

Role of Empathy and Ethical Competence in Job satisfaction of Employees at Indian workspaces

Dr Vimala Venugopal Muthuswamy
Department of Management, School of Business,
King Faisal University, Al-Ahsa, Saudi Arabia.
Email: fmuthuswamy@kfu.edu.sa

Varshika G.
Business and Economics (Masters).
Melbourne Business School, University of Melbourne, Australia
Email: varshikag@student.unimelb.edu.au

Received Date: 18-02-2023; Accepted Date: 29-06-2023; Publication Date: 30-07-2023

Abstract

The primary objective of this study is to examine the relationship between job satisfaction and the emotional quotient of employees inside an organization. The emotional quotient encompasses several factors such as empathy, emotional intelligence, personal values, and ethical competence. This study is based on the premise that job satisfaction is affected by an employee's emotional quotient. It recognizes that job satisfaction is a significant determinant of an employee's motivation and subsequently, the overall productivity of an organization. In order to accomplish this goal, a new framework was devised by amalgamating pertinent research works, and a survey instrument was constructed to gather empirical data from the workforce in the Indian IT sector located in Bangalore. This study seeks to enhance the existing knowledge of the factors that influence job happiness, with a specific focus on the untapped area of employees' emotional quotient. The results of the research will ultimately offer useful insights into the relationship between empathy, ethical competence, and job happiness. These insights will be of great significance for future studies, policy formulation, and the development of organizational culture.

Keywords: Empathy, Ethical Competence, Emotional quotient, Job satisfaction, Productivity

How to cite (APA):

Muthuswamy, V. V., Varshika, G. (2023). Role of Empathy and Ethical Competence in Job satisfaction of Employees at Indian workspaces. *International Journal of Instructional Cases*, 7(1), 135-160.



**International Journal
of Instructional Cases**

Introduction

In a recent study conducted by [Ramos Salazar \(2022\)](#), the author investigated the interconnectedness between leaders' communication competence, mindfulness, self-compassion, and job satisfaction. The findings of the study indicated that communication competence played a significant role as a precursor to both mindfulness and self-compassion. Further, it was shown that self-compassion had a crucial role in mediating the favorable association between communication skills and job satisfaction. In the dynamic and always-changing Indian professional environment, the level of job satisfaction is closely associated with an individual's personality traits and emotional intelligence. The influence of personal values on work outcomes is depicted by the Perceptions of Organizational Politics (POP) model, which was initially introduced by [Ferris, Russ, and Fandt \(1989\)](#). The concepts of empathy, emotional intelligence, and personal values are closely interconnected and influence an individual's motivation and actions ([Kohlberg, 1984](#)). Consequently, these factors play a significant role in evaluating an employee's reported job satisfaction. Empathy refers to the aptitude and proficiency in perceiving and comprehending the emotions and conduct of an individual ([Mahsud, Yukl, & Prussia, 2010](#)). Empathy is a fundamental component within the construct of emotional intelligence ([Mayer, Caruso, & Salovey, 1999](#)). The emotional quotient, including of emotional intelligence, empathy, and personal values, plays a crucial role in influencing the perceived job happiness of an individual. In their study, [Çelikkaleli and Ökmen \(2021\)](#) highlight the significance of self-efficacy belief towards the teaching profession and job satisfaction as influential factors in shaping individuals' attitudes.

The workforce of an organization plays a vital role in facilitating and supervising the daily functions and operations ([Mulia et al., 2014](#)). The efficacy and efficiency of an organization are contingent upon the level of employee happiness, as it has a direct influence on the firm's productivity and performance. The amount of job satisfaction serves as a symbolic indicator of an employee's degree of optimism, pleasure, and sense of belonging. Job satisfaction refers to the subjective evaluation and emotional response that individuals have towards their work. The level of fit between individuals and organizations is influenced by their perception and the extent to which they believe there is compatibility ([Ivancevich, Olelans, & Matterson, 1997](#)). The significant impact of empathy and ethical competence on employees' overall job satisfaction levels should not be underestimated. The capacity to comprehend, empathize with, and establish emotional connections with others is of great importance in fostering a favorable work environment that promotes satisfaction. Ethical expertise refers to the component of ethics that encompasses the capacity of an individual or a collective entity to reach moral conclusions and engage in righteous actions. This entails utilizing deep and subtle ideas to effectively negotiate intricate moral dilemmas with a strong sense of self-

assurance and composure. In instances where employees consider their organization and colleagues to exhibit ethical behavior, they are more likely to place greater trust and dependence on them, leading to a heightened sense of pride in their professional endeavors. As a result, this may lead to an increased sense of satisfaction with their job responsibilities and a stronger commitment to the organization as a whole.

Hence, it can be inferred that the level of job satisfaction experienced by an employee is associated with factors such as empathy, emotional intelligence ([Sembiring et al., 2020](#)), ethical competence, and personal values ([Ismail, Karkoulia, & Kertechian, 2019](#)). In contemporary times, a substantial proportion of employees exhibit a notable level of discontentment, leading to the manifestation of unfavorable dispositions inside the workplace. This phenomenon subsequently leads to a decline in the overall performance of the organization ([Mowday, Porter, & Steers, 2013](#)). This paper introduces a conceptual framework that illustrates a robust association between individuals' perceived levels of empathy and emotional intelligence, their personal values as represented by Schwartz's circumplex model of human values, and their ethical competence in the workplace. Furthermore, the study explores the significance of these factors in relation to employees' job satisfaction. The study aims to clarify the methodologies employed and show the outcomes of an empirical examination of the model within an Indian workspace. The current study aims to expand the existing knowledge on the factors that influence job happiness, with a particular focus on the emotional quotient of employees. The primary objective of this research study was to examine the relationship between empathy, ethical competence, and job happiness among employees in Indian workspaces. To achieve this goal, a representative sample of individuals from the Indian IT sector in Bangalore was obtained. The data obtained from this study has the potential to enhance employers' comprehension of how to establish a favorable work atmosphere by means of enhanced policies, cultivation of organizational culture, and the creation of a conducive workplace. Consequently, this can lead to an enhancement in job satisfaction among employees. The generalizability of the study's findings extends beyond the Indian IT industry, encompassing other industries and locations. This is due to the representative nature of the sample, which adequately reflects the broader Indian workforce.

Several prior studies have contributed valuable insights into the interconnections of empathy, emotional intelligence, and job satisfaction. However, the field of study still contains various unresolved inquiries and areas of deficiency. Insufficient empirical evidence exists on the relationship between personal values, as conceptualized by [Schwartz \(1994\)](#), and ethical competence, as well as the subsequent impact on employees' job satisfaction within the context of the Indian workplace. The dearth of scholarly investigation pertaining to the interplay among personal values, ethical competence, and job happiness within the context of the

Indian workplace is of considerable importance. The comprehension of the correlation between individual values, ethical proficiency, and job contentment holds significant implications for companies and policymakers seeking to improve employee welfare and organizational effectiveness. The existing body of research on the relationship between personal values, ethical competence, and professional happiness is currently minimal. The investigation and acquisition of knowledge pertaining to this subject matter could yield valuable perspectives on how organizations can improve the well-being and performance of their employees through the promotion of ethical conduct and the alignment of personal values with organizational values.

The objective of this study is to examine the emotional intelligence of employees and analyze the impact of these aspects on job satisfaction. High emotional intelligence and empathy among employees can have an impact on their ethical competence as well as their perception and attainment of job satisfaction (Pohling et al., 2016). The personnel of an organization is considered to be crucial assets, leading many organizations to prioritize their people (George, 1990). Therefore, it is vital for organizations to comprehend the precursors of job satisfaction and then make informed judgments in order to enhance efficiency.

Review of Literature

According to the study conducted by Ledesma-Amaya et al. (2023), empathy is seen as a cognitive ability that facilitates the recognition and comprehension of the subjective experiences of others. Emotional intelligence refers to a collection of talents that pertain to an individual's capacity to accurately recognize, comprehend, articulate, and introspect upon emotions. It encompasses the aptitude to comprehend and empathize with both one's own emotions and those of others (Salovey & Mayer, 1990). Emotional intelligence (EI) is an essential factor in the achievement of any employee, irrespective of their role or sector, as persons possessing elevated levels of emotional intelligence are capable of cultivating favorable relationships with their peers, clients, and consumers. Individuals who possess a high level of emotional intelligence demonstrate the ability to engage in effective communication, actively listen, and respond properly to the emotions of others. This skill set contributes to the cultivation of a work atmosphere that is both healthy and positive.

The topic of emotional intelligence has garnered significant attention since its initial introduction to the public by Salovey and Mayer (1990). According to Goleman (1998), those in positions of leadership and authority are more likely to achieve success if they exhibit a higher level of emotional intelligence. Individuals that possess elevated levels of emotional intelligence demonstrate the ability to effectively navigate and resolve disputes, hence enhancing their efficacy as leaders.

Conflict is an unavoidable aspect of the workplace, and possessing the ability to effectively handle it with sensitivity and understanding is essential for fostering a cohesive and efficient work milieu. Individuals possessing elevated levels of emotional intelligence demonstrate the capacity to identify and effectively manage their own emotions, as well as the emotions of others, in order to facilitate the resolution of conflicts through mutually advantageous means. Moreover, persons who possess elevated levels of emotional intelligence demonstrate the capacity to effectively cope with stress through the adoption of constructive strategies. The work environment is often characterized by elevated levels of stress, necessitating individuals' ability to effectively regulate their stress levels to uphold both productivity and overall well-being. Individuals with elevated levels of emotional intelligence have the capacity to identify and manage their own emotional states and individuals should employ coping mechanisms that are both efficacious and conducive to well-being.

The examination of an individual's emotions and their level of emotional intelligence is crucial due to its significant impact on the overall outcome of group performance. The significance of emotions and emotional intelligence in team performance cannot be overstated, as collaboration is fundamentally a social endeavor. [Druskat and Wolff \(1999\)](#) have presented a group-level model of emotional intelligence to illustrate the impact of emotions on team dynamics. Individuals with elevated levels of emotional intelligence demonstrate enhanced abilities in cultivating constructive interpersonal connections, effectively navigating disputes, effectively managing stress, exhibiting effective leadership qualities, and demonstrating adaptability in the face of change. By acknowledging and cultivating emotional intelligence, employees have the ability to establish a work environment that is characterized by enhanced positivity, productivity, and personal satisfaction for both themselves and their coworkers. Emotionally competent group norms (ECGN) refer to a collection of behavioral standards that are established by groups to regulate and guide the emotional experiences inside the group. Consequently, the impact on team performance has been found to be associated with the extent to which a group establishes specific norms ([Druskat & Wolff, 1999](#)). Understanding the factors that contribute to the formation of ECGNs might be beneficial for the overall development of a team. Therefore, it may be argued that the emotional intelligence of an individual significantly influences the atmosphere and personal experience within a workplace.

Empathy, as defined by [Pilling and Eroglu \(1994\)](#), refers to an individual's capacity to see, understand, and contemplate the words, actions, feelings, and behavior of others. It encompasses both cognitive and affective dimensions, as highlighted by [Giacobbe et al. \(2006\)](#). Empathy is considered a crucial quality for employees in cooperative roles ([Beatty et al., 1996](#)). There is a positive correlation between the level of empathy exhibited by employees and their interpersonal abilities ([McBane,](#)

1995). Furthermore, the possession of empathy can be regarded as a vital skill for individuals employed in occupations such as sales or customer service (Beatty et al., 1996). This perspective does not exclude other positions, as in the context of business, all acts are undertaken with consideration for the requirements of consumers, and all roles inherently involve interpersonal interactions. Hence, the possession of empathy becomes a crucial ability for an employee, enabling effective interaction and the attainment of optimal performance.

Employees that show elevated degrees of emotional empathy are also more inclined to demonstrate interpersonal concern, mutual support, and well-being throughout their interactions with consumers. Furthermore, it has been found that individuals who possess elevated degrees of cognitive empathy are more inclined to possess a deeper comprehension of consumer requirements (Homburg, Wieseke, & Hoyer, 2009). A higher level of empathy can be linked to an employee's dedication to resolving consumer issues and striving to achieve the optimal solution, thereby effectively addressing the matter and enhancing customer satisfaction. The emotional intelligence quotient (George, 2000) is a crucial factor in determining the effectiveness of a leader. The ability to comprehend, manage, and contemplate upon one's own and other's emotions fosters efficacy and efficiency in leadership. Consequently, this capability aids in improving problem-solving skills and the overall performance of individuals within an organization. Individuals within an organization who possess elevated levels of emotional intelligence tend to exhibit a greater propensity for demonstrating interpersonal concern, empathy, and care toward both their colleagues and consumers (McBane, 1995).

Personal values refer to the values that an individual acquires and cultivates over time through their experiences, environment, circumstances, and inherent disposition. An individual's self-identity is shaped by their inherent values (Hitlin, 2003). The behaviors and decision-making process of an individual are influenced by their personal values, which serve as a guiding force (Hitlin & Piliavin, 2004). An employee's cognitive engagement with their environment is influenced by their own beliefs (Park & Choi, 2009). Employee satisfaction is greatly influenced by personal values, which can be described as overarching and abstract motivational goals that individuals desire for their own purpose or for the benefit of others (Schwartz, 1992). Employees who possess personal values that are congruent with the principles upheld by their organization tend to exhibit elevated levels of job satisfaction (Cable & Edwards, 2004).

The Self-Determination Theory proposed by Ryan and Deci (2000) provides more evidence to underscore the significance of personal values in relation to employee happiness. The authors contend that when individuals in the workforce are capable of fulfilling their fundamental psychological requirements for autonomy, competence, and relatedness, they encounter enhanced levels of well-being and

motivation. This objective can be accomplished by establishing congruence between an individual's personal ideals and the principles upheld by their respective organization. The study conducted by [Chatman and Barsade \(1995\)](#) revealed that the alignment of employee and organizational values positively influences cooperation and work performance. In addition, [Parker and Bindl \(2017\)](#) propose that proactivity, defined as the capacity to proactively take initiative and engage in anticipatory actions, plays a pivotal role in fostering job happiness. This phenomenon is more likely to manifest when employees' individual values are congruent with the values upheld by the organization.

[Yue et al. \(2022\)](#) conducted a research investigation wherein they emphasized the significance of empathy in mitigating burnout. Their findings indicated that the effective management of job satisfaction and the enhancement of job commitment was associated with a reduction in burnout levels. The personal values of an employee encompass their behavioural patterns, attributes, and decision-making processes, reflecting their inherent qualities and beliefs. The personal values of an employee are subject to change and development over time as a result of their experiences and personal growth. Moreover, they elicit the individual's emotional intelligence component. A positive work atmosphere and heightened emotional commitment can be fostered when people possess elevated levels of personal values and emotional intelligence quotient ([Hennig-Thurau et al., 2004](#)). The congruence between an individual's personal values and the principles upheld by an organization is of paramount importance in fostering employee contentment, motivation, and overall well-being. Organizations that demonstrate recognition and encouragement of their employees' own values are inclined to cultivate a contented and efficient staff. Hence, it is comprehended that there exists a strong interconnection between an individual's emotional quotient and their personal values, as both factors exert significant mutual effect.

Hypothesis 1: The emotional intelligence and empathy quotient of an employee influences the personal values of the concerned employee to a great degree.

[Agarwal et al. \(2023\)](#), highlight and introduce the concept of emotional intelligence (EI) and its significance in the project environment by employing the widely recognized EQ framework. On a similar note, [Gómez-Leal et al. \(2021\)](#), illustrate in their study that EI exhibits a positive correlation with empathy towards humans. Notably, the link between EI and empathy for animals hinged on whether participants had prior experience with pets. The notion of Ethical Competence encompasses the fusion of reasoned action-based judgment and the principles of virtue ethics. Therefore, ethical competence refers to the execution of activities guided by commonly shared morals, principles, knowledge, and regulations ([Eriksson & Lindström, 2007](#)). Ethical competence refers to the deliberate and conscientious process of decision-making and the subsequent actions taken by an

individual in a responsible context. Individuals are expected to adhere to their personal ethical principles and behave in a manner that takes into consideration the potential impact of their actions on the environment and those around them (Pohling et al., 2016). According to Eriksson and Lindström (2007), individuals are guided in their behaviours by a set of underlying guidelines and laws. Ethical competence comprises the interrelated components of perception, judgement, and behaviour. Jormsri et al. (2005) identified three dimensions pertaining to moral agency, namely the moral agent, the capacity for discerning advantages and disadvantages, and ultimately, the capacity for implementing the resulting judgements.

An individual's ethical competence should not be only attributed to their personality feature (Pohling et al., 2016). Due to this rationale, it is imperative for the research to investigate additional facets of an individual that influence their cognition and behavior. Therefore, the examination of personal values and ethical competence in conjunction provides a broader and more practical outlook. The amalgamation of an individual's personal values, ethical competence, and personality features plays a pivotal role in shaping their perception and behavior. According to Rychen and Salganik (2003), the concept of competence goes beyond mere knowledge and skills and encompasses a broader range of cognitive abilities, ethical considerations, motivational factors, social aptitudes, and operational capabilities (Payne & Payne, 2004). Furthermore, the acquisition of personal and behavioral skills, such as self-assurance, tenacity, emotional intelligence, stress tolerance, task orientation, and empathy, is an integral part of this process, alongside cognitive and functional skills (Le Deist & Winterton, 2005). Values and ethical skills contribute to the enhancement of various factors, including respect for others, appreciation of others, sensitivity to the environment, and strong customer orientation (Cheetham & Chivers, 1998). Hence, the demonstration of competence by an individual reflects their comprehensive cognitive abilities and encompasses the essential components that contribute to their identity and their approach to diverse circumstances. According to the findings of Cheetham and Chivers (1998), competence can be defined as the ability to effectively and judiciously make informed judgments in work-related contexts, drawing upon appropriate personal and professional values.

Personal characteristics are intrinsic attributes that play a vital role in shaping an individual's behavior and cognition across diverse contexts. One's interactions with others are significantly influenced by certain factors, which eventually play a crucial role in determining an individual's success in both personal and professional domains. In addition to individual characteristics, there exist certain professional attributes that are essential for achieving success in every given domain. Several characteristics can be identified as essential for individuals in a professional setting. These attributes encompass possessing

appropriate attitudes, adhering to ethical rules, demonstrating self-regulation, actively listening to clients, making difficult ethical choices, and comprehending personal limitations. Hence, in order to substantiate the notion that achieving success in one's professional endeavors is contingent upon the cultivation and continuous development of certain attributes, it is imperative for individuals to foster these qualities.

Hypothesis 2: The personal values and ethical competence of an employee guide one's perception and behavior.

Job satisfaction can be defined as the degree of satisfaction and fulfillment experienced by employees in relation to the tasks, they perform to achieve their job responsibilities ([Hackman & Oldham, 1975](#)). Moreover, it might be conceptualized as the positive affective states experienced by employees throughout the execution of their job duties, characterized by feelings of satisfaction, well-being, and optimism ([Locke, 1976](#)). The assessment of job satisfaction is crucial as it is closely linked to an employee's behaviors and has a direct impact on their actions ([Arnett, Laverie, & McLane, 2002](#)). Job satisfaction primarily refers to an individual's subjective perception of their employment, encompassing their attitude, level of fun, fulfillment, and happiness derived from their work. Employee well-being is a crucial factor that significantly impacts their performance, dedication, and retention within an organization. Job happiness is influenced by various aspects, such as the work environment, level of job autonomy, job security, and salary. The attrition rate of an organization is significantly influenced by job satisfaction ([Karsh, Booske, & Sainfort, 2005](#)). The attrition rate of an organization is indicative of its operational efficiency, and work satisfaction has the potential to enhance productivity when attained ([Kim et al., 2005](#)).

Ethical competence can be developed through the process of learning and the accumulation of earlier experiences ([Berglindh, 1990](#)). In the context of a professional environment, it is imperative to comprehend and evaluate the underlying purpose behind an action, perception, and conduct in order to achieve the best outcomes. The work environment is a crucial determinant of job happiness. The work environment of an individual encompasses various elements, such as the physical setting, the prevailing organizational culture, and the interpersonal dynamics among coworkers and superiors. Research has indicated that the cultivation of a pleasant work environment characterized by the promotion of trust, respect, and open communication has the potential to augment levels of job satisfaction. Likewise, an adverse work environment characterized by the endorsement of discriminatory practices, instances of harassment, and acts of bullying can engender discontentment among employees and exert a detrimental impact on their overall welfare and level of productivity ([Kumar, Gupta, & Srivastava, 2020](#)).

According to [Perry et al. \(2010\)](#), there exists a favorable correlation between job autonomy and both job satisfaction and employee engagement. When employees are granted autonomy in their work, there is a greater likelihood that they will have a heightened sense of achievement and contentment, ultimately resulting in increased levels of job satisfaction. There is a positive correlation between employees' perception of job security and their job satisfaction. The level of job security experienced by an employee can have a significant impact on their level of commitment to an organization and their inclination to remain employed with the organization for an extended period of time. On the other hand, the presence of work instability has been found to be associated with negative outcomes such as increased levels of stress, anxiety, and diminished job satisfaction ([Lee, Ashford, & Bobko, 1990](#)). Finally, it should be noted that salary plays a pivotal role in influencing job satisfaction. There is a positive correlation between employees who perceive their compensation as fair and their level of job satisfaction. Compensation encompasses various components, such as income, perks, incentives, and prospects for professional advancement. In addition, it has been found that there is a positive correlation between pay satisfaction and job satisfaction, as demonstrated by the research conducted by [Judge, Boudreau, and Bretz \(1994\)](#). Hence, the evaluation of job satisfaction and ethical competence is vital, as these factors exert a direct impact on the organizational culture and environment. An employee who is satisfied with their work can contribute to the overall well-being of an organization. Consequently, it is crucial to comprehend the interplay between these two factors.

Hypothesis 3: There is a positive correlation that exists between emotional intelligence and empathy, personal values, ethical competence, and the consequences it has on an employee's perceived satisfaction and functioning of an organization in the Indian workspace.

Research Methodology

The study's objective aimed to examine the impact of empathy and ethical competence on job satisfaction among employees in Indian workspaces. To facilitate data acquisition for the research, data was obtained from personnel specifically employed in the workplaces of the Indian IT sector located in Bangalore. The study centered on the information technology (IT) sector as a representative sample in order to obtain insights into the broader Indian workforce. The selection of personnel in the IT sector of Bangalore City was based on its notable variety. The city, known for its status as the leading exporter of IT-related goods and services in the country, draws individuals from diverse backgrounds and regions of India, thereby serving as a representative sample of the Indian workforce. The data utilized in this study

was obtained from a sample of individuals employed in the Indian IT sector, which represents a subset of the overall population. In order to get the requisite data, a survey was conducted among employees of the Indian IT Sector located in Bangalore, utilizing a questionnaire. The selection of this substantial sample was conducted with the aim of obtaining a representative cohort of individuals employed within Indian work environments. The study focused on employees working in the IT sector within the Indian workforce, aiming to assess the impact of empathy and ethical competence on job satisfaction.

This survey collected approximately 260 replies from people working in the Indian IT industry in Bangalore. The present study utilizes the simple random sampling technique, a form of probability sampling methodology. This method is employed to facilitate the selection of a random subset of employees from a given demographic. This strategy is picked because of its characteristic of providing each employee within a population with an equal probability of being chosen.

The use of the simple random sampling technique in research analysis is aimed at guaranteeing the representativeness of the sample in relation to the population, as well as enabling the generalization of the obtained results to the full population. The utilization of simple random sampling can effectively mitigate potential biases and enhance the precision and dependability of the research outcomes.

The measurement of employees' empathy in this study was initially established through the utilization of the Saarbrücker Persönlichkeitsfragebogen ([Paulus, 2009](#)), which is a validated German version of the Interpersonal Reactivity Index ([Davis, 1983](#)). Subsequently, [Pohling et al. \(2016\)](#) adapted this instrument and employed a 4-item scale to assess employees' empathy. In order to investigate the emotional intelligence of employees, the research drew upon the works of [Cartwright and Pappas \(2008\)](#), [Côté and Miners \(2006\)](#), [Mayer and Salovey \(1999\)](#), and [Wong and Law \(2017\)](#). To assess emotional intelligence, a set of eight items was employed. In order to ascertain the personal values of employees within an organization, a set of 10 items was employed. In this study, the ethical competence of employees was assessed by the utilization of a set of five items. The variable in question has been derived from the study conducted by [Pohling et al. \(2016\)](#). The present study used the theoretical frameworks proposed by [Cammann et al. \(1983\)](#), [Spector \(1985\)](#), and [Ko \(2012\)](#) to assess job satisfaction among employees. The present study incorporates demographic questionnaires to gather additional information about the participants, such as their gender, age, and work experience. The identification and measurement of all the variables in this study are conducted through the application of a five-point Likert-type scale.

Table 1: Measurement Constructs Used In

Items	Variables	Author
EMPQ1	Perspective-taking	Pohling et al. (2016)
EMPQ2	Empathetic concern of employee	
EMPQ3	Fantasy of employee	
EMPQ4	Personal distress	
PVQ1	Universalism	Bzdok et al. (2012)
PVQ2	Benevolence	
PVQ3	Conformity	
PVQ4	Tradition	
PVQ5	Security	
PVQ6	Power	
PVQ7	Achievement	
PVQ8	Hedonism	
PVQ9	stimulation	
PVQ10	Self-direction	
ECQ1	Neuroticism	Eigenstetter, Dobiasch, and Trimpop (2007)
ECQ2	Extraversion	
ECQ3	Openness	
ECQ4	Agreeableness	
ECQ5	Conscientiousness	
EIQ1	I always know my friends' emotions from their behaviour	Jung and Yoon (2016)
EIQ2	I am good observer of others' emotions	
EIQ3	I am sensitive to the feelings and emotions of others	
EIQ4	I have good understanding of the emotions of people around me	
EIQ5	I always set goals for myself and then try my best to achieve them	
EIQ6	I always tell myself I am a competent person	
EIQ7	I am a self-motivated person	
EIQ8	I always encourage myself to try my best	
JSQ1	I like the people I work with	Jung, Jung, and Yoon (2021)
JSQ2	My job is enjoyable	
JSQ3	I like doing the things I do at work	
JSQ4	In general, I like working here	
JSQ5	All in all, I am satisfied with my job	

Table 2: Demographics

Sr no.	Classification	Categories	Frequency	Percentage
1	Gender	Male	142	54.6
		Female	115	44.2
		Others	1	0.4
		Prefer not to say	2	0.8
2	Age	23-30 years	63	24.2
		31-40 years	123	47.3
		Above 40 years	74	28.5
3	Work Experience	Less than two years	9	3.5
		2-5 years	52	20.0
		Above 5 years	199	76.5

The [Table 2](#) demographics statistics showcases the sample presented in the research.

Data Analysis & Findings

A comprehensive investigation and examination were conducted on the data gathered from individuals working in the Information Technology sector, specifically inside the Indian workplace. For the purposes of this study, the sample population consisted of the workforce in the Indian IT sector located in Bangalore. This particular sector was selected owing to its extensive presence and the high demand it attracts from individuals with diverse backgrounds and talents. The Indian information technology (IT) sector is seeing significant growth and encompasses a diverse array of firms and organizations that provide a wide range of IT services and solutions to clients globally. The Indian economy has witnessed the emergence of a substantial and highly active sector that ranks among the largest in the country. This sector has played a significant role in driving India's economic expansion in recent decades.

According to the demographic characteristics shown in [Table 2](#), the sample comprises 54.6% male respondents and 44.2% female respondents. The age group with the biggest percentage of responses, specifically 76.5%, consists of individuals above the age of 5. Furthermore, a majority of these individuals possess job experience beyond 5 years. The data for this study has been collected from individuals with significant professional backgrounds to ensure the appropriateness and pertinence of the findings. The statistical tools employed for the examination of the collected and extracted data from the research survey include Cronbach's α , factor loading, average variance extracted (AVE), construct reliability (CR), Karl Pearson's correlation, and linear regression. The statistical analysis of the retrieved data was conducted using the IBM SPSS Software, while the structural equation modeling (SEM) was performed using the IBM AMOS Software.

Psychometric Properties of Measures

Table 3: Psychometric Properties of Measures

Constructs	Items	Factors loading	Mean	SD	Average variance extracted	Composite reliability	Cronbach's
Empathy	EMPQ1	0.593	3.165	1.142	0.39	0.72	0.799
	EMPQ2	0.707	3.369	0.971			
	EMPQ3	0.641	3.488	1.022			
	EMPQ4	0.572	3.500	1.019			
Personal Values	PVQ1	0.374	3.124		0.6	0.79	0.906
	PVQ2	0.630	3.313	1.086			
	PVQ3	0.568	3.459	1.001			
	PVQ4	0.553	3.569	1.041			
	PVQ5	0.479	3.548	1.004			
	PVQ6	0.558	3.617	1.018			
	PVQ7	0.571	3.628	0.961			
	PVQ8	0.547	3.554	1.009			
	PVQ9	0.494	3.579	1.012			
	PVQ10	0.554	3.660	0.969			
Ethical Competence	ECQ1	0.492	3.119	1.150	0.39	0.76	0.849
	ECQ2	0.604	3.247	1.045			
	ECQ3	0.692	3.362	1.022			
	ECQ4	0.668	3.521	1.038			
	ECQ5	0.665	3.424	1.073			
Emotional Intelligence	EIQ1	0.542	3.307	1.099	0.06	0.83	0.915
	EIQ2	0.64	3.542	1.022			
	EIQ3	0.589	3.553	1.087			
	EIQ4	0.664	3.673	1.038			
	EIQ5	0.68	3.688	1.075			
	EIQ6	0.601	3.711	1.089			
	EIQ7	0.638	3.619	1.092			
	EIQ8	0.676	3.734	1.063			
Job Satisfaction	JSQ1	0.573	3.333	1.035	0.14	0.73	0.828
	JSQ2	0.65	3.488	0.964			
	JSQ3	0.596	3.600	0.987			
	JSQ4	0.518	3.576	0.937			
	JSQ5	0.637	3.542	0.991			

Descriptive analysis was employed to examine the mean and standard deviation of all the items, while the fit of the measurement model was assessed. The reliability statistics presented in the table above indicate the degree of consistency exhibited by the measuring instrument in assessing the construct across various items and

throughout different time periods. In this particular instance, the collective variability of all the variables surpassed a threshold of 0.7, thereby signifying a level of consistency that is deemed satisfactory for the purposes of the research.

Cronbach's values were employed to assess the consistency and reliability of the data. The obtained values, which were found to be greater than or equal to 0.70, suggest a satisfactory level of reliability (Hair et al., 2010). Cronbach's alpha is a statistical measure employed in the field of statistical analysis to assess the reliability of a scale or questionnaire by evaluating its internal consistency. The purpose of this measure is to assess the internal consistency of the items inside a scale or exam. The Cronbach's alpha coefficient is a statistical measure that runs from 0 to 1, where higher values are indicative of stronger internal consistency. All variables in the dataset exhibit Cronbach values exceeding 0.7, indicating a high level of internal consistency and reliability for the scale.

Table 4: Discriminant Validity

	KMO	EMPQ	PVQ	ECQ	EIQ	JSQ
EMPQ	0.774	1				
PVQ	0.926	0.662	1			
ECQ	0.824	0.472	0.590	1		
EIQ	0.923	0.528	0.575	0.592	1	
JSQ	0.825	0.479	0.536	0.48	0.670	1

The main objective of discriminatory validity scales was to determine whether each element signifies a distinct dimension. This can be accomplished by using standardized covariance or linear correlations, which will demonstrate the extent to which a measure is distinguishable from other associated constructs or variables. The findings indicate that there are significant discriminating validity indexes seen among the various dimensions examined, with values deviating significantly from 1. In order to thoroughly investigate the reliability, a comprehensive analysis is conducted to examine the correlation among many variables, hence assessing the soundness of the hypothesis.

Table 5: Regression Coefficients

Model	Unstandardized B	Coefficient Std. error	Standardized Coefficient beta	t	sig
(constant)	0.905	0.180		5.035	<0.001
Empathy	0.074	0.057	0.080	1.304	0.013
Personal values	0.166	0.068	0.164	2.432	0.016
Ethical competence	0.044	0.054	0.049	0.822	0.001
Emotional intelligence	0.450	0.054	0.504	8.327	<0.001

R Value	0.782
R Square	0.870

The correlation and regression coefficients between the dependent variable, job satisfaction, and the independent variables, namely personal values, ethical competence, and emotional intelligence, are approximately 0.5. This indicates a moderate level of correlation between these variables. Specifically, an increase in the independent variable of empathy is associated with an increase in job satisfaction among employees in the Indian workspace. This observation indicates that the selected criteria are effectively influencing job satisfaction.

Table 6: Regression Weights

	Estimate	S. E	CR	P	Label
PVQ – EMPQ	0.452	0.047	9.701	***	Supported
PVQ– EIQ	0.274	0.045	6.077	***	Supported
ECQ – PVQ	0.666	0.057	11.769	***	Supported
JSQ-- ECQ	0.434	0.049	8.868	***	Supported

The regression model's findings provide support for the hypothesis, thus suggesting that the project does not need the rejection of any of the formulated hypotheses. All of the estimated values exhibited positivity, suggesting a positive correlation. Several of the estimated values exhibit weaker associations, however, it is not appropriate to dismiss the possibility of a correlation between the variables. The standard error (S.E) is a statistical metric that quantifies the degree of variability in the estimates of regression coefficients. The statement denotes the level of uncertainty linked to the estimation of the regression coefficient. The smaller values of the standard error (S.E) suggest greater precision in estimating the regression coefficients.

Structural Equation Modelling

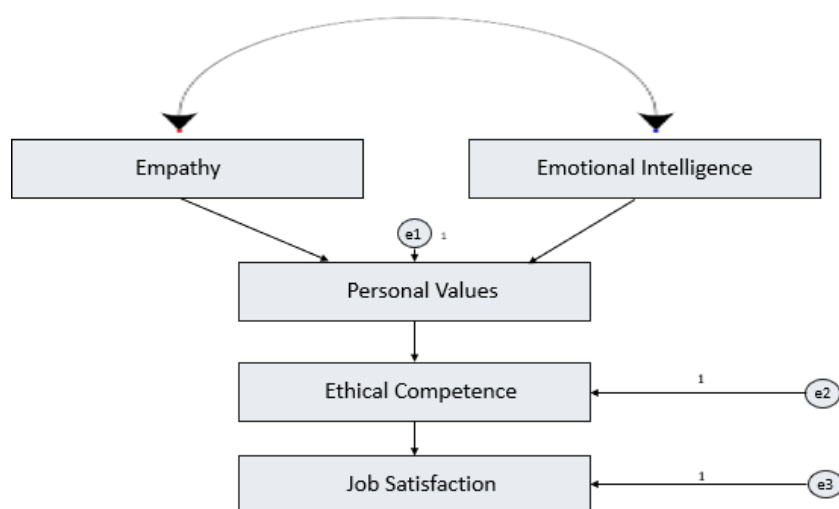


Figure 2: Structural Equation Modelling

Discussion

It is important to highlight and clarify specific constraints in order to comprehensively comprehend and effectively apply the findings. The current investigation exclusively encompassed employees who are part of the Indian IT sector workforce located in Bangalore. The emotional intelligence of employees is not an immutable and stable characteristic. The feature in question possesses the capacity to be shaped, adjusted, enhanced, and transformed through time by influences originating from both external and internal sources (Goleman, 1998). Hence, further investigation is necessary to ascertain the extent to which the results can be extrapolated to diverse demographics, organizational settings, external and internal circumstances, and additional components that may exhibit variability.

The data collected through the questionnaire was gathered through self-reporting by the employees, a method that may introduce common method bias. The questionnaire used to assess emotional intelligence only encompasses certain facets of the several components that contribute to the comprehensive quotient of emotional intelligence. The text demonstrated a lack of specificity towards the public and IT sectors, resulting in a generalization that may obscure the precise cause-and-effect correlations pertaining to employees' qualities. In future investigations and modifications, it is recommended that the study endeavors to use objective measurements to assess the framework produced in a suitable manner.

Based on the conducted studies, it is apparent that the hypothesis retains its validity, exhibiting a reasonable level of correlation among the examined variables. The correlation and regression coefficients between the dependent variable and all other variables were approximately 0.5, indicating a modest level of correlation between the variables. All variables in the dataset have Cronbach's alpha values over 0.7, indicating a high level of internal consistency and reliability for the scale. The regression model's findings provide support for the hypothesis, therefore suggesting that the project does not need to reject any hypotheses, as they remain valid based on the conducted study. The Indian information technology (IT) sector is renowned for its proficient workforce, comprising software engineers, developers, and many other IT professionals who possess extensive knowledge and expertise in contemporary technologies and tools. A significant number of these people have received their education from prestigious engineering and technology institutions in India, renowned for nurturing highly accomplished technology entrepreneurs on a global scale. These experts are highly sought after globally, and gaining a knowledge of their motivations, work processes, and problems can offer valuable insights for employers and policymakers aiming to attract and retain exceptional individuals. The examination of employees within the Indian IT sector can provide valuable insights for the development of policies and practices that aim to enhance work quality and job happiness. By utilizing the information gathered

from the sample as a representative sample, a more comprehensive understanding can be achieved.

This study examines the extent to which individual variables, including self-efficacy, empathy, and emotional intelligence, contribute to the explanation of self-esteem in a given sample. Additionally, it aims to identify the specific variables that possess the highest explanatory capacity for overall self-esteem. The present study provides evidence of a notable and favorable correlation between Self-Esteem and Self-Efficacy, Empathy, and Emotional Intelligence. The findings of this study have important implications for improving the overall well-being and health of employees. There is typically a low and poor correlation between empathy ratings and outcome indicators. The PT scale exhibited the most robust association with the majority of outcome indicators. However, it appeared that the outcome of the additional exertion was particularly influenced by the various levels of empathy ratings. The behavior of leaders consistently served as an effective mediator in instances where there existed significant relationships between empathy and outcomes.

The influence of individual values on human behavior is of considerable importance. However, a significant portion of the research conducted in this domain has faced criticism for its failure to adequately consider values priority or individual value systems. It has been posited that this factor accounts for the inconsistent and unclear nature of the research's findings. In recent times, assertions regarding the potential correlations between an individual's personality traits and their value system have been put up. Nevertheless, the argument lacks substantial empirical evidence to support its validity. Supporting evidence has been presented to validate the validity of this contentious concept and to highlight its distinctions from personality.

This study examines the influence of personal values on the moral evaluation of specific professional behaviors. Professional values refer to the overarching principles and concepts that serve as a compass for individuals in guiding their conduct inside the workplace. The aforementioned values are commonly regarded as an organic expansion of an individual's personal values, encompassing qualities such as honesty, accountability, and integrity. Moreover, these values are inherently subjective, varying among individuals based on factors such as familial background, cultural influences, environmental context, religious beliefs, and ethnic heritage. It is imperative that individuals adhere to universal standards in order to cultivate a comprehensive understanding of professional values and ethics, despite the potential variation of such values across different professions. Research indicates that judgments pertaining to professional values and ethics exhibit variability across different professions.

In the contemporary era of advanced technology, it is imperative for any organization to achieve outstanding outcomes in terms of production and

operational efficiency. The achievement of this aspiration, however, requires the significant engagement of the workforce as they exert greater efforts to enhance their performance in order to satisfy organizational objectives. Emotional intelligence plays an important part in the achievement of organizational goals. Scholars have observed the correlation between emotional intelligence and job satisfaction since emotional intelligence plays a pivotal role in forecasting an individual's level of contentment in their occupation. The findings of this study align with the research conducted by [Anari \(2012\)](#), which examined the significant positive correlation between emotional intelligence and job satisfaction. [Emdady and Bagheri \(2013\)](#) discovered a significant positive correlation between job satisfaction and job performance. The results of the study revealed that within the construct of emotional intelligence, five specific sub-dimensions, namely emotional stability, self-development, integrity, managing relationships, and altruistic behavior, were identified as significant predictors of job satisfaction. Furthermore, these sub-dimensions were found to exert a substantial positive impact on overall job satisfaction. The evidence clearly indicates that the various sub-aspects of emotional intelligence will positively influence levels of job satisfaction. In contrast, the factors of self-awareness, empathy, intrinsic motivation, devotion, and value orientation do not exhibit a substantial enhancement in job satisfaction.

Conclusion

The primary objectives of the present study encompassed the establishment of alternative conceptualizations for ethical competence and the elucidation of the impact of empathy, individual values, and the five-factor model of personality on ethical competence. This study provides a comprehensive examination of modern methodology and conducts experimental research to explore the impact of empathy and ethical competence on employee work satisfaction. Based on empirical studies, it is recommended that organizations employ persons who possess strong ethical competence. This selection process should involve careful consideration of various factors, including the five-factor model, personal values, and the significance of empathy within the context of human resource management. It is evident that in order to exhibit empathy within an organization, an employee must conscientiously take into account the emotions of others when making astute judgments. Based on the findings of this study, an employee possesses a comprehensive comprehension of effectively navigating diverse situations, encompassing interactions with highly competent colleagues as well as addressing the challenges posed by underperforming individuals.

Limitations and Future Research Directions:

It is essential to highlight and present specific limits in order to comprehensively comprehend and efficiently utilize the findings. The current investigation

exclusively encompassed individuals employed within the Indian information technology industry in the city of Bangalore. The emotional intelligence of employees is not an inherent and unchanging characteristic. The feature in question possesses the capacity to be shaped, adjusted, enhanced, and modified through time by influences originating from both external and internal sources (Goleman, 1998). Hence, further investigation is necessary to ascertain the extent to which the results can be extrapolated to different demographic groups, organizational settings, external and internal circumstances, and additional elements that may vary.

The data collected through the questionnaire was gathered through self-reporting by the employees, potentially introducing the usual method bias. The questionnaire employed to assess emotional intelligence (EI) only encompasses certain facets of the several components that contribute to the comprehensive construct of EI. The text exhibited a lack of specificity towards the public and IT sectors, resulting in a generalization that may obscure the precise cause-and-effect correlations pertaining to employees' qualities. In future investigations and modifications, it is recommended that the study endeavors to use objective metrics to assess the framework established in a suitable manner.

Based on the performed research studies, it is apparent that the hypothesis retains its validity, demonstrating a reasonable level of correlation among the examined variables. The correlation and regression coefficients between the dependent variable and all other variables had a value of approximately 0.5, indicating a moderate level of correlation between the variables. All variables in the dataset have Cronbach's alpha coefficients over 0.7, indicating a high level of internal consistency and reliability for the scale. The regression model's findings indicate support for the hypothesis, so suggesting that the project does not need to discard any hypotheses, as they remain valid based on the conducted study. The Indian information technology (IT) sector is renowned for its proficient workforce, comprising software engineers, developers, and other IT professionals who possess extensive knowledge and expertise in contemporary technologies and tools. A significant number of these individuals have received their training from prestigious engineering and technology institutions in India, renowned for nurturing highly accomplished tech entrepreneurs on a global scale. These experts are highly sought after globally, and gaining a knowledge of their motivations, work methods, and problems can offer valuable insights for employers and policymakers seeking to attract and retain exceptional talent. The examination of employees within the Indian IT sector can provide valuable insights for the development of policies and practices intended to enhance work quality and job happiness. This can be achieved by utilizing the data obtained from the sample as a representative representation.

Acknowledgement

This work was supported through the Ambitious Funding track by the Deanship of Scientific Research, Vice Presidency for Graduate Studies and Scientific Research, King Faisal University, Saudi Arabia [Grant 3929]

References

- Agarwal, U. A., Jain, K., Anantatmula, V., & Shankar, S. (2023). Emotional Intelligence. In *Managing People in Projects for High Performance: Behavioural Approach to Productive Project Teams* (pp. 21-30). Singapore: Springer Nature Singapore. <https://www.springerprofessional.de/en/managing-people-in-projects-for-high-performance/25396614>
- Anari, N. N. (2012). Teachers: emotional intelligence, job satisfaction, and organizational commitment. *Journal of workplace Learning*, 24(4), 256-269. <https://doi.org/10.1108/13665621211223379>
- Arnett, D. B., Laverie, D. A., & McLane, C. (2002). Using job satisfaction and pride as internal-marketing tools. *The Cornell Hotel and Restaurant Administration Quarterly*, 43(2), 87-96. [https://doi.org/10.1016/S0010-8804\(02\)80035-0](https://doi.org/10.1016/S0010-8804(02)80035-0)
- Beatty, S. E., Mayer, M., Coleman, J. E., Reynolds, K. E., & Lee, J. (1996). Customer-sales associate retail relationships. *Journal of retailing*, 72(3), 223-247. [https://doi.org/10.1016/S0022-4359\(96\)90028-7](https://doi.org/10.1016/S0022-4359(96)90028-7)
- Berglindh, T. (1990). [6] Gastric glands and cells: Preparation and in Vitro methods. *Methods in enzymology*, 192, 93-107. [https://doi.org/10.1016/0076-6879\(90\)92064-K](https://doi.org/10.1016/0076-6879(90)92064-K)
- Bzdok, D., Schilbach, L., Vogeley, K., Schneider, K., Laird, A. R., Langner, R., & Eickhoff, S. B. (2012). Parsing the neural correlates of moral cognition: ALE meta-analysis on morality, theory of mind, and empathy. *Brain Structure and Function*, 217, 783-796. <https://doi.org/10.1007/s00429-012-0380-y>
- Cable, D. M., & Edwards, J. R. (2004). Complementary and Supplementary Fit: A Theoretical and Empirical Integration. *Journal of applied psychology*, 89(5), 822-834. <https://doi.org/10.1037/0021-9010.89.5.822>
- Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. (1983). Michigan Organizational Assessment Questionnaire. In S. E. Seashore, E. E. Lawler, P. H. Mirvis, & C. Cammann (Eds.), *Assessing Organizational Change: A Guide to Methods, Measures, and Practices* (pp. 71-138). New York: Wiley- Interscience.
- Cartwright, S., & Pappas, C. (2008). Emotional intelligence, its measurement and implications for the workplace. *International Journal of Management Reviews*, 10(2), 149-171. <https://doi.org/10.1111/j.1468-2370.2007.00220.x>
- Çelikkaleli, Ö., & Ökmen, A. S. (2021). The Role of Empathic Tendency, Belief in Teaching Competency and Job Satisfaction in Predicting Attitudes towards the Teaching Profession in Primary and Secondary School Teachers. *Educational Process: International Journal*, 10(4), 92-121. <https://dx.doi.org/10.22521/edupij.2021.104.6>

- Chatman, J. A., & Barsade, S. G. (1995). Personality, Organizational Culture, and Cooperation: Evidence from a Business Simulation. *Administrative Science Quarterly*, 40(3), 423-443. <https://doi.org/10.2307/2393792>
- Cheetham, G., & Chivers, G. (1998). The reflective (and competent) practitioner: a model of professional competence which seeks to harmonise the reflective practitioner and competence-based approaches. *Journal of European industrial training*, 22(7), 267-276. <https://doi.org/10.1108/03090599810230678>
- Côté, S., & Miners, C. T. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51(1), 1-28. <https://doi.org/10.2189/asqu.51.1.1>
- Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of personality and social psychology*, 44(1), 113-126. <https://doi.org/10.1037/0022-3514.44.1.113>
- Druskat, V. U., & Wolff, S. B. (1999). Effects and timing of developmental peer appraisals in self-managing work groups. *Journal of applied psychology*, 84(1), 58-74. <https://doi.org/10.1037/0021-9010.84.1.58>
- Eigenstetter, M., Dobiasch, S., & Trimpop, R. (2007). Commitment and Counterproductive Work Behavior as Correlates of Ethical Climate in Organizations. *Monatsschrift für Kriminologie und Strafrechtsreform*, 90(2-3), 224-244. <https://doi.org/10.1515/mks-2007-902-312>
- Emdady, M., & Bagheri, N. (2013). The relation between emotional intelligence and job satisfaction. *European Journal of Experimental Biology*, 3(1), 554-558. <https://www.primescholars.com/articles/the-relation-between-emotional-intelligence-and-job-satisfaction.pdf>
- Eriksson, M., & Lindström, B. (2007). Antonovsky's sense of coherence scale and its relation with quality of life: a systematic review. *Journal of Epidemiology & Community Health*, 61(11), 938-944. <http://dx.doi.org/10.1136/jech.2006.056028>
- Ferris, G. R., Russ, G. S., & Fandt, P. M. (1989). Politics in organizations. In R. A. Giacalone & P. Rosenfeld (Eds.), *Impression management in the organization* (pp. 143-170). Lawrence Erlbaum Associates, Inc. <https://psycnet.apa.org/record/1990-97636-009>
- George, J. M. (1990). Personality, affect, and behavior in groups. *Journal of applied psychology*, 75(2), 107-116. <https://doi.org/10.1037/0021-9010.75.2.107>
- George, J. M. (2000). Emotions and Leadership: The Role of Emotional Intelligence. *Human relations*, 53(8), 1027-1055. <https://doi.org/10.1177/0018726700538001>
- Giacobbe, R. W., Jackson Jr, D. W., Crosby, L. A., & Bridges, C. M. (2006). A contingency approach to adaptive selling behavior and sales performance: Selling situations and salesperson characteristics. *Journal of personal selling & sales management*, 26(2), 115-142. <https://doi.org/10.2753/PSS0885-3134260202>
- Goleman, D. (1998). *Working with Emotional Intelligence*. London: Bloomsbury.
- Gómez-Leal, R., Costa, A., Megías-Robles, A., Fernández-Berrocal, P., & Faria, L. (2021). Relationship between emotional intelligence and empathy towards humans and animals. *PeerJ*, 9, e11274. <https://doi.org/10.7717/peerj.11274>

- Hackman, J. R., & Oldham, G. R. (1975). Development of the Job Diagnostic Survey. *Journal of applied psychology*, 60(2), 159-170. <https://doi.org/10.1037/h0076546>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson, New York.
- Hennig-Thurau, T., Gwinner, K. P., Walsh, G., & Gremler, D. D. (2004). Electronic word-of-mouth via consumer-opinion platforms: what motivates consumers to articulate themselves on the internet? *Journal of interactive marketing*, 18(1), 38-52. <https://doi.org/10.1002/dir.10073>
- Hitlin, S. (2003). Values as the Core of Personal Identity: Drawing Links between Two Theories of Self. *Social psychology quarterly*, 66(2), 118-137. <https://doi.org/10.2307/1519843>
- Hitlin, S., & Piliavin, J. A. (2004). Values: Reviving a Dormant Concept. *Annual Review of Sociology*, 30, 359-393. <https://doi.org/10.1146/annurev.soc.30.012703.110640>
- Homburg, C., Wieseke, J., & Hoyer, W. D. (2009). Social Identity and the Service-Profit Chain. *Journal of Marketing*, 73(2), 38-54. <https://doi.org/10.1509/jmkg.73.2.38>
- Ismail, H. N., Karkoulia, S., & Kertechian, S. K. (2019). Which personal values matter most? Job performance and job satisfaction across job categories. *International Journal of Organizational Analysis*, 27(1), 109-124. <https://doi.org/10.1108/IJOA-11-2017-1275>
- Ivancevich, J., Olelans, M., & Matterson, M. (1997). *Organizational Behavior and Management*. Sydney: Irwin.
- Jormsri, P., Kunaviktikul, W., Ketefian, S., & Chaowalit, A. (2005). Moral competence in nursing practice. *Nursing ethics*, 12(6), 582-594. <https://doi.org/10.1191/0969733005ne828oa>
- Judge, T. A., Boudreau, J. W., & Bretz, R. D. (1994). Job and life attitudes of male executives. *Journal of applied psychology*, 79(5), 767-782. <https://doi.org/10.1037/0021-9010.79.5.767>
- Jung, H. S., Jung, Y. S., & Yoon, H. H. (2021). COVID-19: The effects of job insecurity on the job engagement and turnover intent of deluxe hotel employees and the moderating role of generational characteristics. *International Journal of Hospitality Management*, 92, 102703. <https://doi.org/10.1016/j.ijhm.2020.102703>
- Jung, H. S., & Yoon, H. H. (2016). Why is employees' emotional intelligence important? The effects of EI on stress-coping styles and job satisfaction in the hospitality industry. *International Journal of Contemporary Hospitality Management*, 28(8), 1649-1675. <https://doi.org/10.1108/IJCHM-10-2014-0509>
- Karsh, B., Booske, B. C., & Sainfort, F. (2005). Job and organizational determinants of nursing home employee commitment, job satisfaction and intent to turnover. *Ergonomics*, 48(10), 1260-1281. <https://doi.org/10.1080/00140130500197195>
- Kim, J. K., Luo, H., Schubert, E. F., Cho, J., Sone, C., & Park, Y. (2005). Strongly enhanced phosphor efficiency in GaInN white light-emitting diodes using remote phosphor configuration and diffuse reflector cup. *Japanese Journal of Applied Physics*, 44(5L), L649. <https://doi.org/10.1143/JJAP.44.L649>
- Ko, W.-H. (2012). The relationships among professional competence, job satisfaction and career development confidence for chefs in Taiwan. *International Journal of Hospitality Management*, 31(3), 1004-1011. <https://doi.org/10.1016/j.ijhm.2011.12.004>

- Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages* (Vol. 2). Harpercollins College Div. <https://ixtheo.de/Record/033073376>
- Kumar, A., Gupta, P. K., & Srivastava, A. (2020). A review of modern technologies for tackling COVID-19 pandemic. *Diabetes & Metabolic Syndrome: Clinical Research & Reviews*, 14(4), 569-573. <https://doi.org/10.1016/j.dsx.2020.05.008>
- Le Deist, F. D., & Winterton, J. (2005). What is competence? *Human resource development international*, 8(1), 27-46. <https://doi.org/10.1080/1367886042000338227>
- Ledesma-Amaya, L., Galindo-Aldana, G., Galvez, V., Salvador-Cruz, J., & Guzmán-Saldaña, R. (2023). Validating a brief Empathy Quotient Test with adolescents from Mexico. *Behavioral Psychology/Psicología Conductual*, 31(1), 59-76. <https://doi.org/10.51668/bp.8323104n>
- Lee, C., Ashford, S. J., & Bobko, P. (1990). Interactive effects of "Type A" behavior and perceived control on worker performance, job satisfaction, and somatic complaints. *Academy of Management Journal*, 33(4), 870-881. <https://doi.org/10.5465/256296>
- Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (Vol. 1, pp. 1297-1343).
- Mahsud, R., Yukl, G., & Prussia, G. (2010). Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality. *Journal of Managerial Psychology*, 25(6), 561-577. <https://doi.org/10.1108/02683941011056932>
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267-298. [https://doi.org/10.1016/S0160-2896\(99\)00016-1](https://doi.org/10.1016/S0160-2896(99)00016-1)
- Mayer, J. D., & Salovey, P. (1999). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-34). Basic Books.
- McBane, D. A. (1995). Empathy and the salesperson: A multidimensional perspective. *Psychology & Marketing*, 12(4), 349-370. <https://doi.org/10.1002/mar.4220120409>
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic press. <https://doi.org/10.1016/C2013-0-11207-X>
- Mulia, D. S., Mudah, M., Maryanto, H., & Purbomartono, C. (2014). Fermentasi ampas tahu dengan *Aspergillus niger* untuk meningkatkan kualitas bahan baku pakan ikan. In *Prosiding Seminar Nasional Hasil - Hasil Penelitian dan Pengabdian LPPM UMP 2014* (pp. 336-345). Universitas Muhammadiyah Purwokerto. <https://adoc.pub/fermentasi-ampas-tahu-dengan-aspergillus-niger-untuk-meningk.html>
- Park, J.-H., & Choi, H. J. (2009). Factors influencing adult learners' decision to drop out or persist in online learning. *Journal of Educational Technology & Society*, 12(4), 207-217. <https://www.jstor.org/stable/jeductechsoci.12.4.207>

- Parker, S., K., & Bindl, U., K. (2017). Proactivity at work: a big picture perspective on a construct that matters. In S. K. Parker & U. K. Bindl (Eds.), *Proactivity at Work: Making Things Happen in Organisations*. Routledge, London: UK. <https://www.researchgate.net/publication/312003782>
- Paulus, C. (2009). *The Saarbrueck Personality Questionnaire on Empathy: Psychometric evaluation of the German version of the Interpersonal Reactivity Index*. Leibniz Institute for Psychology. <https://doi.org/10.23668/psycharchives.9249>
- Payne, G., & Payne, J. (2004). *Key Concepts in Social Research*. London: Sage Publications.
- Perry, S. J., Witt, L., Penney, L. M., & Atwater, L. (2010). The downside of goal-focused leadership: the role of personality in subordinate exhaustion. *Journal of applied psychology*, 95(6), 1145-1153. <https://doi.org/10.1037/a0020538>
- Pilling, B. K., & Eroglu, S. (1994). An empirical examination of the impact of salesperson empathy and professionalism and merchandise salability on retail buyers' evaluations. *Journal of personal selling & sales management*, 14(1), 45-58. <https://www.jstor.org/stable/40471517>
- Pohling, R., Bzdok, D., Eigenstetter, M., Stumpf, S., & Strobel, A. (2016). What is ethical competence? The role of empathy, personal values, and the five-factor model of personality in ethical decision-making. *Journal of Business Ethics*, 137, 449-474. <https://doi.org/10.1007/s10551-015-2569-5>
- Ramos Salazar, L. (2022). The mediating effect of mindfulness and self-compassion on leaders' communication competence and job satisfaction. *Journal of Communication Management*, 26(1), 39-57. <https://doi.org/10.1108/JCOM-07-2021-0074>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Rychen, D. S., & Salganik, L. H. (2003). *Key competencies for a successful life and well-functioning society*. Hogrefe Publishing GmbH.
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, cognition and personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in experimental social psychology*, 25, 1-65. [https://doi.org/10.1016/S0065-2601\(08\)60281-6](https://doi.org/10.1016/S0065-2601(08)60281-6)
- Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values? *Journal of social issues*, 50(4), 19-45. <https://doi.org/10.1111/j.1540-4560.1994.tb01196.x>
- Sembiring, N., Nimran, U., Astuti, E. S., & Utami, H. N. (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. *International Journal of Organizational Analysis*, 28(5), 1113-1130. <https://doi.org/10.1108/IJOA-10-2019-1908>
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693-713. <https://doi.org/10.1007/BF00929796>

- Wong, C.-S., & Law, K. S. (2017). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In *Leadership Perspectives* (pp. 97-128). Routledge. <https://doi.org/10.4324/9781315250601-10>
- Yue, Z., Qin, Y., Li, Y., Wang, J., Nicholas, S., Maitland, E., & Liu, C. (2022). Empathy and burnout in medical staff: mediating role of job satisfaction and job commitment. *BMC public health*, 22(1), 1-13. <https://doi.org/10.1186/s12889-022-13405-4>