

# Intellectual And Emotional Brilliance: Unraveling The Motivational Pathways To Job Satisfaction And Employee Performance

Sri Indrastuti<sup>1\*</sup>, Desy mardianty<sup>2</sup>, Hazwari Hasan<sup>3</sup>, Amries Rusli Tanjung<sup>4</sup>, Gilang Nugroho<sup>5</sup>

<sup>1\*,2,3,4,5</sup>Universitas Islam Riau, Pekanbaru, Indonesia. <sup>1</sup>Email: sriindrastuti@eco.uir.ac.id; <sup>2</sup>Email: desymardianty@eco.uir.ac.id; <sup>3</sup>Email: hazwarihasan@eco.uir.ac.id; <sup>4</sup>Email: amrieslecturer@unri.ac.id; <sup>5</sup>Email: Gilangnugroho@eco.uir.ac.id

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## ARTICLE INFO

## ABSTRACT

This research was conducted with the aim of investigating the impact of intellectual intelligence and emotional intelligence on job satisfaction and employee performance at the Suzuya Department Store, Riau Province. Apart from that, this research also aims to examine the role of motivation in mediating the influence of intellectual intelligence and emotional intelligence on job satisfaction and employee performance at the Suzuya Department Store, Riau Province. The population of this study consisted of employees of the Suzuya Department Store, Riau Province, the sampling technique used convenience sampling with a total sample of 138 employees. Data analysis was carried out using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The research results show that there is a direct influence of intellectual intelligence on motivation, as well as a direct influence of emotional intelligence on job satisfaction and employee performance. Apart from that, motivation also has a direct influence on employee performance. Other findings from this research indicate that motivation plays a role in mediating the influence of intellectual intelligence on employee performance at the Suzuya Department Store, Riau Province. However, this research also found that there is no direct influence of intellectual intelligence on job satisfaction and employee performance, and there is no direct influence of emotional intelligence on motivation. In addition, motivation does not mediate the effect of emotional intelligence on job satisfaction, as well as emotional intelligence on job satisfaction and employee performance.

**Keywords:** Intellectual intelligence, emotional intelligence, motivation, job satisfaction, performance

## Introduction

Current world developments have created several concepts and understandings regarding human resource management. There have been many studies that offer new concepts in the study of human resources. The concept of human resource management is used by business people in managing existing resources. Humans are a very important resource in a business organization. If a business organization is able to manage its human resources, other resources can also be managed well. Different approaches in managing human resources can increase performance and job satisfaction in a business organization ( Deb et al., 2023; Köksal et al., 2023; Larasati et al., 2022). People, as a key element in being a source of inspiration and encouragement for an organization, are the most complicated aspect to manage. This complexity arises because humans have different value systems from organizations which also have their own value systems. As is generally known, each individual has varying values, rules, policies, reward systems, and missions, which may influence its members differently. In addition, organizations have the hope of getting support from their members, so that they are willing and able to work optimally to achieve the goals and interests of the organization. One form of support that organizations want from their members is high performance, so that the organization can continue to develop in facing the current era of global competition. (Butler et al., 2022; Jaya et al., 2012; Wezowski & Penton-Voak, 2023).

Suzuya department store, a business operating in the trading sector, has also implemented several approaches in managing its human resources. Suzuya department store in accepting its employees who are its resources has gone through selection according to its criteria, but in reality employee job satisfaction and employee performance are not yet optimal. This is proven by the observation data carried out in which Suzuya employees fulfill 85% of the performance assessment criteria and based on observations, employee satisfaction with working at Suzuya is around 80%. This indicates that there is a unique phenomenon that occurs at the Suzuya department store in Riau Province, even though as What is known is that management has made efforts to improve employee performance and employee job satisfaction in various ways. One of them is to assess the performance of the management of the Suzuya department store, determining five aspects of assessment, namely dexterity, discipline, cooperation and communication. This assessment is a measure that is not abstract, but this cannot be implemented optimally. In an effort to increase job satisfaction, the management of the Suzuki Department Store has made many efforts, one of which is providing compensation and insurance needed by its employees. (suzuya, 2023). The phenomenon that occurred at Suzuya also occurred in several other companies, this has prompted several studies which have proven that to improve employee performance, intellectual intelligence is needed from employees which will have an impact on their performance and job satisfaction. Intellectual intelligence has a substantial impact on employee performance in the context of the work environment. Employees who have high intellectual intelligence tend to show the ability to learn quickly and adapt efficiently to change (Mérida-López et al., 2022; Zadorozhny et al., 2023). Apart from intellectual intelligence, emotional intelligence also plays a role in employee performance and job satisfaction. This can be explained. Employees who have the ability to manage emotions well tend to be more effective in communication, can adapt to changes in the work environment, and have strong emotional resilience to pressure. (Köksal et al., 2023; Sembiring et al., 2020; Winton, 2023) Apart from having a direct influence on intellectual intelligence and emotional intelligence, it can also be driven by motivation. Employees who have high intellectual intelligence are generally motivated to continue learning and developing their skills. This motivation drives them to deliver better performance as they seek to apply their new knowledge in daily tasks. On the other hand, high emotional intelligence can strengthen motivation to collaborate and establish positive relationships in the work environment. Emotionally motivated employees tend to be more effective in working in teams, improving group performance, and building harmonious working relationships (Balti & Karoui Zouaoui, 2023; Gunkel et al., 2014; Widiyanto & Wilderom, 2022)

## Literatur Review

### Theory Of Planned Behavior

Based on the Theory of Planned Behavior Ajzen (1991) Intellectual intelligence and emotional intelligence play a crucial role in shaping motivation, employee performance and job satisfaction. Intellectual quotient can influence an individual's attitude towards work, reflecting cognitive or affective evaluations of investment in tasks (Camara et al., 2015). On the other hand, emotional intelligence contributes to subjective norms, namely the extent to which individuals believe that significant people in their lives expect effort in finding a job. Motivation is a central mediator which is influenced by intellectual and emotional intelligence. Individuals with high intellectual quotient may tend to have intrinsic motivation to continue learning and improving their skills. Meanwhile, emotional intelligence influences extrinsic motivation through subjective norms, where support from the social circle can influence motivation to look for work. Furthermore, motivation also plays a role in shaping attitudes towards job search and intention to search for work, in line with the Planned Behavior Theory (Khan et al., 2023). Employee performance can be directed by these intentions, with high motivation tending to be positively correlated with dedication and effort in carrying out tasks. Job satisfaction can be influenced by employee performance and motivation. Employees who achieve high performance due to strong motivation and high intelligence tend to experience higher job satisfaction. The integration of intellectual and emotional intelligence can form a positive attitude towards work, which also contributes to job satisfaction. In this framework, Planned Behavior Theory provides a solid theoretical foundation for understanding the interactions between intellectual intelligence, emotional intelligence, motivation, employee performance, and job satisfaction. (Gunkel et al., 2014). By considering these factors, organizations can design more effective strategies to improve employee performance and job satisfaction. This theory is a development of the previous theory, namely the Theory of Reasoned Action by Ajzen & Fishbein (1969). The Theory Of Planned Behavior explains how goals and plans guide a person's behavior.

### Job satisfaction

Job satisfaction is an employee's attitude towards work which is related to the work situation, cooperation between employees, rewards received at work, and matters involving physical and psychological factors. This attitude towards work is the result of a number of individual specific attitudes towards factors in the work, individual adjustment, and the individual's social relationships outside of work, giving rise to the individual's general attitude towards the work they face.

Judge & Kammeyer-Mueller (2012) stated that job satisfaction is a general attitude towards a person's work that shows the difference between the amount of reward workers receive and the amount they believe they

should receive. Whereas (Kassenboehmer & Schatz, 2017). defines job satisfaction as a level of positive and pleasant emotions for individuals. In other words, job satisfaction is a result of an individual's estimation of a job or experience that is positive and enjoyable for him Alwali (2022) stated that job satisfaction is a pleasant or unpleasant emotional state for employees regarding their work. Job satisfaction reflects a person's feelings towards his job. This can be seen in the employee's positive attitude towards work and everything they encounter in their work environment

### **Employee performance**

Performance is defined as what an employee does or does not do. Employee performance is what influences how much they contribute to the organization. According to (Akhtar et al., 2022), Performance is the work result that can be achieved by a person or group of people in a company in accordance with their respective authority and responsibilities in an effort to achieve organizational goals legally, does not violate the law and does not conflict with morals and ethics. According to Kaswan (Turek, 2022) stated that performance is employee behavior in the workplace as the application of skills, abilities and knowledge that provide contribution or value to organizational goals. Li, (2022) defines performance as the degree to which employees achieve job requirements effectively and efficiently, according to (Deeter-Schmelz & Ramsey, 2010) Employee performance is work performance, namely a comparison between work results that can be seen in real terms that have been determined by the organization. (Jame Chenarboo et al., 2022) Performance is the result of work both in quality and quantity achieved by an employee in carrying out tasks in accordance with the responsibilities given to him. Whereas (Jaidi et al., 2011) Performance is defined as the willingness of a person or group of people to carry out an activity and perfect it according to their responsibilities with the expected results.

According to Edison (Ahmad & Daud, 2016) Performance is the result of a process that is referred to and measured over a certain period of time based on previously established provisions or agreements. Performance is a reflection of three important factors, namely the ability and interest of an employee, the ability and acceptance of delegation of tasks and roles and the level of motivation of an employee. The higher the level of the three factors above, the greater the performance value of the employee concerned.

From the opinions above, it can be seen that performance is the result of work achieved by an employee in accordance with the work given to him within a certain time. Performance is also a manifestation of the work carried out by employees which is usually used as a basis for evaluating employees or organizations. Good performance is a major step towards achieving an organizational goal.

### **Intellectual Intelligence**

Intellectual intelligence refers to an individual's cognitive capacity which involves aspects such as logical thinking, memory, problem solving abilities, and the capacity to learn and apply knowledge. The traditional intelligence paradigm, as manifested in IQ tests, seeks to measure the extent to which individuals are able to complete challenging tasks regarding these aspects of intellectual intelligence. (Morgan, 2021).

emphasizes that intellectual intelligence is a description of an individual's global capacity to think purposefully and adapt to the surrounding environment

highlights three main dimensions of intelligence: analytical, creative, and practical. Analytics involves logical thinking and problem-solving abilities, creativity relates to innovative thinking, while practical intelligence focuses on the ability to adapt to environmental needs (Blesch, 2012). The relationship between intellectual intelligence, performance and job satisfaction can form an interrelated dynamic. Good performance produced by high intellectual intelligence can provide intrinsic satisfaction because individuals feel successful and appreciated. Conversely, a high level of job satisfaction can motivate individuals to perform better and utilize their intellectual intelligence optimally (Kornhaber, 2019)

This dynamic creates a complex interaction between performance and job satisfaction. Good performance driven by high intellectual intelligence can be a source of intrinsic satisfaction, while high job satisfaction can motivate individuals to achieve more optimal levels of performance. Factors in the work environment, such as intellectually challenging tasks and recognition of achievements, act as regulators that moderate the relationship between intellectual intelligence, performance, and job satisfaction. (Jordan & Troth, 2011; Liu & Liu, 2013). Based on the explanation above, the hypothesis put forward is as follows:

**H1: Intellectual intelligence influences job satisfaction**

**H2: Intellectual intelligence influences employee performance**

**H3: Intellectual intelligence influences motivation**

**H7: Intellectual intelligence influences job satisfaction through motivation**

**H8: Intellectual intelligence influences performance through motivation**

### **Emotional intelligence**

Emotional intelligence is a psychological concept that includes an individual's ability to understand, manage and use emotions effectively in the context of everyday life. This concept has been detailed by several experts. According to (Sternberg, 2000) defining emotional intelligence involves five main dimensions, namely self-

awareness, emotional regulation, motivation, empathy, and social skills, which play a role in shaping interpersonal relationships and personal and professional success.

In the formulation of the emotional intelligence model (Michael & Kuperwasser, 2019), This concept is focused on four main branches, involving emotion perception, emotion understanding, emotion management, and adaptive use of emotion. Travis Bradberry and (Pal et al., 2004) emphasizes the importance of specific skills, such as emotional awareness, emotional management, self-awareness, and interpersonal skills, as key elements in developing emotional intelligence. (Robert and Antonio, 1990), in their approach to the emotional intelligence model, highlighting an individual's ability to utilize emotional information in improving thinking and decision-making abilities. This model includes four key skills, namely perception of emotions, understanding emotions, use of emotions to facilitate thinking, and management of emotions to achieve goals. In a narrow sense, emotional intelligence can be defined as a complex ability that involves recognizing and managing emotions, both in oneself and others, as well as using these emotions wisely in various contexts. Thus, emotional intelligence is not just a theoretical concept, but rather a critical aspect in forming healthy interpersonal relationships, leading effectively, and making the right decisions in the context of personal and professional life.

The link between emotional intelligence and employee performance is also a significant research focus. Employees who have good emotional intelligence can be more effective in communicating, working together in teams, and solving problems. The ability to read other people's emotions (empathy) can also improve interpersonal skills, facilitate collaboration, and improve team performance. In addition, high emotional intelligence is associated with good self-management abilities, including self-motivation, resistance to pressure, and the ability to plan and achieve goals, all of which support increased individual performance. Emotional intelligence can act as a mediating factor between job satisfaction and performance. Employees who are satisfied with their jobs tend to show better performance. Meanwhile, emotional intelligence can moderate this relationship by moderating the effect of job satisfaction on performance. Employees with high levels of emotional intelligence may be better able to manage negative emotions arising from job dissatisfaction, maintain motivation, and maintain high performance even in difficult situations. Based on the explanation above, the hypothesis put forward is as follows:

**H4: Emotional intelligence influences job satisfaction**

**H5: Emotional intelligence influences employee performance**

**H6: Emotional intelligence influences motivation**

**H9: Emotional intelligence influences job satisfaction through motivation**

**H10: Emotional intelligence influences performance through motivation**

### **Motivation**

Motivation can be understood as a set of driving factors that influence individual behavior and decisions, especially in the context of job search and employment. It is a complex construct that encompasses multiple aspects, including environmental factors, personal beliefs, emotional intelligence, and individual characteristics such as age, gender, income, and organizational tenure. Motivation is also closely related to other constructs such as self-regulation, goal setting, and efforts to achieve goals, which are an integral part of the process of achieving performance and job satisfaction. (Ayoobzadeh, 2020). In an organizational context, motivation is critical to attracting and retaining employees, ensuring reliable role performance, and encouraging innovative and spontaneous behavior (K.A et al., 2020). It is also influenced by factors such as religiosity, stress, and work attitudes (Taggar & Kuron, 2016). In addition, motivation can be influenced by personality attributes that are related to time and can significantly influence behavior and performance outcomes (Vos et al., 2017). In the context of emotional intelligence, motivation plays an important role in perceived success (Onyishi et al., 2015). In the context of commuting, motivational structures can influence consumers' decisions to switch from monomodal to multimodal commuting (Ayoobzadeh, 2020).

In addition, motivation is closely related to constructs such as perceived work skills, job search learning goal orientation, and work experience, which can influence job search behavior. (Park, 2022). It is also related to psychological capital, which can influence job performance and job search behavior, especially in adverse economic contexts (K.A et al., 2020). Overall, motivation is a diverse construct that plays an important role in a variety of contexts, including job search, employment, organizational behavior, education, commuting, and job performance. It is influenced by a variety of factors and can significantly influence an individual's behavior and outcomes. Motivation also plays an important role in determining individual success in various aspects of life. For example, in an educational context, motivation can influence students' academic performance and their desire to continue learning (Alfarissi, 2020; Indrastuti et al., 2022; Larasati et al., 2022). In a work context, motivation can influence employee performance and their satisfaction with work. Apart from that, motivation can also influence individual behavior in social and interpersonal contexts. For example, motivation can influence an individual's decision to participate in social activities or to help others. Based on the explanation above, the hypothesis put forward is as follows:

**H11: Motivation influences job satisfaction**

**H12: Motivation influences performance**

**METHOD**

This type of research is quantitative descriptive research which aims to determine the influence of intellectual intelligence and emotional intelligence on job satisfaction and employee performance at the Suzuya department store in Riau with motivation as a mediator. Primary data was obtained by distributing questionnaires to respondents. The analysis tool uses Partial Least Square using SEMPLS.

The population of this research is employees of the Suzuki department store using convenience sampling techniques citing expert opinions Sekaran & Bougie, (2011) with a total sample of 138 Suzuya Department Store employees, Riau Province.

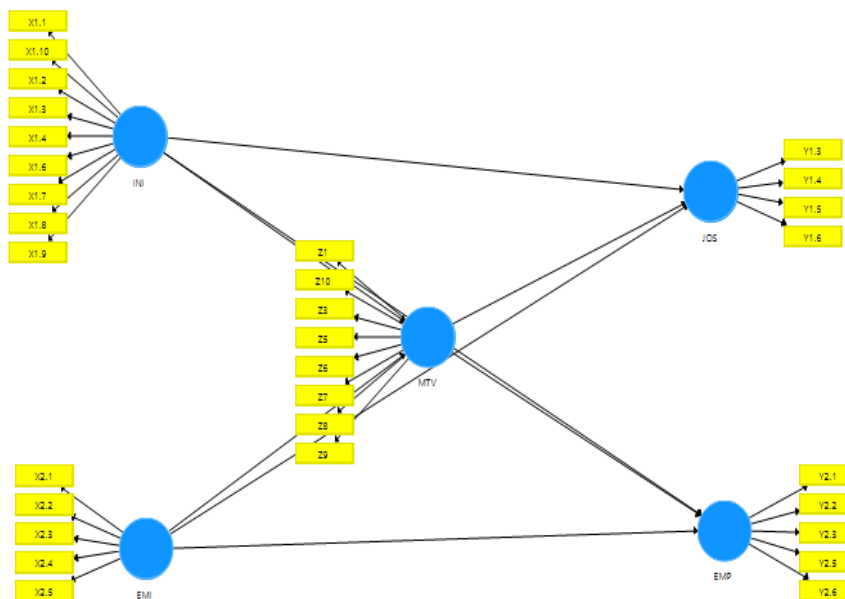
**RESEARCH RESULT**

The results of data collection were carried out by data entry and the feasibility of indicators was tested using the SmartPLS version 3 application before an Evaluation of Measurement Model was carried out. The first step is for researchers to evaluate the value produced by each statement item to measure reflective indicators. Limits of acceptable values according to (Hair et al, 2018; Hair et al., 2021; Sarstedt et al., 2021) loading di atas 0.71 (excellent), loading 0.63 (very good), loading 0.5 (good), loading 0.45 (fair) dan loading 0.32 (poor).

**Evaluation of Measurement Model**

**Validity test**

An indicator is declared valid according to hair et al (2018) loading is above 0.7 (excellent) for the variable construct being tested, but for confirmatory research, a value of 0.6 - 0.7 is still acceptable for exploratory research. Meanwhile, for the construct development stage and measurement scale or research instrument development, according to (hair et al, 2018) a loading factor value of 0.4 – 0.5 is sufficient (Latan & Ghozali, 2017). This research can be categorized into developing constructs and measurement scales or developing research instruments, so the loading factor value will be at least 0.4 to meet convergent validity. Discriminant Validity Test to test that there is no high correlation between different indicators/items to measure different constructs. The rule of thumb used to determine Discriminant Validity is the value of the Average Variance Extracted (AVE) square root > correlation between latent constructs. The recommended AVE value must be greater than 0.5 (Ghozali and Latan 2015). The output of the validity test processing results using SmartPLS Version 3 loading factor in the outer loading table gives the following results:



**Figure 2.** PLS Algorithm Path Diagram

**Table 2** Loading factors

	EMI	EMP	INI	JOS	MTV
X1.1			0,766		
X1.2			0,677		
X1.3			0,708		
X1.4			0,840		
X1.6			0,642		
X1.7			0,766		
X1.8			0,694		
X1.9			0,633		
X1.10			0,688		
X2.1	0,508				

X2.2	0,690				
X2.3	0,833				
X2.4	0,866				
X2.5	0,648				
Y1.3				0,896	
Y1.4				0,837	
Y1.5				0,927	
Y1.6				0,662	
Y2.1		0,720			
Y2.2		0,724			
Y2.3		0,659			
Y2.5		0,794			
Y2.6		0,667			
Z1					0,450
Z10					0,710
Z3					0,538
Z5					0,637
Z6					0,702
Z7					0,658
Z8					0,642
Z9					0,532

Source: SEMPLS 2023 processed results

After testing the loading factor value in this study, there was still a value below 0.7, however, according to Kwong (2013) Referring opinions Chin et al. (1996) The loading factor value should ideally be 0.70 or higher. however, in exploratory research, a value of 0.4 or higher is considered acceptable and is appropriate for further testing. In this study, loading factor values that were below 0.4 were dropped from the test, therefore the next step was to carry out the test by assessing the Average Variance Extracted (AVE) as follows:

Tabel 3 Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
EMI	0,761	0,798	0,840	0,520
EMP	0,758	0,761	0,838	0,510
INI	0,881	0,894	0,903	0,512
JOS	0,860	0,940	0,902	0,700
MTV	0,766	0,785	0,826	0,509

Source: SEMPLS 2023 processed results

Analysis of the validity test results in table 3 above shows the Average Variance Extracted (AVE) value above >0.5 for all constructs contained in the research model. The results of the AVE construct on the four variables above meet the requirements for convergent validity. Another approach method is that researchers assess discriminant validity using the Fornell Larcker Criterion to compare the value of the square root of the Average Variance Extracted (AVE) for each construct which is greater than the correlation value between the constructs.

Table 4 Fornell Larcker Criterion

	EMI	EMP	INI	JOS	MTV
EMI	0,721				
EMP	0,569	0,714			
INI	0,442	0,358	0,715		
JOS	0,326	0,276	-0,067	0,837	
MTV	0,106	0,418	0,277	-0,152	0,615

Source: SEMPLS 2023 processed results

Based on table 4 using the Fornell and Lacker criterion methods, it is known that the value for each variable construct is acceptable where the AVE root of each dimension (in the diagonal axis) is greater than the correlation with the other dimensions.

**Reliability Test**

Next, the reliability test can be seen from the results of the composite reliability value in table 3. A composite reliability value above > 0.7 means that the construct can explain more than 50% of the indicator variance.

All constructs in the estimated model meet the discriminant validity criteria. The lowest composite reliability value for the employee performance variable was 0.838. Based on table 3, the Conbrach alpha value for each variable is  $>0.6$ , meaning that this research has met the reliability criteria.

### Evaluation of Structural Model

The first step in evaluating a structural model is to analyze and check for collinearity between constructs and the predictive ability of the model. Then proceed with measuring the predictive ability of the model using five criteria, namely coefficient of determination ( $R^2$ ), path coefficients, cross-validated redundancy ( $Q^2$ ), and path coefficients. (Sarstedt, 2019) The coefficient of determination (R-square) to see the test value that only exogenous variables have, evaluation through testing the significance of the influence of the exogenous (free) variable on the endogenous (dependent) variable.

**Table 5** Coefficient of Determination Test Results

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>JOS</b>	0,179	0,161
<b>EMP</b>	0,453	0,441
<b>MTV</b>	0,077	0,063

Source: SEMPLS 2023 processed results

Based on table 5, it is known that the  $R^2$  value in the work satisfaction variable is 0.179, meaning that the increase in value in employee performance can be explained by the independent variables, namely intellectual intelligence, emotional intelligence and the mediating variable motivation, which is 17.9%. This category is at a weak level. Furthermore, the  $R^2$  value in The employee performance variable has a value of 0.453, meaning that the increase in the value of employee performance can be explained by the independent variables, namely intellectual intelligence, emotional intelligence and the mediating variable motivation, which is 45.3%, this category is at a weak level. For the motivation variable, the  $R^2$  value is 0.077, meaning that the increase in the value of employee performance can be explained by the independent variables, namely intellectual intelligence and emotional intelligence of 7.7%, this category is at a weak level. This is in accordance with (Sarstedt, 2019) which defines that the coefficient of determination value is expected to be between 0 and 1, the  $R^2$  value is 0.60 (strong), 0.50 (moderate), and 0.25 (weak).

### Hypothesis testing Direct Influence

Based on data processing that has been carried out to answer the hypothesis. Hypothesis testing in this research was carried out using a bootstrapping procedure. This research uses a confidence level of 95% so that the level of precision or inaccuracy limit is 5% (0.05) while the t-table value is 1.977. If the t-table value is  $> 1.977$  then the hypothesis is accepted, while the results of the bootstrapping analysis for direct effects are as follows:

**Table 6** Bootstrapping Test Results

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>INI -&gt; JOS</b>	-0,223	-0,196	0,153	1,456	<b>0,146</b>
<b>INI -&gt; EMP</b>	0,031	0,050	0,107	0,286	<b>0,775</b>
<b>INI -&gt; MTV</b>	0,286	0,312	0,112	2,559	<b>0,011</b>
<b>EMI -&gt; JOS</b>	0,439	0,437	0,086	5,087	<b>0,000</b>
<b>EMI -&gt; EMP</b>	0,517	0,519	0,091	5,692	<b>0,000</b>
<b>EMI -&gt; MTV</b>	-0,020	-0,029	0,134	0,151	<b>0,880</b>
<b>MTV -&gt; JOS</b>	-0,137	-0,152	0,083	1,653	<b>0,099</b>
<b>MTV -&gt; EMP</b>	0,355	0,345	0,079	4,512	<b>0,000</b>

Source: SEMPLS 2023 processed results

**Hypothesis Testing (H1)**, Table 6 answers the first hypothesis that there is no influence of intellectual intelligence on job satisfaction with a calculated t value of  $0.286 < 1.967$  with a P value of **0.775**.

**Hypothesis testing (H2)**, table 6 answers the second hypothesis that there is no influence of intellectual intelligence on performance with a calculated t value of  $1.456 < 1.967$  with a P value of 0.146.

**Hypothesis testing (H3)**, table 6 answers the third hypothesis that there is an influence of intellectual intelligence on motivation with a calculated t value of  $2.559 > 1.967$  with a P value of 0.011

**Hypothesis Testing (H4)**, table 6 answers the fourth hypothesis that there is an influence of emotional intelligence on job satisfaction with a calculated t value of  $5.078 > 1.967$  with a P value of 0.000.

**Hypothesis Testing (H5)**, table 6 answers the fifth hypothesis that there is an influence of emotional intelligence on performance with a calculated t value of  $5.692 > 1.967$  with a P value of 0.000.

**Hypothesis Testing (H6)**, table 6 answers the sixth hypothesis that there is no influence of emotional intelligence on motivation with a calculated t value of  $0.151 < 1.967$  with a P value of 0.880.

### Indirect Influence

*Table 7 Specific Indirect Effects*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
INI -> MTV -> JOS	-0,039	-0,049	0,035	1,114	<b>0,266</b>
INI -> MTV -> EMP	0,101	0,105	0,042	2,423	<b>0,016</b>
EMI -> MTV -> JOS	0,003	0,008	0,023	0,118	<b>0,906</b>
EMI -> MTV -> EMP	-0,007	-0,007	0,045	0,158	<b>0,875</b>

Source: SEMPLS 2023 processed results

**Hypothesis Testing (H7)**, table 7 answers the seventh hypothesis that there is no influence between intellectual intelligence on job satisfaction through motivation with a calculated t value of  $1.114 < 1.977$  with a P value of 0.226.

**Hypothesis Testing (H8)**, table 7 answers the eighth hypothesis that there is an influence between intellectual intelligence on performance through motivation with a calculated t value of  $2.423 < 0.1977$  with a P value of 0.016

## Discussion

### Intellectual Intelligence has no effect on job satisfaction

According to several expert theories, intellectual intelligence is considered an important element in shaping employee job satisfaction. This assumption is supported by theories such as Mclelland's (2016) theory which classifies three main types of competencies—achievement-based, power, and involvement—which are believed to be closely related to work motivation. Achievement-based competencies involve an individual's ability to set ambitious goals, pursue achievements, and measure performance with concrete results. Power-based competencies include the ability to influence and motivate others, while engagement-based competencies include the ability to build good relationships and collaborate in teams. In the context of motivation, understanding the types of individual competencies is considered crucial for designing more effective workforce management strategies and motivating team members according to their competency preferences. However, empirical research findings may provide a different perspective. A study that is in line with the views of experts can be found in research results by Dwi (2019), Susanto et al. (2022), and Lianasari and Ahmadi (2022). These studies show that competence has a significant influence on motivation, in line with Mclelland's theory. However, it should be noted that not all research supports a positive relationship between intellectual intelligence and job satisfaction. Inconsistent research results, such as research by Lessy (2015), show a mismatch between intellectual intelligence and the level of employee job satisfaction. Overall, the complexity of the relationship between intelligence quotient and job satisfaction needs to be acknowledged. Varied research findings suggest that contextual or methodological factors may play a role in understanding these dynamics. As time goes by, further research is needed to explore the elements that influence this relationship in order to provide a more holistic understanding.

### Intellectual Intelligence has no effect on employee performance

Although expert theories support the concept that intellectual intelligence has an important role in influencing employee performance, research findings can provide a different perspective. Several studies show that intellectual intelligence does not always have a significant effect on employee performance. Theories of experts, such as Howard Gardner with his theory of multiple intelligences, provide a basis for understanding that intellectual intelligence includes various aspects of cognitive ability. However, research that is not in line with this view can be found in several empirical findings. For example, the results of research by (Mercader-Rubio et al., 2023) shows that there is no significant relationship between intellectual intelligence and employee performance. In some studies that are in line with these findings, other factors may have a more dominant influence on employee performance, such as intrinsic or extrinsic motivation, work environment, or other situational factors. Research by (Nawaz et al., 2023) contributes to the literature by presenting results showing that intellectual intelligence is not always the main determinant in predicting employee performance. Overall, although expert theories emphasize the important role of intelligence quotient in the context of performance, inconsistent research findings demonstrate the complexity of this relationship. Further research is needed to identify what factors may be the main determinants of employee performance and how the interaction between intellectual intelligence and these factors can be explained. Thus, a deeper understanding of these dynamics can help organizations optimize human resource management strategies to improve employee performance.



### **Intellectual intelligence influences motivation**

Intellectual intelligence, as the capacity to understand, learn, and solve problems effectively, is considered to have a significant influence on individual motivation. Theories of experts, including Howard Gardner's theory of multiple intelligences and Mclelland's theory of motivational needs, provide a conceptual basis for explaining the relationship between intellectual intelligence and motivation. According to Howard Gardner's theory in (Morgan, 2021), individuals with different forms of intelligence can have different motivational preferences. For example, individuals who have linguistic intelligence may be motivated by achieving achievements in verbal communication or language skills, while individuals with interpersonal intelligence may feel motivation from good social relationships. Mclelland's theory, meanwhile, identifies three main types of motivational needs: the need for achievement, power, and affiliation. Intellectual intelligence can play a role in meeting these needs. Individuals who have high intellectual quotient may feel motivated to achieve high levels of achievement, master complex concepts, and solve intellectual challenges. Empirical research also supports the concept that intellectual intelligence can have a positive effect on motivation. A number of studies show that individuals with higher intellectual quotient tend to have a strong intrinsic drive to pursue academic or professional goals, feel satisfied with intellectual achievements, and have a desire to continue learning. Thus, it can be concluded that intellectual intelligence has a positive impact on individual motivation, plays a role in forming motivational preferences based on the type of intelligence possessed, and provides intrinsic encouragement to achieve achievement and self-development.

### **Emotional intelligence influences job satisfaction**

Emotional intelligence, which includes the ability to recognize, understand, manage, and use emotions effectively, is believed to have a significant influence on individual job satisfaction. Theories and empirical research regarding emotional intelligence provide the basis for this understanding. One of the main theories that discusses the relationship between emotional intelligence and job satisfaction is theory (Blesch, 2012). This theory emphasizes that the ability to understand and manage emotions, both in oneself and others, can improve emotional well-being and interpersonal relationships in the work environment. Individuals who have good emotional intelligence are believed to be able to deal with stress better, build positive work relationships, and show higher levels of job satisfaction.

Based on empirical research, a number of studies show that emotional intelligence is positively correlated with higher levels of job satisfaction. Individuals who can recognize and manage emotions well tend to have a more positive work environment, are able to handle conflict effectively, and feel more satisfied with their work

(Administration & Prizren, 2023; Pal et al., 2004).

In addition, emotional intelligence can also contribute to improved interpersonal communication, teamwork and effective leadership. These are all factors that can have a positive impact on individual job satisfaction within an organization. Thus, it can be concluded that emotional intelligence plays an important role in shaping individual perceptions of job satisfaction. The ability to manage emotions wisely in the work context can create a more positive work environment, support healthy employee relationships, and ultimately, increase overall job satisfaction.

### **Emotional intelligence influences performance**

Emotional intelligence is believed to have a significant impact on individual performance in the work context. Emotional intelligence includes the ability to recognize, understand, manage, and use emotions effectively, and theories and empirical research have highlighted the positive relationship between emotional intelligence and job performance.(Olderbak et al., 2019), psychologist who pioneered the concept of emotional intelligence, suggested that individuals with good emotional intelligence abilities can be more effective in managing emotional situations in the workplace. These abilities include skills such as empathy, self-motivation, stress management, and the ability to form good relationships with others. Empirical research supports a positive relationship between emotional intelligence and performance. Individuals who have high emotional intelligence tend to show better performance in various aspects of work. They are able to adapt to change, handle conflict tactfully, and communicate effectively. In addition, the ability to understand and manage their own emotions can make a positive contribution to self-motivation and responsibility towards work. Emotional intelligence can also influence the dynamics of interpersonal relationships in the workplace, which in turn impacts team collaboration and a positive work atmosphere(Deb et al., 2023; Meisler et al., 2017). Individuals with good emotional intelligence tend to be better able to communicate well, resolve conflicts, and build positive working relationships. Thus, it can be concluded that emotional intelligence has an important role in shaping individual performance in the work environment. Developing emotional intelligence can be a factor that supports achieving work goals, increasing productivity, and creating a healthy and harmonious work environment.

### **Emotional intelligence has no effect on motivation**

Views regarding the relationship between emotional intelligence and motivation have given rise to a number of perspectives among experts, and research has attempted to explore the complexity of the interaction

between the two. (Theodoridis & Kraemer, 1995), a leading expert in emotional intelligence, believes that individuals with high levels of emotional intelligence tend to be better able to motivate themselves and others. According to him, the ability to recognize and manage emotions can provide intrinsic motivation, especially in achieving long-term goals. However, Mayer and Salovey (1997), founders of the concept of emotional intelligence, argue that emotional intelligence is not always the main driver of motivation. They emphasize that although emotional intelligence can influence behavior and decisions, other factors also play a significant role in determining an individual's level of motivation. Research by Salovey, Mayer, and Caruso (2002) supports the positive link between emotional intelligence and motivation, showing that individuals who have high emotional intelligence tend to have stronger self-motivation, especially in facing challenges and maintaining their goals. However, a different perspective was proposed by Locke and Latham (2004), who argued that emotional intelligence does not always have a direct impact on motivation levels. According to them, factors such as specific goals and feedback may have a more significant influence on individual motivation. Overall, the complexity of the relationship between emotional intelligence and motivation demands a deeper understanding, considering contextual variability and other factors that may moderate the relationship.

### **Motivation has no effect on job satisfaction**

Views regarding the relationship between motivation and job satisfaction create a variety of perspectives among experts, and the research results try to open insight into the complexity of this relationship. Some experts and research support the idea that motivation can be a key factor in shaping job satisfaction, while other views highlight that motivation does not always have a direct impact on individual job satisfaction. According to the theory of several management experts, motivation is considered the main driver in achieving job satisfaction. Locke and Latham (2002), for example, view motivation as the key to achieving individual goals, and when individuals feel this sense of accomplishment, their level of job satisfaction increases. Research by Robbins and Judge (2018) also supports the idea that high levels of motivation can contribute to increased job satisfaction. They concluded that individuals who feel motivated and committed to their work tend to have higher levels of job satisfaction. However, there are also perspectives that suggest that motivation may not always be the main driver of job satisfaction. According to Herzberg (1959), motivation is a hygienic factor that is more related to dissatisfaction than satisfaction. In this context, there may be individuals who feel less satisfied with their work due to a lack of motivational factors, but job satisfaction is actually more influenced by hygienic factors such as working conditions and interpersonal relationships. The study by Weiss (2002) also implies that there is variability in the relationship between motivation and job satisfaction. Some individuals may experience job satisfaction when driven by intrinsic motivation, while others may experience job satisfaction through extrinsic factors, such as rewards or material rewards. In conclusion, the relationship between motivation and job satisfaction cannot be viewed as linear or uniform. The specific context, type of motivation, and individual preferences may play a role in determining whether or not motivation directly contributes to job satisfaction. Therefore, a holistic and contextual approach is needed to better understand the complex interactions between motivation and job satisfaction in the work environment.

### **Motivation has no effect on job satisfaction**

Views on the relationship between motivation and job satisfaction have become a core concern in the management and organizational psychology literature. A number of theories and research highlight the importance of motivation as a major factor that can influence the level of individual performance within an organization. One of the leading theories, namely Expectation Theory (Russel S. & W. Taylor, 2020), asserts that an individual's level of motivation to achieve a particular goal directly influences their performance. This concept is supported by the view of Motivation Theory (Alshmemri et al., 2017), which differentiates between motivator and hygiene factors, where motivator factors are considered to increase individual motivation and ultimately contribute to increased performance. In the context of modern motivation theories, such as Self-Determination Theory (Weiner, 1985), research shows that intrinsic motivation, namely motivation that comes from internal desires and personal satisfaction, has a positive impact on individual performance. Nevertheless, variables such as job type, organizational structure, and individual characteristics play a role as moderating factors in the relationship between motivation and performance. For example, in jobs that demand creativity, intrinsic motivation may have a greater impact because goals that arise from personal satisfaction can drive innovation. In general, theory and research are consistent in stating that motivation has a significant role in shaping and improving individual performance in the work environment. However, for a more holistic understanding, it is necessary to consider contextual and individual factors that may moderate the relationship between motivation and performance. By understanding these dynamics, organizations can optimize employee motivation to achieve optimal performance.

### **Motivation has an influence on performance**

Views regarding the influence of motivation on performance have become the center of attention in management and organizational psychology literature. Most experts agree that motivation acts as a key factor that can influence the level of individual performance in an organization. Vroom's (1964) expectancy theory,

for example, states that an individual's level of motivation to achieve a particular goal or outcome will have a direct impact on their performance. According to this theory, individuals tend to increase their effort and performance when they believe that their efforts will produce desired results. This view is also supported by Herzberg's (1959) motivation theory, which distinguishes between motivator factors and hygiene factors. Motivator factors, such as achievement and responsibility, are thought to increase individual motivation, which in turn contributes to improved performance. Research by Deci and Ryan (1985) in the context of a more modern motivation theory, namely Self-Determination Theory, shows that intrinsic motivation, namely motivation that comes from internal desires and personal satisfaction, can have a positive impact on individual performance. However, variables such as type of work, organizational structure, and individual characteristics can also moderate the relationship between motivation and performance. For example, in jobs that require creativity, intrinsic motivation may be more impactful because pursuing goals that stem from personal satisfaction can drive innovation. Thus, in general, theory and research are consistent in stating that motivation has a significant role in shaping and improving individual performance in the workplace. However, contextual and individual factors also need to be taken into account to better understand how motivation can be optimized to achieve maximum performance.

### **Intellectual Intelligence has no effect on job satisfaction through motivation**

This question leads to a concept or hypothesis which states that intellectual intelligence does not have a direct influence on job satisfaction, but perhaps through a mediator variable, namely motivation. The following is a discussion that considers this concept: There are views from some experts who suggest that intellectual intelligence, although important in understanding and solving problems, may not be directly related to job satisfaction. This theory indicates that factors such as the work environment, interpersonal relationships, and non-intellectual aspects may contribute to job satisfaction. According to several studies (Conte, 2005; Judge et al., 2001), intellectual intelligence is not always a direct predictor of job satisfaction, but can influence other factors such as career development opportunities, which then have an impact on motivation levels. That is, individuals with high intellectual quotient may feel more satisfied when they have the opportunity to develop their potential. However, the role of motivation in the relationship between intellectual intelligence and job satisfaction needs to be clarified. Motivation can function as a mediator that connects intellectual intelligence with job satisfaction. Individuals with high intellectual quotient may feel more motivated to achieve their goals, which in turn may increase job satisfaction. In this context, it is important to understand that intelligence quotient is only one of many factors that influence job satisfaction, and complex interactions with motivational variables can provide a more comprehensive understanding. Therefore, the connection between intellectual intelligence, motivation, and job satisfaction needs to be analyzed carefully to evaluate the extent to which motivational variables can act as mediators in this relationship.

### **Intellectual Intelligence influences employee performance through motivation**

Intellectual intelligence, motivation and employee performance are interrelated factors and play an important role in the context of the work environment. Several experts and research show that intellectual intelligence can have a positive influence on employee performance, and motivation can be a mediator in this relationship. According to Vroom's (1964) expectancy theory and McClelland's (1987) needs theory, intellectual intelligence can motivate individuals to improve their performance. Intellectually intelligent individuals may feel more motivated to set ambitious goals and achieve them with optimal results. Motivation, in this context, acts as a link between intellectual intelligence and employee performance. Individuals who have a high level of intellectual intelligence may be more likely to respond positively to challenging tasks, and their internal motivation may encourage them to work diligently and achieve. Several studies (Conte, 2005; Goleman, 1998) have shown that emotional intelligence, which is partly related to intellectual intelligence, can strengthen motivation and performance. The self-awareness, emotion management, and interpersonal skills inherent in emotional intelligence can provide an additional boost to employee motivation and performance. However, it should be remembered that the interaction between intellectual intelligence, motivation, and performance is complex and influenced by contextual factors. Work environment, organizational support, and type of work may also moderate the relationship between these variables. Overall, a holistic understanding of the relationship between intellectual intelligence, motivation and employee performance can provide deeper insight into human resource management and workforce development in various organizations.

### **Emotional Intelligence has no effect on job satisfaction through motivation**

The concept that emotional intelligence does not have a direct influence on job satisfaction through motivation can be an interesting hypothesis to debate. The following is a potential discussion regarding this assumption: A number of experts believe that emotional intelligence can directly influence job satisfaction without involving motivation as a mediator. Emotional intelligence includes understanding and managing emotions, both one's own and others, which can contribute directly to an individual's ability to adapt to the work environment and interact positively with coworkers. Research by Goleman (1995) highlights the importance of emotional intelligence in shaping positive and productive work behavior. Individuals with high

levels of emotional intelligence may be better able to handle stress, conflict, and pressure in their jobs, which in turn can increase job satisfaction. However, motivation can also play a role in the context of job satisfaction. Individuals who are intrinsically motivated to achieve goals or fulfill their personal needs may have higher levels of job satisfaction. Extrinsic motivation, such as recognition or rewards, can also play a role in increasing job satisfaction. However, the hypothesis that emotional intelligence has no effect on job satisfaction through motivation can be interpreted as meaning that emotional intelligence has a direct impact without going through the motivation process. This may occur when individuals feel immediate satisfaction from their ability to manage emotions and interact with others in the work environment. Overall, the relationship between emotional intelligence, motivation, and job satisfaction is a complex area of research and can be influenced by many factors. Therefore, it is necessary to carry out further research and contextual analysis to understand in more depth how these variables are related to each other in the work context.

### **Emotional Intelligence has no effect on performance through motivation**

The hypothesis that emotional intelligence has no direct effect on performance through motivation could be an interesting topic of discussion. The following are several points that can be discussed to support this argument: Some experts argue that emotional intelligence can influence performance without motivation as an intermediary. Emotional intelligence includes understanding and managing emotions, as well as the ability to adapt to dynamic work situations. Individuals who have high emotional intelligence may be better able to deal with stress and conflict, which can have a positive impact on their performance regardless of motivation level. Research by Mayer and Salovey (1997) shows that emotional intelligence can improve interpersonal and communication skills, which in turn can influence performance in the work environment. This ability can strengthen interpersonal relationships and collaboration without requiring high levels of motivation. However, motivation remains a relevant factor in the context of performance. Intrinsic motivation, which stems from personal satisfaction and a sense of accomplishment, may have a direct influence on performance. Meanwhile, extrinsic motivation, such as giving awards or recognition, can provide additional incentives. The hypothesis may imply that emotional intelligence has a direct impact on performance without requiring a significant motivational boost. This can happen if individuals with high emotional intelligence are naturally able to carry out their duties well and have positive interpersonal relationships. Overall, understanding the complexity of the interactions between emotional intelligence, motivation, and performance requires further research and in-depth contextual understanding in the context of the work environment.

### **Conclusion**

In the context of this research, no direct influence was found between intellectual intelligence and job satisfaction, as well as between intellectual intelligence and employee performance at Suzuya Department Store Riau. Although several theories support this relationship, the research results show complexity in this dynamic, with factors such as work context, work environment, and other non-intellectual aspects also playing an important role in influencing job satisfaction at Suzuya Department Store Riau. On the other hand, there is a positive influence of intellectual intelligence on motivation, which encourages individuals with a high level of intellectual intelligence at Suzuya Department Store Riau to achieve academic or professional goals. Meanwhile, emotional intelligence has a positive effect on job satisfaction and employee performance at Suzuya Department Store Riau, with the ability to manage emotions creating a positive work environment. Although there is no direct influence between emotional intelligence and motivation, motivation is considered a key factor that can influence individual performance in the Suzuya Department Store Riau work environment. In terms of indirect influence, there is no relationship between intellectual intelligence and job satisfaction through motivation at Suzuya Department Store Riau, while there is an influence between intellectual intelligence and performance through motivation. However, further information is needed to explain the relationship between emotional intelligence, performance, and motivation via indirect routes at Suzuya Department Store Riau. Variables such as career development opportunities may moderate this relationship, emphasizing the complexity in the interaction between these factors at Suzuya Department Store Riau

### **Limitation**

This study has several limitations that need to be noted. First, the generalization of research findings is limited to the population studied, namely employees of Suzuya Department Store Riau, so it cannot be directly applied to other organizational contexts or different industrial sectors. Second, data collection was conducted over a specific time period, which can limit understanding of dynamics that may change over time. In addition, limitations in the number of respondents or samples may affect the representativeness of research results. Third, the use of quantitative methods in this research may not be able to fully capture the context and nuances that may arise in human interactions in the work environment. Fourth, certain variables that were not measured or external factors that were not controlled for in this study may be sources of bias or unexpected variability. Fifth, the existence of individual variability in perception and experience may

influence research results, although efforts have been made to control for it. Lastly, due to the focus on relationships between specific variables, other aspects such as cultural factors or industry context may not receive adequate exploration. Therefore, this research needs to be interpreted by considering these limitations to gain a more comprehensive understanding of the dynamics of intellectual intelligence, emotional intelligence, motivation, job satisfaction and employee performance at Suzuya Department Store Riau

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