

## THE EFFECT OF EMOTIONAL INTELLIGENCE AND LEADERSHIP STYLES ON JOB SATISFACTION

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**Abstract:** The objective of this study is to determine the effect of transformational and transactional leadership styles applied by senior managers to the employees working in different positions in Turkey on their job satisfaction behaviors. Moreover, the study also aims to determine the effect of employees' perceptions of emotional intelligence on job satisfaction behaviors. In addition, the mediating role of emotional intelligence in the effect of transformational and transactional leadership styles on job satisfaction behaviors was examined as well. In line with this objective, a questionnaire study was conducted on 542 employees working in different positions in private and public sectors. Research findings demonstrate that transactional and transformational leadership styles and emotional intelligence positively affect job satisfaction. However, the mediating role of emotional intelligence in the relationship between transactional and transformational leadership styles and job satisfaction was not determined.

**Keywords:** transactional leadership, transformational leadership, emotional intelligence, job satisfaction.

**JEL Classification:** M0, M1.

### 1 Introduction<sup>1</sup>

The concept of emotional intelligence has long been important in terms of business life. Although the focus was mainly on intelligence quotient (IQ) from the 1920s to the 1980s, when the concept of intelligence was defined and studies were conducted to measure it, situations such as the inability of an individual who is academically successful to repeat this success in other areas of his/her life, experiencing negative results in his/her relationships, or not being successful in business life cannot be explained by IQ. The social intelligence defined by Thorndike (1920) opened the doors of emotional intelligence in today's sense. However, the theory of multiple intelligence developed by Gardner (1983) revealed that cognitive intelligence alone is not sufficient to characterize the abilities of an individual. Emotional intelligence can be defined as “the ability of an individual to principally recognize, distinguish, and use his/her own emotions, and then to manage and guide those emotions by understanding the emotions of others. Being able to manage the emotions of others is regarded as an important leadership quality.”

The first theory about leadership started as the theory of traits, and inadequacy of the traits approach made it necessary to enhance situational theory and behavioral theory. With the progress of time, numerous new approaches have been introduced in the literature. However, many approaches have also been included in the literature under the title of modern leadership theories in recent years. As part of this study, transformational leadership and transactional leadership, which are characterized as the most up-to-date concepts among leadership styles, were analyzed. Many researchers have declared transformational leadership as the best management style today, while making efforts to develop it. A transformational leader has the ability to transform employees' view of the job and the balance between their own goals and business goals in favor of the job. Transformational leaders, who are able to inspire, guide, and lead to permanent behavioral changes, are of utmost strategic importance, especially in times of crisis. When we consider the transactional leaders, it is understood that they are programmed not to manage, they do not intervene until a problem arises, and, in some cases, even expect problems to be resolved instinctively. The transactional leader promises

<sup>1</sup> This study was derived from the master's thesis titled "A study on the effect of emotional intelligence and transformational and transactional leadership on job satisfaction", conducted by the Author 1 under the supervision of the Author 2

a reward in return for exhibiting the terminal behaviors and penalizes if his/her expectations are not realized. There are significant differences between these two types of leadership, which lead to different attitudes exhibited by employees. Employees can develop either positive or negative attitudes toward these leadership styles depending on the current sector. As these attitudes are developed, the question of job satisfaction or dissatisfaction arises.

Studies conducted in the literature indicate existence of a significant and positive relationship between emotional intelligence and job satisfaction (Kim and Kim, 2021; Alsughayir, 2021; James, 2021; Efendi, et al., 2021; Park and Kim, 2021; Butakor, et al., 2021). Considering Jordan and Troth's (2011) study, although there is a positive relationship between the emotional intelligence of leader and job satisfaction, there is a negative relationship between the intention to quit, which is one of the dimensions of job satisfaction, and the emotional intelligence of the leaders.

Moreover, studies conducted in different sectors report that the transformational and transactional leadership styles exhibited by managers are positively related to job satisfaction (Fuller, et al., 1999; Duckett and Macfarlane, 2003; Walumbwa, et al., 2005; Bushra, et al., 2011; Belias and Kousteliosi, 2014; Tanriverdi and Paşaoğlu, 2014; Boamah, et al., 2018). Research findings on management forms in the banking sector show that transformational leadership style is quite appropriate and effective in many aspects including performance of workers, job satisfaction, and work engagement (Belias and Kousteliosi, 2014). Research findings in the education sector indicate that transformational leadership has a positive and significant relationship with job satisfaction (Pratama, 2021). Findings of the research conducted on health sector employees show that job satisfaction and transformational leadership have a mutual positive correlation (Hussain and Khayat, 2021). Many studies conducted on employees in different sectors have shown a positive relationship between emotional intelligence and leadership (Kuşaklı and Bahçecik, 2012; Delice and Günbeyi, 2013; Kaya and Kaya, 2015; Günsel, et al., 2017). The results of the study on leadership demonstrated that transformational leadership style of managers intermediates the relation between the emotional

intelligence of managers and job satisfaction of workers (Lam and O'Higgins, 2012).

The purpose of the study is to determine the impacts of transformational and transactional leadership forms implemented by senior managers to the employees working in different positions in Turkey on their job satisfaction behaviors. Moreover, the study also aims to determine the impact of employees' perceptions of emotional intelligence on job satisfaction behaviors. In addition, the intermediary role of emotional intelligence in the impact of transformational and transactional leadership forms on job satisfaction was examined as well. There are limited number of studies in the literature describing the relationship among emotional intelligence, transformational and transactional leadership, and job satisfaction. Therefore, it is believed that the study will make significant contributions to researchers and sector representatives.

## **2 Literature review and hypothesis development**

### **2.1 Transformational and transactional leadership**

Transformational leadership, defined by Yukl (1989) as "the process of influencing significant and major changes in the attitudes and behaviors of the members of the organization and creating loyalty to the mission and goals of the organization," focuses on the leader-follower relationship that benefits both whole organization and individuals working in the organization (Kent and Chelladurai, 2001). In today's sense, the foundations of the dimensions of transformational leadership were introduced by Bass and Avolio (1990). These dimensions listed as "idealized influence, inspirational motivation, intellectual stimulation, and individual support" are explained below (as cited by Bass and Avolio, 1990; Deluga and Souza, 1991; Karip, 1998).

In the dimension of idealized influence, feelings toward the leader are expressed. Level of appreciation and respect, admiration, and trust of the followers toward the leader determine the idealized influence (Kelsay, 2010). One of the dimensions of transformational leadership is being able to motivate followers by inspiring them. In this dimension, credibility of the person who is embraced as a leader is not questioned

(Yukl, 1989) and he/she is respected. When intellectual stimulation is in question, followers are encouraged to question, criticize, or generate new ideas about the way things are done or the procedures of doing work (Karip, 1998). In addition, leaders help their followers to be more creative as well. Considering the individual support dimension, it is known that the leader pays special attention to the subordinates, treats each employee individually and diligently, while, at the same time, coaching and giving advice to them (Bass, et al., 2003).

Transactional leadership was verbalized by Burns in 1978, and then it was re-evaluated by Bass in 1985, and the behavior patterns of the leaders were examined accordingly (Bass, et al., 2003; Gedik, 2020). In the behavior between leader and his/her followers, the leader fulfills the basic needs of his/her followers, their security requirements, and their needs for social dignity, such as having a reputation. Followers, on the other hand, are extremely sensitive to the demands and expectations of the leader (Deluga and Souza, 1991).

In the literature, the dimensions of transactional leadership are defined as "contingent reward, management-by-exception (active and passive), and laissez-faire leadership" (Karip, 1998). In the dimension of contingent reward, needs of subordinates and resources of the organization are determined; also, everyone knows from the very beginning what are the conditions for granting rewards (such as which goals are achieved or which cases are experienced) (Deluga and Souza, 1991; Bass, et al., 2003). The leader keeps his/her followers under observation in the dimension of active management-by-exception and endeavors to discipline employees with a punitive method when mistakes are made, and deviations from goals or objectives occur (Bass, et al., 2003). In the dimension of passive management-by-exception, the leader either intervenes after the problems arise or does not intervene at all. According to laissez-faire leadership style, when followers ask questions or expect solutions to problems, they are not answered, and the method of procrastination is resorted (Rowold and Schlotz, 2009).

In the literature, it is stated that transactional leadership positively affects job satisfaction (Bryman, 1992; Duckett and Macfarlane, 2003; Walumbwa, et al., 2005; Bushra, et al., 2011; Belias and Kousteliosi,

2014; Tanrıverdi and Paşaoğlu, 2014; Boamah, et al., 2018). In addition, many studies that address two leadership forms together claim that both transformational leadership and transactional leadership positively affect job satisfaction (Fuller, et al., 1999; Duckett and Macfarlane, 2003; Walumbwa, et al., 2005; Bushra, et al., 2011; Belias and Kousteliosi, 2014; Tanrıverdi and Paşaoğlu, 2014; Boamah, et al., 2018;). Thus, we formulated the following hypotheses:

H<sub>1</sub>: Transactional leadership positively affects job satisfaction.

H<sub>2</sub>: Transformational leadership positively affects job satisfaction.

## 2.2 Job satisfaction

The concept of job satisfaction is characterized as "the satisfaction or dissatisfaction of employees with the work they do, and it is indicated that if the employees are satisfied with their jobs, their job satisfaction is high, otherwise it is low" (Özkalp, et al., 2013). Job satisfaction is an attitude rather than a behavior and interacts with performance factors (Robbins and Judge, 2012).

When the literature is examined, it is understood that factors leading to job satisfaction are generally grouped under the main headings as individual and organizational factors. Organizational factors that are effective in job satisfaction are stated as wage, the job itself, promotion opportunities, working conditions, counseling, colleagues, perception of justice, perceived organizational support, availability of social support, stress level of the job, presence of work-family balance, and management style (Özkalp, et al., 2013). In addition to organizational factors, there are also individual factors such as personality, age, gender, education level, marital status, time spent in the profession, title, suitability of the individual for the job, ability, and intelligence level of the individual (Eğinli, 2009; Kantar, 2010).

## 2.3 Emotional intelligence

The concept of emotional intelligence first emerged with Thorndike's studies on social intelligence in 1920. In his article for Harper's Magazine, Thorndike argued

that "social intelligence," which is an aspect of the concept of emotional intelligence, is individually a part of cognitive intelligence (Goleman, 2019). In the literature, the concept of emotional intelligence is defined as "the ability of individual to follow emotional mobility of both oneself and others, to distinguish and identify these emotions, to reflect and guide these data acquired to their behaviors by managing their emotions" (Mayer and Salovey, 1993). Emotional intelligence is the order of non-cognitive capacities, competencies, and skills that affect the ability to cope effectively with environmental pressures and demands (Bar-On, 2006).

According to the literature, there is a positive and significant relationship between emotional intelligence and job satisfaction (Wong and Law, 2002; Law, et al., 2004; Sy, et al., 2006; Joung and Kim, 2006; Wong, et al., 2010; Jordan and Troth, 2011; Ealias and George, 2012; Liu and Liu, 2013; Sudak and Zehir, 2013; Tokmak, et al., 2013; Saeed, et al., 2014; Ngirande and Timothy, 2014; Meisler, 2014; Miao, et al., 2016;). Thus, the following hypotheses was put forward:

H<sub>3</sub>: Emotional intelligence positively affects job satisfaction.

H<sub>4</sub>: Emotional intelligence undertakes an intermediary role in the transactional leadership and job satisfaction relation.

H<sub>5</sub>: Emotional intelligence undertakes an intermediary role in the transformational leadership and job satisfaction relation.

### 3 Research methodology

#### 3.1 Research model

The purpose of the study is to determine the impact of transformational and transactional leadership forms applied by senior managers to employees working in different positions in Turkey on their job satisfaction behaviors. Moreover, the study also aims to determine the impact of employees' perceptions of emotional intelligence on job satisfaction behaviors. In addition, the intermediary role of emotional intelligence in the impact of transformational and transactional leadership forms on job satisfaction was examined as well.

In line with this objective, a questionnaire study was conducted on 542 employees working in different positions in the private and public sectors.

Based on the findings obtained from the literature review and the theory, five hypotheses were formulated for the study.

The research model is shown in Figure 1.

#### 3.2 Data collection and sampling

The study population consists of private sector and public sector employees aged between 18 and 65 with different demographic characteristics in business life. The convenience sampling method was implemented in the study. The research was carried out through Google forms, and the questionnaire was distributed electronically via social media, e-mail, and messaging applications of smartphones. The support of social circles was requested for the questionnaire and they were also asked to forward it to their contacts. The forms were answered and sent back electronically, and 542 questionnaires were retrieved. It is considered that the size of the research population is sufficient, since the size of research population should be at least 384 subjects, which can provide a population size of 100 million with a confidence interval of 0.95 according to the literature (Yazıcıoğlu and Erdoğan, 2004).

#### 3.3 Scales

As part of the study, it was aimed to measure the perceptions of public and private sector employees, aged between 18 and 65 with all kinds of demographic characteristics, on emotional intelligence, transformational leadership, transactional leadership, and job satisfaction. The transformational–transactional leadership style scale implemented in the study was created by Bass and Avolio (1995) and was also applied by Uçar (2018) in his doctoral dissertation study. The emotional intelligence scale developed by Wong and Law (2002) was implemented. The scale developed by Wong and Law (2002) was employed by Atilla (2012) in his doctoral thesis and by Özdemir (2016) in his master's thesis.

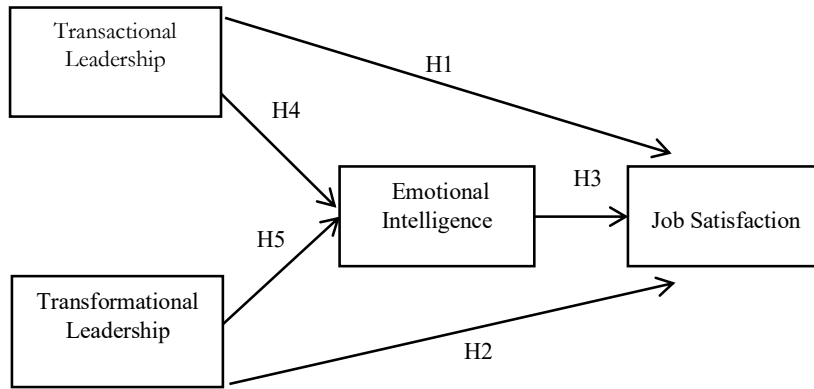


Figure 1. Conceptual model  
(Source: Authors' own research)

Table 1. Demographic Characteristics and Other Information of the Respondents  
(Source: Authors' own research)

		Frequency	Percentage
<b>Age</b>	18–30	119	22.0
	31–40	177	32.7
	41–50	189	34.9
	51 years and above	57	10.6
	Total	542	100.0
<b>Gender</b>	Female	271	50.0
	Male	271	50.0
	Total	542	100.0
<b>Working period</b>	Less than 1 year	19	3.5
	1–5 years	83	15.3
	6–10 years	96	17.7
	11–15 years	92	17.0
	16–20 years	73	13.5
	20 years and above	179	33.0
	Total	542	100.0
<b>Role/position in the institution</b>	Laborer	98	15.2
	Civil servant	170	26.4
	Specialist/assistant specialist	82	12.8
	Technical staff	33	5.1
	Lower level manager	28	4.4
	Intermediate level manager	94	14.6
	Senior manager	37	5.8
	Total	643	100
<b>Sector</b>	Public sector	276	50.9
	Private sector	266	49.1
	Total	542	100.0
	Total	643	100

Table 2. Results of the Measurement Model  
(Source: Authors' own research)

Structures/statements	Factor load
<b>Transformational leadership (individual support) <math>\alpha = 0.969</math>, CR = 0.972, AVE = 0.699</b>	
He/she spares time to nurture and guide me	0.810
He/she sees people not only as members of a group, but also as individuals	0.811
He/she helps me to improve my strengths	0.838
He/she reviews important decisions to determine whether they are appropriate	0.803
He/she seeks different approaches to solving problems	0.848
He/she allows me to look at problems from many different perspectives	0.879
He/she provides suggestions on how the assigned tasks can be performed in different ways	0.869
He/she makes me feel proud and enjoy working with him/her	0.860
He/she treats me in a way that creates respect for him/her	0.803
He/she shows that they are confident and strong	0.825
He/she clearly knows the importance of striving for a goal	0.808
He/she emphasizes the importance of having a common sense of purpose	0.819
He/she shows great interest and willingness when talking about things that need to be taken care of	0.795
He/she creates a motivative vision for the future	0.883
He/she expresses that he/she believes and trusts that the goals will be achieved	0.878
<b>Transactional leadership (contingent reward) <math>\alpha = 0.897</math>, CR = 0.928, AVE = 0.763</b>	
He/she helps me in return for my efforts	0.885
He/she discusses and specifies in detail who is responsible for achieving performance goals	0.878
He/she clearly explains what the performer can achieve in return when performance goals are achieved	0.873
He/she expresses his/her satisfaction when I fulfill what is expected of me	0.857
<b>Emotional intelligence (using emotions) <math>\alpha = 0.853</math>, CR = 0.887, AVE = 0.529</b>	
I always set goals for myself and do my best to achieve these goals	0.645
I have high internal motivation	0.699
I always encourage myself to do my best	0.705
Most of the time, I can understand why I feel some of my emotions	0.744
I can understand my feelings well	0.780
I really know how I feel	0.783
I always know if I'm happy or not	0.727
<b>Job satisfaction <math>\alpha = 0.859</math>, CR = 0.914, AVE = 0.781</b>	
I am quite satisfied with my current job	0.909
Most days I go to work eagerly	0.921
I find my job fun	0.817

Table 3. Divergent Validity Results (Fornell and Larcker criteria)  
(Source: Authors' own research)

	Transformational leadership	Transactional leadership	Emotional intelligence	Job satisfaction
Transformational leadership	<b>(0.836)</b>	-	-	-
Transactional leadership	0.833	<b>(0.873)</b>	-	-
Emotional intelligence	0.173	0.144	<b>(0.727)</b>	-
Job satisfaction	0.466	0.477	0.325	<b>(0.884)</b>

Table 4. Divergent Validity Results (HTMT criteria)  
(Source: Authors' own research)

	Transformational leadership	Transactional leadership	Emotional intelligence	Job satisfaction
Transformational leadership	-	-	-	-
Transactional leadership	0.890	-	-	-
Emotional intelligence	0.181	0.159	-	-
Job satisfaction	0.505	0.536	0.371	-

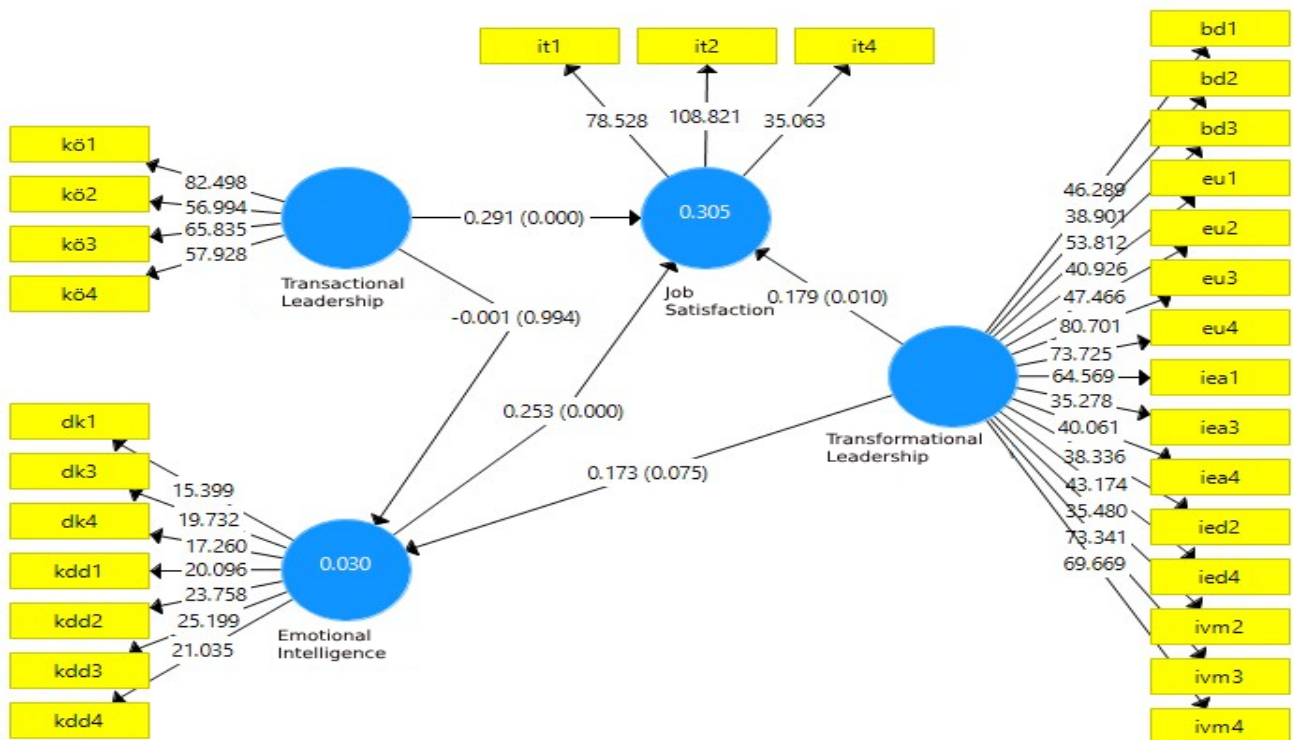


Figure 2: Structural equation model  
(Source: Authors' own research)

(Variables used in the research: BD: individual support, DK: using emotions, EU: intellectual stimulation, IEA: idealized influence- attributed, IED: idealized influence- behavior, IT: job satisfaction, IVM: inspiring motivation, KDD: evaluating your own emotions, KÖ: contingent reward)

Table 5. Research Pattern Coefficients  
(Source: Authors' own research)

Variables		VIF	R <sup>2</sup>	f <sup>2</sup>	Q <sup>2</sup>
Transactional leadership	Job satisfaction	3.263	0.305	0.037	0.233
Transformational leadership	Job satisfaction	3.294	0.305	0.014	0.233
Transactional leadership	Emotional intelligence	3.263	0.030	0.000	0.014
Transformational leadership	Emotional intelligence	3.263	0.030	0.009	0.014
Emotional intelligence	Job satisfaction	1.031	0.305	0.089	0.233

The scale developed by Keser and Bilir (2019) was used to measure job satisfaction. The scale developed by Keser and Bilir (2019) was employed by Yıldız (2021) in his master's thesis. The scale is in a 5-point Likert system and consists of a total of five statements, and there are also two reverse-coded statements in the scale.

## 4 Results and discussion

### 4.1 Respondents' profile

Demographic characteristics of the respondents are shown in Table 1.

### 4.2 Analysis of the research model

For analysis, SmartPLS 3.3.3. packaged software was utilized together with the method of Partial Least Squares Structural Equation Modeling (PLS-SEM). To examine the validity and reliability of the study measurement model, consistency, reliability, convergent validity, and discriminant validity were assessed. In this context, Cronbach Alpha ( $\alpha$ ), Composite Reliability (CR), and Average Variance Extracted (AVE) values were used. Table 2 shows the measurement model results.

Internal consistency reliability was preserved in the study (Cronbach alpha coefficients were between 0.853 and 0.969, and CR coefficients were between 0.887 and 0.972).

Considering the values shown in the table, it is understood that loadings of factor are between 0.645 and 0.921. According to Hair, et al. (2016) factor loadings  $\geq 0.708$ . Authors recommend that statements with factor loads between 0.40 and 0.70 be excluded from the model in case of an increase in AVE or CR value. AVE and CR values calculated in the study were above the threshold value. For this reason, questions measuring emotional intelligence statements numbered 9, 10, and 11, with factor loadings below 0.708, were not removed from the scale. Convergent validity was achieved in the study (factor loadings of the structures are between 0.645 and 0.921, and the AVE values are between 0.529 and 0.781). In the analysis of divergent validity, the Fornell and Larcker (1981) criteria and the Heterotrait-Monotrait Ratio (HTMT) criteria proposed by Henseler, et al. (2015) were applied. Tables 3 and 4 show that divergence validity was achieved.

The values of HTMT are shown in Table 4.

### 4.3 Structural model

Figure 2 shows the results of the structural equation model.

With respect to the research pattern, the PLS algorithm was run to calculate linearity (VIF), path coefficients  $R^2$ , and effect size ( $f^2$ ). Blindfolding analysis was also run to calculate the prediction power ( $Q^2$ ). Table 5 shows the research pattern coefficients.

When evaluating  $R^2$  coefficients, conditions of the research discipline should not be ignored. When the marketing discipline is considered, 75% and above  $R^2$  coefficients are evaluated as strong, while 50% and above  $R^2$  coefficients can be interpreted as strong in the organizational behavior discipline. However, in some scientific studies, it would be sufficient to calculate the  $R^2$  value as 10% (Yıldız, 2020). When we look at the  $R^2$  values in Table 5, it is found that job satisfaction is defined by 31%. In the light of this information, it is observed that job satisfaction within the scope of working discipline has moderate explanatory power for the model, while emotional intelligence is among the desired values, yet it does not have explanatory power.

In the study, the effect size ( $f^2$ ) coefficient was calculated for all independent variables. When we look at the explanatory rate of the dependent variables, it is understood that  $f^2$  coefficient indicates the share of the independent variables (Yıldız, 2020). When the impact size ( $f^2$ ) coefficients are examined, it is observed that transactional leadership has a low impact size on job satisfaction, while emotional intelligence has a low impact size on job satisfaction. However, it is not possible to mention that transactional leadership has an effect on emotional intelligence and transformational leadership has an effect on job satisfaction and emotional intelligence. In Table 5, it is determined that the  $Q^2$  value is greater than zero. Therefore, the research pattern has predictive power.

According to Table 5, VIF coefficients are below 5. In this context, there is no problem in ensuring linearity between the variables. Standard errors within the scope of the research are estimated using the bootstrap method. In this study, 5000 samples were recreated with the bootstrap method and the  $t$  values were calculated. Table 6 shows the research design (hypothesis tests).

Table 6. Research Design (Hypothesis Tests)  
(Source: Authors' own research)

Variables		St. $\beta$	SS	<i>t</i> value	<i>P</i>	
Transactional leadership	Job satisfaction	0.295	0.079	3.757	0.000	
Transformational leadership	Job satisfaction	0.220	0.077	2.871	0.004	
Emotional Intelligence	Job satisfaction	0.253	0.041	6.179	0.000	
Transactional leadership	Emotional intelligence	Job satisfaction	-0.001	0.097	0.007	0.994
Transformational leadership	Emotional intelligence	Job satisfaction	0.173	0.097	1.782	0.075

To explore the mediation effect, at the first stage, the intermediary variable was withdrawn from the research pattern and the significance of path coefficients was tested. It was determined that transactional leadership affected job satisfaction ( $\beta = 0.295$ ,  $p < 0.01$ ). In the light of these findings, hypothesis 1 of the research was backed up. In addition, it was found that transformational leadership also affected job satisfaction ( $\beta = 0.220$ ,  $p < 0.01$ ). In the light of these findings, hypothesis 2 of the research was backed up.

At the second stage, the intermediary variable was incorporated in the model and path coefficients' significance was tested. It was determined that emotional intelligence affected job satisfaction ( $\beta = 0.253$ ,  $p < 0.01$ ). Thus, hypothesis 3 of the research was also supported.

When the model is examined, the intermediary effect cannot be discussed because the independent variables have no significant effect on the dependent variable, the independent variable has no significant effect on the mediator variable, and the mediator variable has no significant effect on job satisfaction. In the light of this information, hypotheses 4 and 5 of the research were not accepted.

## 5 Limitations and future research suggestions

The limitations of the study are that the research data were retrieved online without face-to-face interviews with the respondents, and that the research was carried out on 542 people due to time and space constraints.

When the literature is reviewed, it can be observed that there are few studies in which the three variables discussed in the study are considered together. It is recommended that future research activities be reiterated on individuals with different demographic characteristics. In addition, examining the study within the scope

of different sectors will also make significant contributions to the literature.

## 6 Conclusion

The findings obtained in this study indicate that emotional intelligence, transformational leadership, and transactional leadership forms have a positive effect on job satisfaction. The first hypothesis of "Transactional leadership positively affects job satisfaction" was accepted. This finding of the study is in line with many studies in the literature. Transactional leadership is a style of supervision that leads to positive effects when applied to employees in institutionalized organizations during periods with a stable economy. In studies conducted on the relationship between transactional leadership and job satisfaction, transactional leadership is usually included together with transformational leadership style. Considering the studies performed together with transformational leadership, it is understood that transactional leadership positively affects job satisfaction (Bryman, 1992; Duckett and Macfarlane, 2003; Walumbwa, et al., 2005; Bushra, et al., 2011; Belias and Kousteliosi, 2014; Tanrıverdi and Paşaoğlu, 2014; Boamah, et al., 2018).

The second hypothesis of "Transformational leadership positively affects job satisfaction" was also accepted. Many studies that address two leadership forms together claim that both transformational leadership and transactional leadership positively affect job satisfaction (Fuller, et al., 1999; Duckett and Macfarlane, 2003; Walumbwa, et al., 2005; Bushra, et al., 2011; Belias and Kousteliosi, 2014; Tanrıverdi and Paşaoğlu, 2014; Boamah, et al., 2018). The second hypothesis of the study, "the existence of a positive relationship between transformational leadership and job

satisfaction," is consistent with the findings of many studies conducted in the literature.

The third hypothesis of "Emotional intelligence positively affects job satisfaction" was accepted. This finding of the study is consistent with many studies conducted in the literature as well. After reviewing the literature, it is understood that there are many studies on the correlation between emotional intelligence and job satisfaction. According to the study findings in the literature, there is a positive and significant relationship between emotional intelligence and job satisfaction (Wong and Law, 2002; Law, et al., 2004; Joung and Kim, 2006; Sy, et al., 2006; Wong, et al., 2010; Jordan and Troth, 2011; Ealias and George, 2012; Liu and Liu, 2013; Tokmak, et al., 2013; Sudak and Zehir, 2013; Saeed, et al., 2014; Ngirande and Timothy, 2014; Meisler, 2014; Miao, et al., 2016).

The fourth hypothesis of the study, "Emotional intelligence has an intermediary role in the relationship between transactional leadership and job satisfaction," and the fifth hypothesis, "Emotional intelligence has an intermediary role in the relationship between transformational leadership and job satisfaction," were not accepted.

Organizations have been making great efforts to achieve specific goals in their activities; leaders, on the other hand, assume important duties in ensuring that these efforts are finalized successfully. It is a known fact that employees who have achieved job satisfaction work more willingly, diligently, and efficiently. In today's age, the role of job satisfaction in working life is extremely important. It is evident that job satisfaction will be much more important in the near future with the engagement of new generations, which attach importance to their comfort area and individual happiness and have the attitude to determine their business life accordingly. Achieving this awareness emerges as a problem that can be overcome even more easily with emotional intelligence. Emotional intelligence of the leader gives an opportunity for good relationships that will create strong ties with employees. Opinions expressed in the literature and the findings of this study show that emotional intelligence affects job satisfaction. In addition, the findings in question revealed that transactional and transformational leadership forms positively affect the job satisfaction levels of employees.

If managers have a high level of emotional intelligence, it would be important in the development of job satisfaction behaviors of employees in businesses. Therefore, it is an important necessity for managers to make efforts to improve their emotional intelligence. In this context, managers must have the ability to examine their own emotions and the emotions of others, use emotions, and regulate emotions. In addition, managers should contribute to enhancing employees' job satisfaction through transformational and transactional leadership behaviors. In this sense, managers should be attentive to intellectual stimulation, idealized influence (attributed), idealized influence (behavior), individual support, and inspiring motivational behaviors among the transformational leadership dimensions. Similarly, managers should try to improve leadership behaviors that include contingent reward, management by exception (active), management by exception (passive), and laissez-faire leadership, which are transactional leadership dimensions.

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