



Emotional Intelligence Profile and Employee Attitude

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Abstract

Purpose – The purpose of this study is to identify emotional intelligence (EI) profiles according to the sub-factors of the ability EI model, namely, self-emotional appraisal, others' emotional appraisal, regulation of emotion, and use of emotion. In addition, this study aims to reveal whether there is a difference in job satisfaction, affective commitment, and turnover intention depending on the profile.

Research design, data, and methodology – For the study, 536 survey responses were analyzed using SPSS 22 and MPlus 8.4.

Result – The analysis identified four EI profiles. These were 1) middle-low generalized EI (all sub-factors of EI were slightly lower than the average level), 2) middle-high generalized EI (all sub-factors of EI were slightly higher than the average), 3) low generalized EI (all EI sub-factors were much lower than the average), and 4) high generalized EI (all EI sub-factors were much higher than average). Furthermore, significant differences were found in job satisfaction, affective commitment, and turnover intention according to each profile.

Conclusion – This study expands the EI theory by revealing the profile of EI. In addition, this study investigated the impact of EI profile on job satisfaction, affective commitment, and turnover intention.

Keywords: Emotional Intelligence Profiles, Job Satisfaction, Affective Commitment, Turnover Intention, Latent Profile Analysis.

JEL Classification Code: M12, M19, M50, M54, M59

1. Introduction

Because of the increasing importance of employee emotion management, emotional intelligence (EI) has attracted considerable attention from researchers and practitioners. Accordingly, various studies have been conducted to demonstrate the effect of EI, and these studies reported positive effects. For example, individual EI is positively related to job satisfaction (Brunetto et al., 2012; Butakor et al., 2021; Carmeli, 2003; Lee et al., 2020; Miao et al., 2017), organizational commitment (Brunetto et al., 2012; Levitats & Vigoda-Gadot, 2017; Ouerdian et al., 2021; Shafiq & Rana, 2016), subjective well-being (Lee et al., 2020; Pan et al., 2022), organizational citizenship behaviors (Alfonso et al., 2016), and interpersonal relationships (Parker et al., 2021). On the other hand, it is reported that there is a negative relationship with turnover intention (Gholipour Soleimani et al., 2017; Jeswani & Dave, 2012; Ouerdian et al., 2021), emotional exhaustion (Lee et al., 2020), suicidal ideation (Abdollahi et al., 2020; Khosravi & Hassani, 2022), negative emotions (fear, anxiety, and sadness; Morón & Biolik-Morón, 2021), and expression of anxiety symptoms (Killgore et al., 2016). In addition, a leader's EI has been reported to have a positive relationship with subordinates' job satisfaction (Alzyoud et al., 2019; Miao et al., 2016), trust in supervisors (Lee et al., 2022), and team effectiveness (Zhang & Hao, 2022). However, it has a negative relationship with employee turnover intention (Currie & Hill, 2012; Majeed & Jamshed, 2021) and employee depersonalization and emotional exhaustion (Kafetsios et al., 2011).

However, most previous studies used variable-centered research methods and neglected to explore the internal heterogeneity of EI or the differences among subgroups. In other words, most previous studies considered the aggregation of EI sub-factors as a single variable and studied the effect on outcome variables or the relationship between each EI sub-factor and outcome variables (Butakor et al., 2021; Lee et al., 2020). Empirical research centered on variables is a method of examining the linear relationship between variables, and there is a possibility of losing invisible information or data (Bennett et al., 2016). To compensate for this limitation, a person-centered method has been recently widely used, and the most representative method is latent profile analysis (LPA; Morin et al., 2016). This method derives profiles with various characteristics, and examines the relationship between each profile and other variables. The person-centered research method can make more effective human resource management possible by identifying the characteristics of people's EI, not simply high or low EI. In addition, previous studies that considered EI as a profile dealt with the relationship with other variables using the trait EI model (Milojević et al., 2016) and a mixed model of EI (Gerits et al., 2005). However, it is still difficult to conduct a profile study using the EI ability model.

According to previous studies, the EI ability model strictly satisfies traditional standards of intelligence (Carroll, 1993; Mayer et al., 2016). Like intelligence, EI must meet conceptual, correlational, and developmental criteria (Côté & Miners, 2006). For EI to satisfy the conceptual criterion, its sub-factors must entail abilities rather than tendencies (Carroll, 1993; Mayer et al., 1999). Ability EI satisfies the conceptual criterion because it focuses strictly on ability. However, well-being and general mood included in the trait EI or the mixed model do not fall under mental ability; thus, they do not meet the conceptual standard of intelligence (Côté & Miners, 2006). For EI to satisfy the correlational criterion, sub-factors must be related to other intelligences. Up to 20% of ability EI overlaps with other intelligences, and more than 80% is independent of other intelligences (Côté & Miners, 2006). For EI to satisfy the developmental criterion, there is a possibility that the sub-factors change. Ability EI falls under cognitive intelligence, which can be developed from a low level to a high level (Mayer & Salovey, 1997). Hence, ability EI meets the traditional standards of intelligence (Mayer et al., 1999). Therefore, this study aims to derive EI profiles using the sub-factors of ability EI.

In summary, to overcome the limitations of the variable-oriented research method, this study derives the ability EI profiles using a person-centered research method and explores the relationship between each profile and the outcome variable. The results of this study contribute to the expansion of EI research and suggest practical implications for effectively managing subgroup heterogeneity according to the characteristics of the EI profile.

2. Theoretical background

2.1. Emotional Intelligence

Researchers have approached EI from various perspectives. Researchers view EI as an ability (Mayer & Salovey, 1997) or define it as a trait (Petrides, 2009). Other researchers define EI as a mixture of abilities and traits (Bar-On, 1997). Although each of the three models' EI is different, they are not mutually exclusive and have a complementary relationship (Ciarrochi et al., 2001).

The ability EI model entails the ability to observe and identify one's own and others' emotions, process emotional

information, and promote correct thinking and behavior; it is a subset of social intelligence (Salovey & Mayer, 1990). The most widely known constructs of ability EI are self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE), proposed by Mayer and Salovey (1997).

The trait EI model refers to a set of specific traits or cross-situational consistencies that are emotional self-perceptions and the desire to act correctly (Petrides & Furnham, 2000; Zeidner et al., 2012). Trait EI is a behavioral disposition to recognize, process, and utilize emotional information, as well as personal intelligence and the elements of social intelligence (Petrides et al., 2004; Petrides et al., 2007). The widely known concept of trait EI consists of 15 facets in five domains: emotionality, sociability, self-control, well-being, and self-motivation (Petrides, 2009).

The mixed model of EI comprises personal-social competency, which includes cognitive intelligence, non-cognitive capabilities, and personality, and can process and utilize emotion-related information (Bar-On, 1997; Goleman & Cherniss, 2001). Bar-On (1997), a representative researcher of mixed-model EI, suggested that EI is an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures (Bar-On, 1997, p. 14). The well-known mixed model of the EI construct is the five-factor model proposed by Bar-On (1997), which includes intrapersonal functioning, interpersonal skills, adaptability, stress management, and general mood. The model that comprises sub-factors such as self-awareness, self-management, self-motivation, empathy, and social skills, as argued by Goleman (1995), is also widely used.

All three EI models are related to social intelligence. The ability EI model is a subset of social intelligence (Mayer & Salovey, 1997); the trait EI model comprises both individual intelligence and an element of social intelligence (Petrides et al., 2004), and the mixed EI model is a multiple set of emotional-social intelligence (Bar-On, 2006).

2.2. EI, Job Satisfaction, Organizational Commitment, and Turnover Intention

Job satisfaction is the most important predictor of organizational commitment and turnover intention. The higher the job satisfaction, the higher the organizational commitment, and the lower the turnover intention (Tett & Meyer, 1993). Therefore, when an employee is satisfied with their job, they will be attached to the organization and remain so (Cooper-Hakim & Viswesvaran, 2005; Harrison et al., 2006; Meyer et al., 2002). Job satisfaction, affective commitment, and turnover intention are related to emotional recognition and are affected by EI (Brunetto et al., 2012). Therefore, this study examines the relationship between EI and these factors. Job satisfaction is an emotional state about one's job, and it is a collection of feelings and beliefs about one's current job (Aziri, 2011). Several empirical studies have shown a positive relationship between EI and job satisfaction (Brunetto et al., 2012; Butakor et al., 2021; Carmeli, 2003; Lee et al., 2020; Miao et al., 2017). However, some studies have dealt with the differential relationship between the subfactors of EI and job satisfaction. In these studies, the EI subfactors had different relationships with job satisfaction. Some studies have reported that all EI sub-factors have a positive effect on job satisfaction; however, other studies have indicated that only some EI sub-factors have a positive relationship with job satisfaction (the rest were not related to job satisfaction). For example, in a study by Wong and Law (2002), all four EI sub-factors were found to have a positive relationship with job satisfaction. However, in another study, only three EI sub-factors, SEA, OEA, and ROE, had a positive relationship with job satisfaction; the UOE dimension was not related to job satisfaction (Lee et al., 2020). In another study, only two EI sub-factors, OEA and UOE, had a positive relationship with job satisfaction (Travellas et al., 2013); the other two sub-factors were not related to job satisfaction. In addition, in some previous studies, only emotional regulation (Brackett et al., 2010; Güleriyüz et al., 2008) and emotional self-awareness (Lee, 2018) were found to have a positive relationship with job satisfaction, while the other three sub-factors were not related to job satisfaction.

Organizational commitment refers to a member's desire to remain in an organization (Meyer & Allen, 1991). It can be divided into three types: affective, continuance, and normative commitment. Affective commitment refers to members' attachment to the organization, identification with the organization, and participation in organizational activities (Meyer & Allen, 1991). Continuous commitment refers to commitment caused by the need to remain after comparing the costs before and after turnover, while normative commitment refers to commitment caused by a sense of moral obligation to remain in the organization (Allen & Meyer, 1996; Meyer & Allen, 1991). EI, the core subject of this study, plays an important role in regulating and managing negative emotions and helping members emotionally commit themselves to the organization (Carmeli, 2003). According to previous studies, EI is mostly related to affective commitment among the three types of organizational commitment (Shafiq & Rana, 2016). Therefore, we focused on affective commitment. In several previous studies, EI showed a positive relationship with organizational commitment (Brunetto et al., 2012; Levitats & Vigoda-Gadot, 2017; Ouerdian et al., 2021; Shafiq & Rana, 2016). However, in studies examining the relationship between the sub-factors of EI and organizational commitment, the EI sub-factors showed various relationships with organizational commitment. Some studies have shown that all EI sub-factors have a positive effect on organizational commitment; however, in other studies, only some EI sub-factors had a positive

relationship with organizational commitment (other sub-factors were not related to organizational commitment). For example, in a study by Baker and Ibrahim (2017), the four EI subfactors, SEA, OEA, ROE, and UOE, showed a positive relationship with organizational commitment. However, in the study by Güleriyüz et al. (2008), only two EI sub-factors (SEA and UOE) had a positive relationship with organizational commitment; the other two sub-factors had no such relationship.

Turnover intention is an individual's conscious decision to leave an organization (Tett & Meyer, 1993), and refers to the possibility of quitting the current job or leaving the organization (Meyer et al., 1993). Turnover intention is the strongest precursor to turnover (Joo, 2010). Most previous studies have suggested a negative relationship between EI and turnover intention (Gholipour Soleimani et al., 2017; Jeswani & Dave, 2012; Ouerdian et al., 2021). However, the results of previous studies examining the relationship between the subfactors of EI and turnover intention are interesting. According to these studies, all EI sub-factors have a negative relationship with turnover intention (Zeidan, 2020), or only some sub-factors have a negative relationship with turnover intention (Travellas et al., 2013). For example, Zeidan (2020) found that all four EI sub-factors are positively related to turnover intention, whereas Travellas et al. (2013) found that only two sub-factors (SEA and UOE) had a negative relationship with turnover intention, and the other two sub-factors (OEA and ROE) had no significant relationship with turnover intention.

As such, several previous studies have shown that EI sub-factors have different relationships with job satisfaction, affective commitment, and turnover intention. Therefore, it can be inferred that the level of job satisfaction, emotional immersion, and turnover intention will vary according to the combination of the sub-factors of EI.

2.3. Present Study

The effect of the sub-factors of EI on performance variables such as job satisfaction, affective commitment, and turnover intention could differ. It can thus be expected that the effects of various combinations of EI sub-factors on outcome variables will also be different. Therefore, this study aimed to derive heterogeneous EI profiles according to the characteristics of EI possessed by employees using a person-centered research method. We also examined the relationship between each EI profile and outcome variables such as job satisfaction, affective commitment, and turnover intention.

3. Method

3.1. Participants and Procedure

A survey was conducted with 544 employees of Korean companies. Before the survey, we promised the respondents that all the data would be used for research purposes only. A total of 544 responses were collected, and 536 were used for analysis, excluding insincere responses. The respondents comprised 315 men (58.8 %) and 221 women (41.2 %). By age, 213 respondents (39.7%) were 46 years old or older, 133 (24.8%) were 41-45 years old, 91 (17.0%) were 36-40 years old, 46 (8.6%) were 31-35 years old, 47 (8.8%) were 25-30 years old, and 6 (1.1%) were under 25 years old. Regarding educational background, 253 (47.2%) had a college degree, 107 (20.0 %) had a junior college degree, 105 (19.6 %) had a high school degree or below, and 71 (13.2 %) had a graduate school degree.

3.2. Measurements

Variables were measured on a 5-point Likert scale (1 = not at all, 5 = very much) using a measurement tool that has been verified for reliability and validity in previous studies.

3.2.1. Emotional Intelligence

This was measured using 16 items developed by Wong and Law (2002). As a result of the measurement, the internal consistency coefficients (Cronbach's α) of the questionnaire were 0.903 (SEA), 0.883 (OEA), 0.938 (ROE), and 0.893 (UOE).

3.2.2. Job Satisfaction

Job satisfaction was measured using four items from the overall job satisfaction measurement items developed by Brayfield and Rothe (1951). The internal consistency coefficient (Cronbach's α) for the questionnaire was 0.897.

3.2.3. Affective Commitment

Affective commitment was measured using the eight items developed by Allen and Meyer (1990). The internal consistency coefficient (Cronbach's α) for the questionnaire was 0.895.

3.2.4. Turnover Intention

Turnover intention was measured using the four items used by Lawler (1983). The internal consistency coefficient (Cronbach's α) for the questionnaire was 0.898.

3.3. Data Analysis

We analyzed the reliability and correlation of these factors. Subsequently, we derived the latent EI profiles using LPA and analyzed the differences in job satisfaction, affective commitment, and turnover intention between the profiles. Multiple profiles are derived through LPA, and the optimal number of profiles is determined by referring to fitness indices such as entropy, Akaike information criteria (AIC), Bayesian information criterion (BIC), sample-size adjusted BIC (SABIC), elbow plot, bootstrap likelihood ratio test (BLRT), and vuong-lo-mendell-rubin likelihood ratio test (VLMR).

The range of entropy measurements was [0, 1]. The closer the entropy value to 1, the higher the classification quality; 0.8 is considered high, 0.6 medium, and 0.4 low (Clark & Muthen, 2009; Fisher & Robie, 2019). The smaller the values of indices, such as AIC, BIC, and SABIC, the more reasonable the fit. In addition, according to the simulation study of Nylund et al. (2007), BIC is recommended over AIC and SABIC, and BLRT is considered prior to VLMR (Geiser, 2012). However, in the process of selecting the number of profiles, both statistical criteria and logical interpretation of profiles should be considered important (Collins & Lanza, 2009; Geiser, 2012).

In this study, the Bolck-Croon-Hagenaars method developed by Bolck et al. (2004) and modified by Vermunt (2010) was used to check the differences in job satisfaction, affective commitment, and turnover intention according to the EI profile (Asparouhov & Muthén, 2014). Through this method, we can derive a profile in one step and analyze the relationship between each profile and the outcome variable.

4. Analysis and Results

4.1. Descriptive Statistics

Mean, standard deviation, and correlation for the main variables are presented in Table 1. All the sub-factors of EI were significantly and positively correlated with affective commitment and job satisfaction, but negatively correlated with turnover intention. In addition, all EI sub-factors were positively correlated with each other.

Table 1: Mean, Standard Deviation, Correlations, and α of the Main Variables

SEA	OEA	ROE	UOE	AC	JS	TI
(.903)						
.671**	(.883)					
.666**	.704**	(.938)				
.634**	.585**	.536**	(.893)			
.443**	.409**	.371**	.426**	(.897)		
.462**	.421**	.366**	.474**	.698**	(.895)	
-.272**	-.272**	-.256**	-.316**	-.536**	-.593**	(.898)

N=536, ** P<0.01, Figures in parentheses are Cronbach's α values, S.D: Standard Deviation, SEA: Self Emotional Appraisal, OEA: Others' Emotional Appraisal, ROE: Regulation of Emotion, UOE: Use of Emotion, AC: Affective Commitment, JS: Job Satisfaction, TI: Turnover Intention.

4.2. Identification of the EI Profiles

As shown in Table 2, the quality of classification in all solutions is at a high level, and BIC, AIC, and SABIC continue to decrease. As a result of checking the elbow plot, it changed suddenly and gently from the 5th boundary (Figure 1). BLRT showed that all models were significant, and VLMR showed that it was significant in three and not significant in four cases. Based on the argument of Collins and Lanza (2009), which emphasizes the importance of logical interpretation of solutions, this study selected four as the optimal number of profiles (Table 3).

Table 2: Fit Statistics for the Latent Profile Analysis

Number of profile(s)	AIC	BIC	SABIC	BLRT(p-value)	VLMR(p-value)	Entropy
1	6096.405	6130.678	6105.283			
2	5408.849	5464.542	5423.276	0.000	0.000	0.828
3	5164.217	5241.332	5184.194	0.000	0.000	0.890
4	4993.712	5092.247	5019.237	0.000	0.062	0.900
5	4867.649	4987.605	4898.724	0.000	0.057	0.928
6	4831.804	4973.180	4868.428	0.000	0.747	0.937
7	4799.962	4962.759	4842.135	0.000	0.152	0.933
8	4761.509	4945.727	4809.231	0.000	0.300	0.902

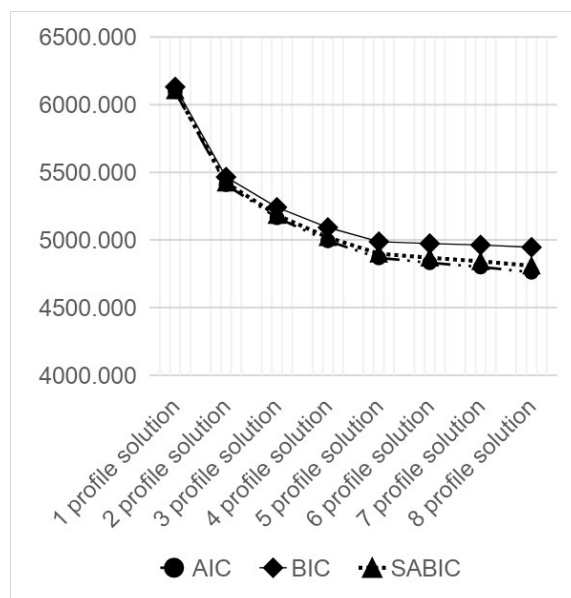


Figure 1: Elbow Plots of AIC, BIC, and SABIC.

Table 3: Class Counts (%) and Emotional Profile Mean (Z-score)

Profiles	Counts (%)	SEA	OEA	ROE	UOE
Profile 1	243(45.33%)	-0.768(0.143)	-0.934(0.150)	-0.755(0.127)	-0.617(0.104)
Profile 2	221(41.23%)	0.982(0.126)	1.216(0.346)	0.958(0.084)	0.717(0.069)
Profile 3	42(7.83%)	-3.096(0.525)	-3.518(0.946)	-2.905(0.358)	-1.751(0.271)
Profile 4	30(5.59%)	3.11(0.407)	3.299(0.685)	2.921(0.244)	2.024(0.115)

N=536, Figures in parentheses is the standard deviation.

SEA: Self Emotional Appraisal, OEA: Others' Emotional Appraisal, ROE: Regulation of Emotion, UOE: Use of Emotion.

The characteristics of the EI profiles derived in this study are shown Figure 2. Profile 1 comprised 243 participants (45.33%) out of 536, and all EI sub-factors were slightly lower than the average; therefore, it was named middle low generalized EI (MLEI). Profile 2 comprised 221 employees (41.23%), and all EI sub-factors were at a slightly higher level than the average; therefore, it was named middle high generalized EI (MHEI). Profile 3 comprised 42 participants (7.83%), and all EI sub-factors were significantly lower than the average; therefore, it was named low generalized EI (LGEI). Profile 4 comprised 30 participants (5.59%), and all EI sub-factors were significantly higher than the average; therefore, it was named high generalized EI (HGEI). Profile 1 (45.33%) and Profile 2 (41.23%) were the dominant types.

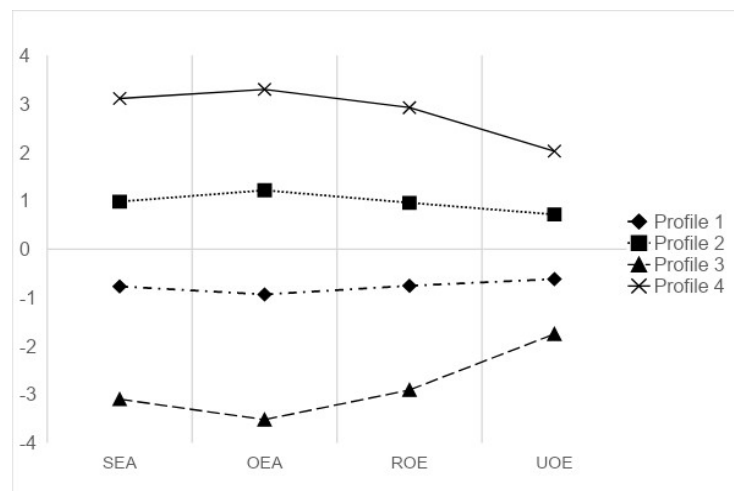


Figure 2: Four Types of Emotional Intelligence profiles.

The level of all four EI sub-factors was highest in Profile 4, followed by Profiles 2, 1, and 3. In other words, when one EI sub-factor was high, all three other sub-factors were also high, and when one sub-factor was low, the other sub-factors tended to be low.

4.3. Differences in Job satisfaction, Affective Commitment, and Turnover Intention by Emotional Intelligence Profile

The analysis results indicated that the level of job satisfaction and affective commitment was highest in Profile 4, followed by Profiles 2, 1, and 3. However, there was no significant difference in job satisfaction or affective commitment between Profiles 1 and 3. An analysis of the difference in turnover intention by profile showed that Profiles 3 and 1 were high, and Profiles 2 and 4 were low (Table 4). However, there was no significant difference in

turnover intention between Profiles 3 and 1, and between Profiles 2 and 4.

Table 4: Differences in JS, AC, and TI by EI Profile

	Profile 1	Profile 2	Profile 3	Profile 4	Overall test	Order
JS	3.374 (0.045)	3.879 (0.041)	3.051 (0.142)	4.355 (0.136)	$\chi^2(df=5)=141.609$ ($p<0.000$)	Profile 4 > Profile 2 > (Profile 1, Profile 3)
AC	2.769 (0.036)	3.211 (0.037)	2.541 (0.115)	3.697 (0.098)	$\chi^2(df=5)=115.151$ ($p<0.000$)	Profile 4 > Profile 2 > (Profile 1, Profile 3)
TI	2.789 (0.064)	2.213 (0.066)	2.982 (0.172)	2.003 (0.202)	$\chi^2(df=5)=52.285$ ($p<0.000$)	(Profile 3, Profile 1) > (Profile 2, Profile 4)

Figures in parentheses is the standard deviation. JS: Job Satisfaction, AC: Affective Commitment, TI: Turnover Intention, EI: Emotional intelligence.

5. Discussion

5.1. Research Summary

This study had two purposes. One was to derive profiles composed of various combinations of ability EI sub-factors, and the other was to investigate differences in job satisfaction, affective commitment, and turnover intention by EI profiles. To this end, this study derived four types of EI profiles using LPA, based on a person-centered approach. In this process, the reliability and validity of the analysis results were secured by determining the optimal number of profiles based on statistical fitness indices (Clark & Muthen, 2009; Nylund et al., 2007).

In this study, four EI profiles were derived. The characteristic of Profile 1 (MLEI) is that all EI sub-factors appear slightly lower than the average level. People in this group lack the ability to effectively identify (or understand) and express their emotions. They also lack the ability to control negative emotions and use them to achieve their goals. In contrast to Profile 1, the characteristic of Profile 2 (MHEI) is that all EI sub-factors were slightly higher than the average level. People in this group can identify and express their emotions appropriately. They can identify and accept the causes of various emotions. They can also control negative emotions and use them to achieve desired results. The characteristic of Profile 3 (LGEI) is that the level of all EI subfactors is significantly lower than those of the other profiles. People in this group cannot accurately identify false or dishonest emotions, and have difficulty expressing their feelings. They cannot pinpoint what causes the various emotions. In addition, they lack the ability to regulate their emotions and use them to achieve desired results. The characteristic of Profile 4 (HGEI) is the opposite of that of Profile 3, and the level of all EI sub-factors is significantly higher than those of the other profiles. People in this group can identify and understand emotions effectively and express their emotions accurately. They can effectively focus on and control their emotions as needed. In addition, they can generate and efficiently utilize positive emotions to achieve desired results.

In all EI profiles, however, sub-factors show distribution patterns in the same direction. That is, a profile with a large gap between the sub-factors was not derived. This is consistent with the high positive correlation between the sub-factors (Table 1). In contrast, in a previous study that analyzed the profile of trait EI, four profiles were derived: the group in which all sub-factors were higher than the mean, the group in which all sub-factors were lower than the mean, and the group in which the levels of some sub-factors were significantly higher or lower than other factors (Díaz-Herrero et al., 2018; Martínez-Monteagudo et al., 2019). In some profiles, a negative direction was also observed between the sub-factors (Díaz-Herrero et al., 2018; Martínez-Monteagudo et al., 2019). Considering the results of these previous studies, it was expected that various profiles with a gap between the subfactors of EI ability would appear. However, in this study, only profiles with a positive relationship between the sub-factors were identified. Therefore, it is necessary to further explore these profiles by expanding the sample in the future.

However, it was found that there were significant differences in job satisfaction, affective commitment, and turnover intention based EI profiles. These results not only emphasize the validity of the EI profile but also contribute to the expansion of research on the relationship between EI, job satisfaction, affective commitment, and turnover intention.

As shown in Table 3, job satisfaction was highest in Profile 4 (HGEI), where all EI sub-factors were significantly

higher than the average, followed by Profile 2 (MHEI), Profile 1 (MLEI), and Profile 3 (LGEI). Overall, the higher the EI, the higher the job satisfaction. People with high EI can understand their own and others' emotions accurately, form smooth relationships with colleagues, and have job satisfaction by reducing stress and effectively controlling negative emotions (Brackett et al., 2010; Lee et al., 2020). As with job satisfaction, affective commitment was highest in Profile 4 (HGEI), followed by Profile 2 (MHEI), Profile 1 (MLEI), and Profile 3 (LGEI). People with high EI can maintain positive emotions even in difficult environments and can engage emotionally more easily by forming close relationships with colleagues (Levitats & Vigoda-Gadot, 2017; Shafiq & Rana, 2016). Profile 3 (LGEI) had the highest turnover intention, followed by Profile 1 (MLEI), Profile 2 (MHEI), and Profile 4 (HGEI). People with high EI form smooth relationships with their colleagues by using positive experiences and emotions. Even when faced with problems, they can successfully solve them in cooperation with colleagues, resulting in job satisfaction and lower turnover intention (Trivellas et al., 2013; Wong & Law, 2002).

5.2. Contributions of the Study

This study has the following theoretical and practical implications. First, this study derived ability EI profiles using LPA, a person-centered approach. This method can overcome the problem (or disadvantage) of losing invisible information or data when focusing on a variable-centered approach (Bennett et al., 2016). Most previous studies have dealt with the relationship between EI and other variables by aggregating the sub-factors of EI. Some studies have attempted to identify EI profiles, and most of them derived the profiles using the trait EI or mixed model (Gerits et al., 2005; Milojević et al., 2016). However, this study derives EI ability profiles and examines their relationship with other variables. Therefore, this study contributes to diversifying approaches to EI.

On the other hand, among the four EI profiles derived in this study, the higher the sum of the sub-factors, the higher the job satisfaction and affective commitment, and the lower the turnover intention. These results are similar to the results of analyzing the effects of EI on job satisfaction, affective commitment, and turnover intention in previous studies that considered EI as an aggregate multidimensional construct. However, these results do not imply that ability EI should be regarded as an aggregate multidimensional construct. This study is meaningful in that it provides a foundation for future research by exploring the possibility of analyzing the profile of ability EI.

Second, the results of this study have useful implications for human resource management managers. The empirical results show that there are differences in job satisfaction, emotional immersion, and turnover intention levels according to EI profiles. In particular, the higher the EI level, the higher the job satisfaction and emotional immersion, and the lower the turnover intention. People with high EI have high job satisfaction, as they use positive emotions to form smooth relationships with colleagues and complete tasks through cooperation (Carmeli, 2003). In addition, even when exposed to various environmental demands and stressors, they devote themselves to the organization by regulating their impulsive emotions and responding smoothly (Carmeli, 2003). Hence, they are less likely to leave the organization.

Therefore, organizations must consider EI as an important factor in the hiring process. In addition, it is necessary to provide training opportunities to improve emotional EI, to increase employees' job satisfaction and devotion to the organization.

5.3. Limitations and Future Research Directions

First, the expected EI profiles were not derived. We expected to derive different combined profiles according to the level of EI sub-factors based on ability EI. However, the subfactors within the individual profiles derived in this study were positively correlated. In other words, when one sub-factor of a specific profile was high, all three other sub-factors were also high, and when one sub-factor was low, the other sub-factors also tended to be low. Therefore, future research is required to explore various profile types using various samples.

Second, this study has limitations in generalizing its results because data were collected only from Korean office workers. As the characteristics of the sample may affect the results of the LPA, it is necessary to increase the generalizability of the research results by investigating various samples.

Third, this study analyzed the profiles based on a cross-sectional study. EI is not static; it can change and develop (Goleman, 1995; Mayer & Salovey, 1997). Therefore, studies that analyze profile characteristics using latent transition analysis based on a longitudinal study design will also provide meaningful results (Morin et al., 2016). In this case, a study design that solves the common method bias problem by collecting independent and dependent variables from different sources is required.

Finally, this study attempted to analyze the profiles using the EI ability model. However, profile studies using EI are insufficient. Therefore, it is necessary to expand EI research through additional LPA research using ability EI in the future.

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