA13, BA14, BA15 and BA16, with 16 items and task performance size GP1, GP2, GP3, GP4, GP5, GP6, GP7, GP8, GP9.

	Good Value	Appropriate Value	Calculated Value
X²/sd	Smaller than 3	Smaller than 5	4,787
RMSEA	0,050 and Lower	0.080 and Lower	0,079
GFI	0,90 and High	0.85 and High	0,852
NFI	0,90 and High	0,85 and High	0,890
CFI	0,95 and High	0,90 and High	0,904

Table 5 Model Compliance Indexes of the Business Performance Scale

As a result of the DFA, the compliance indexes of the Business Performance Scale are x2/sd (4,787), RMSEA (0.079), GFI (0.852), NFI (0.890) and CFI (0.904) in the appropriate value range.

Dimension	Item	Forecast Value	P value	α (0,946)
Contextual Performance	I help them get their work done while my friends are gone.	0,978	***	0,983
	I'll be back on time for work in the morning and afternoon.	0,716	***	
	I volunteer to do more than just the task given.	0,827	***	
	I take unnecessary breaks during business hours.	0,983	***	
	Even if it's not in my job description, I help beginners.	0,774	***	
	I tend to take less time off than I deserve, i don't take time off even if it's necessary.	0,976	***	
	When the workload of others is increased, I help them until they overcome difficulties.	0,948	***	
	I work with high performance until the end of the day.	0,698	***	
	If I don't make it to work, I'll give someone an advance if I don't make it beyond the legal obligation.	0,827	***	
	I spend a lot of time on personal phone calls.	0,955	***	
	I don't take unnecessary work breaks.	0,807	***	
	I help my colleague in my department with his work.	0,955	***	
	I offer innovative ideas to the responsible officer to improve the overall quality of my department	0,949	***	
	I'll be back on time from breaks, i won't tend to extend it.	0,929	***	
	I'd be willing to perform some tasks, even if it's not about the unit I work for.	0,959	***	
	I don't spend a lot of time talking free speeches.	0,759	***	
Task Performance	I'll have achieved all the goals of my work.	0,686	***	0,882
	I meet my performance criteria for the supervisor in charge of my department.	0,774	***	
	I work with the expertise required by my profession in all work-related tasks.	0,725	***	
	I perform all the tasks required by my work.	0,738	***	
	I can take more responsibility for the given task.	0,558	***	
	I seem fit for a better position.	0,483	***	
	I'm talented in all the areas covered by the job. I deal with all tasks with skill.	0,608	***	

	I perform well throughout the work by performing the given tasks as desired.	0,762	***	
	I plan to achieve the objectives of my work and complete the given task in time.	0,750	***	
*** = P<0,001				

**Table 6** Estimate Values of the Business Performance Scale

The current structure of the Work Performance scale has been tested by the DFA method, and tests have calculated their meaningfulness in expressing subsizes of items on the Business Performance scale, their sub-dimensions description loads, and the scale and reliability coefficient values for dimensions.

The Cronbach Alpha value of the Business Performance scale has been found to be 0.946, and based on this result, the scale can be regarded as reliable. Furthermore, when checking the sub-dimensions of the scale, cronbach alpha coefficients were found to be reliable in "contextual performance" (0.983) and "task performance" (0.882).

As a result, it was determined that the Business Performance scale had a reliable and valid structure as a result of the original structure and explainability of 2 dimensions and 25 items tested with the help of DFA.

4.3. Results of Reliability and Confirming Factor Analysis of Minnesota Job Satisfaction Scale

In this section, it is targeted to test the suitability of the original structure of the group that created the Minnesota Job Satisfaction Scale (20 items and 2 dimensions) with the help of verificatory analysis (CFA) with the data set collected for research.
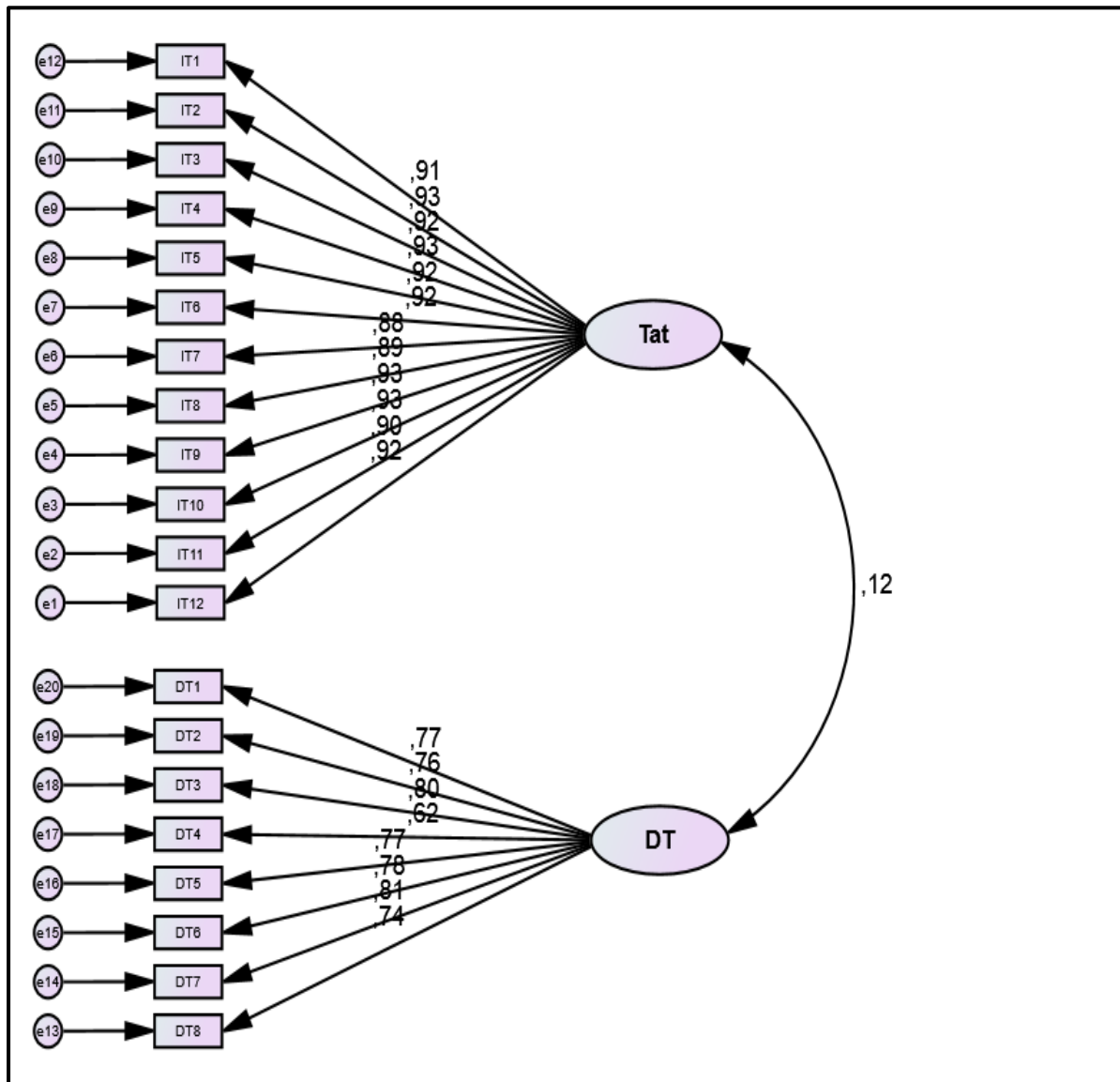
Figure 4 CFA Model for Minnesota Job Satisfaction Scale

The CFA model, which tests the application of the Minnesota Job Satisfaction Scale, has an intrinsic satisfaction dimension of "Taste" and an external satisfaction size of "DT". In the model, it is targeted to explain the size of internal satisfaction with 12 items including IT1, It2, It3, IT4, It5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, and 8 items including DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT8.

	Good Value	Appropriate Value	Calculated Value
X²/sd	Smaller than 3	Smaller than 5	4,858
RMSEA	0,050 and Lower	0,080 and Lower	0,072
GFI	0,90 and High	0,85 and High	0,873
NFI	0,90 and High	0,85 and High	0,912
CFI	0,95 and High	0,90 and High	0,926

Table 7 Model Compliance Indexes of the Minnesota Job Satisfaction Scale

As a result of the DFA, the compliance indexes of the Minnesota Job Satisfaction scale are x2/sd (4,858), RMSEA (0.072), GFI (0.873), NFI (0.912) and CFI (0.926) in the appropriate value range.

Dimension	Item	Forecast Value	P value	α (0,963)
Inner Satisfaction	1. I'm happy with my profession to keep me busy all the time.	0,774	***	0,984
	2. I'm happy with my profession for the possibility of working independently.	0,762	***	
	3. I'm happy with my profession to have the opportunity to do different things from time to time.	0,8	***	
	4. I'm happy with my profession for giving me the chance to be respectable in society.	0,616	***	
	7. I'm happy with my profession for giving me the chance to carry a conscientious responsibility.	0,773	***	
	8. I'm happy with my profession to provide me with a guaranteed future.	0,776	***	
	9. I'm glad it makes me feel like I can do something for others.	0,805	***	
	10. I'm happy with my profession for giving me the opportunity to direct people.	0,738	***	
	11. I'm happy with my profession to allow me to do things that fit my own abilities.	0,905	***	
	15. I am pleased with my profession for giving me the opportunity to use my own opinions/opinions.	0,932	***	
	16. I'm happy with my profession, i'm happy with the working conditions.	0,918	***	
	20. I am pleased with my profession for giving me the opportunity to use my own methods while doing my job.	0,934	***	
External Satisfaction	5. I'm happy with my profession for managing the people at the manager's disposal well.	0,921	***	0,953
	6. I'm happy with my profession, the manager's ability to make decisions.	0,918	***	
	12. I am satisfied with my profession in terms of implementing the decisions I make about my work.	0,885	***	
	13. I'm happy with my profession, the wages I get for what I do.	0,887	***	
	14. I'm happy with my profession, the possibility of promotion.	0,931	***	
	17. I'm happy with my profession, my colleagues working well with each other.	0,929	***	
	18. I'm happy with my profession to be appreciated for what I do.	0,902	***	
	19. I'm happy with my profession, my sense of success in return for what I do.	0,918	***	
*** = P<0,001				

Table 8 Forecast Values of the Minnesota Job Satisfaction Scale

The current structure of the Minnesota Job Satisfaction scale has been tested by the CFA method, and tests have calculated their meaningfulness in expressing subsizes of items on the Minnesota Job Satisfaction scale, their sub-dimensions description loads, and the scale and reliability coefficient values for dimensions. The Cronbach Alpha value of the Minnesota Job Satisfaction scale was found to be .963, and based on this result, the scale can be said to be reliable. Furthermore, when looking at the sub-dimensions of the scale, cronbach alpha coefficients were found to be reliable within the dimensions of "intrinsic satisfaction" (0.984) and "external satisfaction" (0.953).

As a result, it was determined that the Minnesota Job Satisfaction scale had a reliable and valid structure as a result of the test of its original structure and explainability of 2 dimensions and 20 items with the help of CFA.

4.4. Analysis of Demographic Data

Frequency analysis is one of the analysis methods in which the data obtained in the studies are compiled and summarized. The main purpose of frequency analysis is to learn about the target audience. In this study, tables on gender, age, learning status, working time and position are summarized with the help of frequency analysis and summarized values are shown in Table-12.

	Levels	Frequency	Percent
Gender	Woman	106	22,8%
	Male	358	77,2%
Age	21-30 Age	148	31,9%
	31-40 Age	177	38,1%
	41-50 Age	123	26,5%
	50+	16	3,4%
Running Time	1-8 Years	230	49,6%
	9-18 Years	149	32,1%
	19-30 Years	73	15,7%
	31-40 Years	12	2,6%
Training	Primary	18	3,9%
	High School and Equivalent School	229	49,4%
	High School	87	18,8%
	License	95	20,5%
	M.Sc. or Ph.D.	35	7,5%
Position	Administrator	34	7,3%
	Office Worker	169	36,4%
	Field Worker	131	28,2%
	Security	75	16,2%
	Other	55	11,9%
Total		464	100,0

Table 9 Frequency Table of Demographic Variables

A survey study was conducted with the voluntary participation of 464 participants in the data collection process of the survey. As a result of summarizing the data obtained by the survey study, it was observed that 106 (22.8%) of the participants were female and 358 (77.2%) were male. In addition, when the age distribution of these participants was examined, it was observed that 148 people were in the 21-30 age group (31.9%), 177 were in the 31-40 age group (38.1%), 123 were in the 41-50 age group (38.1%) and 16 were in the 50+ age group (3.4%). When looking at the working times of the participants, it was observed that 230 had 1-8 years (49.6%), 149 had 9-18 years (32.10%), 73 had 19-30 years (15.7%) and 12 had a working time of 31-40 years (2.6%). When the distribution was examined for educational status, it was observed that 18 people received primary education (3.9%), 229 people received high school and equivalent schools (49.4%), 87 people received college (18.8%), 95 people had undergraduate (20.5%) and 35 people received master's or doctorate (7.5%). 34 of the survey participants.

4.5. Correlation Analysis

Correlation is an analysis method used to examine the linear relationship between two random variables. The relationship between variables is interpreted with the help of correlation coefficient and can be interpreted in terms of strength (low, medium, high), statistical significance and Direction (positive, negative) when interpreting correlation coefficient. When the absolute value of the correlation coefficient is 1, the exact relationship, the values between 0.00-0.29 by absolute value indicate the low relationship, the values between 0.30-0.69 in absolute value indicate the middle-level relationship, and the absolute value of 0.70 and above shows a high level of relationship.

	Being Aware of Emotions	Managing Your Emotions	Self-Motivating	Empathy	Social Skills	Contextual Performance	Task Performance	Inner Satisfaction	Inner Satisfaction
Being Aware of Emotions	1								
Managing Your Emotions	,504**	1							
Self-Motivating	,589**	,719**	1						
Empathy	,630**	,467**	,577**	1					
Social Skills	,573**	,549**	,,551**	,644**	1				
Contextual Performance	,018	,107*	,,046	,059	,085	1			
Task Performance	,441**	,419**	,,570**	,494**	,540**	-,016	1		
Inner Satisfaction	,088	,204**	,280**	,276**	,264**	,075	,282**	1	
External Satisfaction	,141**	,227**	,,284**	,266**	,267**	,062	,390**	,416**	1

Table 10 Correlation Analysis

When correlation coefficient values were examined, it was determined that there were relationships between the binary variables. Among these correlation coefficients, the highest value is calculated for the relationship between Managing Emotions and Self-Motivating. There has been a high level of relationship between "Managing Your Emotions and Self-Motivating" (r= 0.719). Similarly, relations between "Empathy and Awareness of Emotions" (r=0.630), "Empathy with Social

Skills" (r=0.644) and "Social Skills and Awareness of Emotions" (r=0.573) are also found to be quite good. However, when the coefficient values "Contextual Performance and Task Performance" (r=-0.016) and "External Satisfaction and Contextual Performance" (r=0.062) are examined, variables have little relation. Therefore, both to be able to examine the direction and size of the relationships between variables in more detail, as well as to examine the general interpretation of the relationships between variables, the logical.

4.6. Regression Analysis

Relationship Between Job Satisfaction and Emotional Intelligence and Business Performance

	Emotional Intelligence		Business Performance	
	β	P	β	P
Fixed	2,788	0,000	2,362	0,000
Job Satisfaction	,276	0,000	,235	0,028

Table 11 Multiple Regression Analysis Table for the Impact of Job Satisfaction on Emotional Intelligence and Job Performance

H0s: Job satisfaction has no effect on emotional intelligence and job performance.

H1s: Job satisfaction has an impact on emotional intelligence and job performance.

Multiple regression analysis showed that "Job Satisfaction" (p=0.000) had an effect on Emotional Intelligence. For this relationship, the regression equation should be established as below;

Emotional Intelligence = 2,788 + 0.276 Job Satisfaction

According to the multiple regression equation, Job Satisfaction has a positive effect on Emotional Intelligence. Emotional Intelligence will also increase by .276 units when Job Satisfaction increases by 1 unit. In other ways, Job Satisfaction positively affects Emotional Intelligence by 27.6%.

Another result obtained by multiple regression analysis is that "Job Satisfaction" (p=0.028) has an effect on Business Performance. For this relationship, the multiple regression equation should be established as below;

Job Performance = 2,181 + 0.235 Job Satisfaction

According to the multiple regression equation, Job Satisfaction has a positive effect on Job Performance. Job Satisfaction will increase by 0.235 units when 1 unit increases. That is, Job Satisfaction positively affects Business Performance by 23.5%.

The Relationship Between Emotional Intelligence and Job Satisfaction and Business Performance

	Job Satisfaction		Business Performance	
	β	P	β	P
Fixed	2,176	0,000	1,762	**0,000**
Emotional Intelligence	,398	0,000	,385	**0,000**

Table 12 Multiple Regression Analysis Table for the Relationship between Emotional Intelligence and Job Satisfaction and Business Performance

H0t: Emotional intelligence has no effect on job satisfaction and job performance.

H1t: Emotional intelligence has an impact on job satisfaction and job performance.

Multiple regression analysis showed that "Emotional Intelligence" (p=0.000) had an effect on Job Satisfaction. For this relationship, the multiple regression equation should be established as below;

Job Satisfaction = 2,176 + 0.398 Emotional Intelligence

According to the multiple regression equation, Emotional Intelligence has a positive effect on Job Satisfaction. Job Satisfaction will also increase by .398 units when Emotional Intelligence increases by 1 unit. So Emotional Intelligence positively affects Job Satisfaction by 39.8%.

Another result obtained by multiple regression analysis is that "Emotional Intelligence" (p=0.000) has an effect on Business Performance. For this relationship, the multiple regression equation should be established as below;

Business Performance = 1,762 + .385 Emotional Intelligence

According to the multiple regression equation, Emotional Intelligence has a positive effect on Business Performance. Business Performance will also increase by .385 units when Emotional Intelligence increases by 1 unit. So Emotional Intelligence positively affects Business Performance by 38.5%.

5. Conclusion and Recommendations

In general, emotional intelligence has been found to have an impact on business performance, which is more than job satisfaction. The effect of emotional intelligence on job satisfaction is more than the effect of job satisfaction on emotional intelligence. In other ways, emotional intelligence positively affects both job satisfaction and job performance. These effects on job performance are based on task performance rather than contextual performance. Contextual performance was found to be associated only with the factor of managing the emotions of emotional

intelligence, no other job satisfaction and emotional intelligence factor.

As a result of the analysis; it can be evaluated that differences in educational status were found to be lower in the direction of Awareness of Emotions of people who were trained at the elementary school level than those who were trained at the Master's or Doctoral level. It was also found that the empathy aspect of people who were trained at the undergraduate level was lower than those who were trained at the high school and equivalent school and high school level. In addition to the situation, it was found that the empathy aspect of people who were trained at the high school level was higher than that of people who were trained at primary and high school and equivalent school level. In addition, the social skills of people who have been trained at the Master's or Doctoral level have been found to be higher than those who have been trained at the primary and undergraduate levels.

As a result of the analysis; gender-related differences were found to be lower intrinsic satisfaction and external satisfaction of women than men. This may be due to the fact that women have a more detailed structure by nature. It can be said that a perfectionist and detailed approach to a work done can reduce satisfaction.

In general, the emotional intelligence evaluation of people between the ages of 20 and 30 was found to be low. It can be claimed that this is due to a lack of experience.

Differences in Working Time were found to be more than those with a working period of 1-8 years than people with task performance between 31-40 years.

Differences depending on the position were found to be lower in the direction of awareness of emotions of people working in the executive position than security employees. It was also found that office workers have a lower ability to motivate themselves than those who work in other positions. In addition to the situation, the social skills of people working in other positions were found to be lower than managers, office workers, field workers and security.

On the other hand, the factor of emotional intelligence awareness of emotions was found to have a negative effect on work satisfaction, also on inner satisfaction and external satisfaction.

For the relationship between emotional intelligence and job satisfaction; it has been found that being aware of emotions from the components of emotional intelligence negatively affects business satisfaction in terms of internal and external satisfaction. The coefficient of the Emotional Intelligence scale was 0.942, and based on this result, it can be claimed that the scale is reliable. Furthermore, when looking at the sub-dimensions of the scale, Cronbach Alpha coefficients were found to be reliable in "awareness of emotions" (0.857), "expressing emotions" (0.830), "self-motivating" (0.842), "empathy" (0.845) and "social skill" (0.844).

As a result of correlation analyses; it has been found that there is a high level of relationship between managing emotions and self-motivating. In the same way, there has been an intense relationship between empathy and awareness of emotions, social skills and empathy and social skills and awareness of emotions.

According to the multiple regression equations made within the scope of this study; job satisfaction has a positive effect on emotional intelligence. When the job satisfaction level increases by 1 unit, the level of emotional intelligence increases by 0.276 units. Also, it has been found that the level of job satisfaction positively affects emotional intelligence by 27.6%.

According to the multiple regression equations made within the scope of this study; job satisfaction has a positive effect on business performance. When the job satisfaction level increases by 1 unit, the job performance level increases by 0.235 units. In another perspective, it has been found that the level of job satisfaction positively affects business performance by 23.5%.

According to the multiple regression equations made within the scope of this study; the level of emotional intelligence has a positive effect on job satisfaction. When the level of emotional intelligence increases by 1 unit, the level of job satisfaction increases by 0.398 units. In other results, it has been found that the level of emotional intelligence positively affects job satisfaction by 39.8%.

According to the multiple regression equations made within the scope of this study; the level of emotional intelligence has a positive effect on business performance. When the level of emotional intelligence increases by 1 unit, the level of work performance increases by 0.385 units. In other results, emotional intelligence level was found to positively affect business performance by 38.5%.

It is thought-provoking that being aware of emotions from these results has a negative effect. Taking into account the definition of this issue, it remains to be seen that expectations are the main factor determining job satisfaction. From there, it is concluded that the expectations of employees in general are not being exceeded in the institutions involved in the research universe. It leads to job dissatisfaction when the emotional awareness of employees whose expectations are not met is high. If the survey universe could be created from workplaces where employee expectations are generally meet, it can be predicted that the Awareness of Emotions component will have a positive impact on job satisfaction.

It has been found that businesses need to create professional staff units that will take the contribution of demographic characteristics to the top of the business by providing appropriate staff selection in recruitment. In this case, thanks to professional personnel units, the Staff Turnover Rate can be kept low, resulting in the improvement of demographic factors over time. Because it will not be possible to change the age, work experience, training of the staff who are already working instantly except for recruitment and staff removal.

As for suggestions; these results revealed that managers who want to improve task performance should be able to work on improving both the entire dimensions of job satisfaction and the social skills, empathy and self-motivating dimensions of emotional intelligence. When the relationship of emotional intelligence with business performance is examined; it has been revealed that managing emotions only affects contextual performance (20%), which is one of the components of emotional intelligence. The following

recommendations can be made to improve contextual performance;

Providing psychological training for employees on emotion control,

Increasing the opportunities for physical activity in the business environment in an aim to help manage the feelings of employees. (Table tennis, etc.)

Providing the necessary religious worship facilities for employees (Masjid, yoga, etc.)

Preference of individuals who have a high level of managing emotions when hiring staff.

Task performance was found to be influenced by the components Of Social Skills (34%), Empathy (9%) and Self-Motivating (26%). The following suggestions can be made on this topic:

Preference of individuals who are at a high level in these subjects when hiring staff

Organization of social organizations of the business to increase social skills.

Providing training on these topics.

6. Recommendations for Future Researches

Similar research in this field, business performance and emotional intelligence to be done on employees and managers in different research phases and business areas can be easy to compare the results.

The relationship between emotional intelligence in working environments and many variables such as job satisfaction and job performance may also be among the topics that may be the subject of research in studies in this field.

The effects of the relationship between emotional intelligence, job satisfaction and

work performance can be examined in many different institutions belonging to private and human fields.

A broader range of activities can be done by reaching out to employees throughout Turkey who are continuing their activities.

Apart from job satisfaction and job performance, similar studies can be done with many different arguments that are related to emotional intelligence. In this way, variables associated with emotional intelligence can also be evaluated from a whole perspective.

When the relationship of job satisfaction with job performance was examined, there was no significant relation of job satisfaction to contextual performance, but both intrinsic satisfaction and external satisfaction were found to positively affect task performance. Therefore, in addition to wages, health insurance, organizational justice, which will provide internal and external satisfaction of enterprises, it would be in place for employees to take measures to improve their work environments. Besides the scales used in this research for employees in Ankara OSBs, new studies can be carried out by using scales.

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