



Emotional Intelligence as a Forecaster of Job Satisfaction amongst the Faculty of Professional Institutes of Central Indian City, Indore

Gill Mandip¹, Syed Farhat Ali², Gupta Barkha², Dubey Godulika³ and Lad Kamna⁴

¹Maharaja Ranjit Singh College of Professional Sciences Hemkunt Campus, Indore, MP, INDIA

²Prestige Institute of Management and Research, Indore, MP, INDIA

³Altius Institute of Professional Sciences, Indore, MP, INDIA

⁴Arihant Institute of Management Studies, Indore, MP, INDIA

Available online at: www.isca.in

Received 25th July 2012, revised 30th July 2012, accepted 2nd August 2012

Abstract

Emotional intelligence and job satisfaction are two concepts of high interest in the modern work environment. They serve as a competitive edge in personal and organizational life. The education system or the teaching profession is one of those within which, the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that exists among them. It has been found that lack of job satisfaction leads to lower productivity, higher absenteeism, poor judgment, defensive behavior, hostility, reduction in creativity, and job turnover. The study was designed to examine the relationship between faculty members' emotional intelligence and their job satisfaction among the professional institutes of Central Indian City Indore, M.P. The findings of the study showed that there was no significant relationship between faculty member's emotional intelligence and their job satisfaction. The study also revealed that among the components of emotional intelligence there was a significant impact of Self-Emotion Appraisal (SEA) and Other Emotion Appraisal (OEA) on job satisfaction. On the other hand, the impact of Use of Emotions (UOE) and Regulation of Emotions (ROE) on job satisfaction was found to be insignificant. The implications of the findings are discussed in the paper.

Key Words: Emotional intelligence, components of emotional intelligence, job satisfaction.

Introduction

In today's dynamic market scenario, the biggest challenge facing educational institutions is to retain the talented workforce specifically its faculties. The understanding of emotions in the workplace is gaining importance as they act as a precursor in determining an individual's response as well as attitude towards the workplace. Faculty members have a lot of duties and responsibilities in terms of workload, work longer hours under stress, which affect their job satisfaction level and their performance as a result. Emotional intelligence plays a role in this matter by managing their emotions and other member's emotions to keep an appropriate performance and to increase the ability to cope with physiological and psychological stresses in implementing job. As a result, it may lead to a higher job performance and satisfaction.

Job satisfaction thus becomes an important aspect for the faculty members as dissatisfaction affects the teaching process and influences other roles played by the faculty. Job satisfaction is the emotional reaction a worker has towards his/her job after a comparison of the outputs he /she expects or desires with real outputs¹. Job satisfaction is the sense of inner fulfillment and joy achieved when performing a particular job. Among the various critical concepts about the comprehension of emotional intelligence, Aristotle defines emotional intelligence as those who possess the rare skill to be angry with the right person, to the right degree, at the right time, for the right purpose, and the

right way are at an advantage in any domain of life. Hence, the aim of the present study is to investigate the relationship between emotional intelligence and job satisfaction among the faculty of professional institutions in Indore, M.P., India.

Emotional Intelligence: There are many definitions and sub dimensions about what emotional intelligence is, in brief, emotional intelligence, which is another type of intelligence is conceptualized as the individual's awareness of his/her own feelings correctly and is assessed as another type of intelligence. In general, emotional intelligence has been defined as the ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth and well-being². The three theories/models that have generated the most interest in terms of research and application are the *Ability Model*³, *Trait Model*^{4,5} and *Emotional and Social competencies model*⁶.

According to the *Ability model* emotional intelligence comprises of four dimensions, firstly, the appraisal and expression of emotion in the self, secondly, appraisal and recognition of emotion in others, thirdly regulation of emotion in the self, and lastly, use of emotion to facilitate performance. The first dimension concerns an individual's ability to recognize and express their emotions, individuals high on this dimension are more easily aware of their emotions than the average individual.

Individuals high on the second dimension tend to be more sensitive to the feelings and emotions of others. The ability to regulate emotion in the self facilitates an expeditious recovery from psychological distress. Finally, the fourth dimension relates to an individual's ability to utilize their emotions to enhance personal performance.

The *Trait model* defines emotional intelligence in terms of an array of traits and abilities related to emotional and social knowledge that influence one's overall ability to effectively cope with environmental demands. The recent approach to emotional intelligence⁶ formulated it in terms of a theory of performance suggesting four major emotional intelligence domains: *Self Awareness*, *Self-Management*, *Social Awareness*, and *Relationship Management*. Twenty competencies have been identified that underlie these four emotional intelligence domains or clusters.

Wong and Law's Emotional Intelligence Scale (WLEIS)⁷ has proven to be a predictor of job satisfaction in different organizational levels⁸⁻⁹. Moreover it consists of four dimensions that are consistent with the definition of emotional intelligence according to the *Ability model*. These are, Self-Emotion Appraisal (SEA), Other's Emotion Appraisal (OEA), Use of Emotions (UOE) and Regulation of Emotions (ROE). Perceiving emotions and facilitating thought influence one's intra-emotions while managing emotions and understanding emotions help in managing interpersonal relationships. Together they play a vital role in a teacher's profession as they have proved to have a significant relationship with job satisfaction¹⁰. Hence the above scale has been used in this study.

Job Satisfaction: Job satisfaction is an emotional response that occurs as a result of the interaction between the worker's values concerning his/her job and the profits he/she gained from his/her job¹¹. Job satisfaction is the state of pleasure the employee gains from his job and his job experience¹² and can be conceptualized as the overall feelings or attitudes about the job they perform¹³. According to another definition, job satisfaction is an attitude but the objects of cognitive evaluation which are affecting (emotion), beliefs and behaviours should be clearly distinguished¹⁴. This definition suggests that one forms attitudes towards one's jobs by taking into account one's feelings, beliefs and behaviours.

There are a variety of factors that influence person's job satisfaction; some of these factors include the pay level and other compensations, the perceived impartiality of the promotion system within a company, the quality of the working condition, leaders and sociable relationships and the job itself (the variety of tasks implicated, the interest and dispute the job generates and the limpidity of the job statement responsibility). Job satisfaction is the extent to which people enjoy their job and leads to the behavior of employees that affect the performance and functioning in the organization¹⁵.

Employee job satisfaction is critical to the success of the organization since low job satisfaction leads to high attrition

rate, low productivity and high labour costs¹⁶. On the other hand, high job satisfaction leads to improved work performance in terms of quality and quantity because the characteristics of the job match the expectations of the employee¹².

Job satisfaction is linked mainly to two factors namely situational factors (sociological perspective) and personal factors (psychological perspective)¹⁷. Situational factors include job related conditions like pay, opportunities for promotion and working conditions and job characteristics such as task identity, task significance, skill variety, autonomy and feedback. Personal factors include personality disposition, traits, self esteem, motivation and emotions¹⁸. Based on the above viewpoints job satisfaction can be measured as the general or overall satisfaction of an employee with the job or it may be measured as the satisfaction of the employee with the various work facets. For the present study, the former view of job satisfaction has been adopted.

Review of Literature: Teachers experience intense, emotion-laden interactions on a daily basis and have a great number of emotional demands compared to most other professionals¹⁹. The stress and emotional demands associated with the teaching profession can lead to emotional and physical exhaustion, cynical attitudes about teaching, reduced feelings of personal accomplishment, and lower job satisfaction²⁰. Emotion knowing and regulatory processes related with emotional intelligence are supposed to benefit people social relationships thus moving the wave of emotion and stress at the workplace. Interpersonally, use of emotion and existence and being sensible of one and others' emotions can help in regulating stress and pessimistic emotion so that one can perform change at work. Furthermore, being healthy to perceive, comprehend and express emotions in an appropriate way can conclude whether a person is successful or not.

Emotional intelligence is proposed as an important predictor of key organizational outcomes including job satisfaction^{21,22}. There is accumulating evidence that emotional intelligence abilities and traits influence job satisfaction^{23,9}. A study was conducted on the relationship between demographics variables, emotional intelligence, communication effectiveness, motivation, and job satisfaction in educational administrations of Iran²⁴ and it was found that emotional intelligence is one of the most vital factors that help sustain communication effectiveness and job satisfaction. Another study between emotional intelligence as well as its five components and job satisfaction of physical education teachers in Zanjan Province found a significant positive relationship between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction²⁵. The results further revealed that social skills, empathy, and motivation were predictors of teacher's job satisfaction. Emotional intelligence may contribute to work for satisfaction (as reflected in salary, salary increase and company rank) by enabling people to nurture positive relationships at work, work

affectively in teams and build social capital. Work performance often depends on the support and advice. The ability to manage emotions can help people avoid being overwhelmed by negative effect, and cope with stress³. A recent study of food service workers and their managers⁹ observed a positive association between an ability based emotional intelligence scale (Wong Law Emotional Intelligence Scale, WLEIS) and job satisfaction in employees and their managers.

A research was conducted to measure the effect of emotional intelligence and gender on job satisfaction in three different governmental organizations in Egypt²⁶ which concluded that employees who are of high emotional intelligence are more satisfied with their work more than the employees who are of low emotional intelligence. The relationship between teachers' emotional intelligence and their job satisfaction index at senior secondary schools level was examined in Iran²⁷. A significant relationship between teachers' emotional intelligence and their job satisfaction was found. The study also revealed that there was a significant difference between teachers' emotional intelligence and their academic degree levels. Further, significant relationship was found between teachers' emotional intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of job satisfaction.

The effect of occupational stress (i.e., physiological stress and psychological stress) and emotional intelligence on job satisfaction in private institutions of higher learning in Sarawak, Malaysia was measured²⁸. From the results it was concluded that the interaction between emotional intelligence and physiological stress significantly correlated with job satisfaction but the interaction between emotional intelligence and psychological stress insignificantly correlated with job satisfaction. This result demonstrates that the capability of academic employees to manage their emotions and other employee emotions has increased their abilities to control psychological stress in implementing job. As a result, it could lead to higher job satisfaction. Conversely, the incapability of academic employees to manage their emotions and other employee emotions has decreased their abilities to control psychological stress in implementing job. Consequently, it could lead to lower job satisfaction.

Thus, emotional intelligence, as a stress easer at work, has a positive effect on employees' productivity. Studies show that emotional intelligence is extremely important in productivity and job satisfaction and organizational commitment. Emotional self-regulation and emotional control are among the strongest predictors. It can thus be summarized that employees with higher emotional intelligence can effectively recognize frustration and stress-related emotions and hence control them in order to reduce stress. Such employees can also realize their professional needs and control them, so their job satisfaction

increases. These employees have the ability to control their emotions and have better relationship with others. Therefore, their performance can be assessed more positively.

But this relationship will vary from profession to profession. For example, the factors that determine the performance and satisfaction of faculty members may be different from that of engineers. Moreover some different results have been reported by other researchers²⁹ opined that there is no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction which was measured using the Job Description Index. Considering the contradictory results of the research carried out so far on emotional intelligence and job satisfaction and considering that one of the factors affecting the internal aspect job satisfaction is emotional intelligence the researchers aim to investigate the relationship between these two factors that affect the relationship among faculty members so that institutions can realize human capabilities and ways to develop them by paying attention to psychological issues.

Objectives of the study: The literature leads to the following objectives: i. To study the relationship between Emotional intelligence and faculty member's Job satisfaction, ii. To study the impact of Self-Emotion Appraisal (SEA) on faculty member's Job satisfaction, iii. To study the impact of Others Emotion Appraisal (OEA) on faculty member's Job satisfaction, iv. To study the impact of Use of Emotion (UOE) on faculty member's Job satisfaction, v. To study the impact of Regulation of Emotion (ROE) on faculty member's Job satisfaction.

Hypotheses of the Study: Keeping in view the literature review, the following hypotheses are formulated to achieve each of the objectives in this study: i. H₀₁: Emotional intelligence is positively related to faculty member's job satisfaction, ii. H₀₂: Self-Emotion Appraisal (SEA) has a positive impact on faculty member's job satisfaction, iii. H₀₃: Others Emotion Appraisal (OEA) have a positive impact on faculty member's job satisfaction, iv. H₀₄: Use of Emotion (UOE) has a positive impact on faculty member's job satisfaction, v. H₅: Regulation of Emotion (ROE) has a positive impact on faculty member's job satisfaction.

Research Methodology

The Study: The present study is a correlational investigation to examine the impact of emotional intelligence and its components on job satisfaction amongst the faculty members of professional institutions in Indore city. Emotional intelligence and its components are the independent variables with job satisfaction as the dependent variable.

The Sample: In this study, faculty members from varied streams including arts and science institutions and management institutions were provided with questionnaires. The designations of the faculty ranged from lecturer to deans. The total sample of 245 respondents was selected on a random

basis from the various professional institutions located at Indore. The final sample of 243 respondents was selected after controlling for the extraneous variables like education, income, sector, length of work experience, functional area, size of the organization and other such variables by randomization and elimination. In the final sample 34.57% respondents were males and 65.43% were females. The average age of the respondents in this study was 36 and above years table-1.

Table- 1
Respondents Characteristics (N=243)

Respondents' Characteristics	Sub-Profile	Percentage (%)
Gender	Male	34.5
	Female	65.43
Age	21-25 years	15.64
	26-30 years	29.63
	30-35 years	20.58
	36 years and above	33.33
Job Tenure	0-1 years	14
	1-3 years	20.16
	3-5 years	19.58
	5 years and above	41.97

Tools for Data Collection: Two psychometric tools were administered on each respondent of the sample for data collection. The tools used were: Emotional Intelligence Scale⁷ and Job Satisfaction Scale³⁰.

The Emotional Intelligence Scale consists of 16 items using a set of 6-point Likert's scale for each item ranging from "strongly disagree" to "strongly agree". The independent variable is conceptualized by the ability to understand emotions in self and others and perceiving emotions and facilitating thought. The Cronbach alpha reliability coefficient for the instrument is .89 which is on the higher side. A higher score indicates a greater level of a participant's emotional intelligence.

The dependent variable is conceptualized by the individual's attitude towards the job and is operationalized by using 5-point Likert's scale to measure job satisfaction. The rating scale ranging from "strongly disagree" to "strongly agree" was used for each statement which is 14 in number. The Cronbach alpha reliability coefficient for the instrument is .76 and is acceptable for analysis purpose. A higher score indicates a greater level of a participant's job satisfaction.

Tools for Data Analysis: Kolmogorov-Simonov test was applied to examine the normal distribution of data (table-2) and due to the normality of data. Pearson's correlation coefficient test and regression analysis were applied to test the various hypotheses. Statistical Package for Social Sciences (SPSS version 17.0) was used to analyze and interpret data.

Table-2
Results for Kolmogorov-Smirnov Test

Kolmogorov-Smirnov Test		
N		243
Normal Parameters ^{a, b}	Mean	175.65
	Std. Deviation	70.983
Most Extreme Differences	Absolute	.067
	Positive	.057
	Negative	-.067
Kolmogorov-Smirnov Z		1.049
Asymp. Sig. (2-tailed)		.221
a. Test distribution is Normal. b. Calculated from data.		

Results and Discussion

r = .121

H₀₁: The null hypothesis stands rejected.

There is a weak correlation was between Emotional intelligence and Job satisfaction. R² value indicates that only 1% of the variance in Job satisfaction is explained by emotional intelligence table-3.

Table-3
Pearson Correlation Analysis

Variable	Correlation Coefficient
Emotional Intelligence	.121
SEA (Self emotion Appraisal)	.755
OEA (Other Emotion Appraisal)	.708
UOE (Use of Emotion)	.000
ROE (Regulation of Emotion)	.016

H₀₂: The null hypothesis is accepted.

r = .755 which indicates a strong correlation between Self-Emotion Appraisal (SEA) and faculty's job satisfaction. An R² value of .570 indicates that 57% of variance in Job satisfaction is explained by SEA. F= 319.821(p=.000) reflecting the overall strong relationship between the two variables. β = .755 which means that one standard deviation increase in SEA would yield a .755 standard deviation increase in predicted job satisfaction; t-test = 17.884 (p=.000) and is statistically significant meaning that the regression coefficient is significantly different from zero. Hence, SEA has a positive impact on faculty member's job satisfaction.

Regression equation

$$\text{Job Satisfaction}_{(pred)} = 2.273 (\text{SEA}) + 53.996$$

H₀₃: The null hypothesis is accepted.

r = .708 which indicates a strong correlation between Others Emotion Appraisal (OEA) and faculty's job satisfaction. An R² value of .501 indicates that 50% of variance in Job satisfaction is explained by OEA. F=241.925 (p=.000) reflecting the overall strong relationship between the two variables. β = .708 which means that one standard deviation

increase in OEA would yield a .708 standard deviation increase in predicted job satisfaction; t -test = 15.554 ($p=.000$) and is statistically significant meaning that the regression coefficient is significantly different from zero. Hence, OEA has a positive impact on faculty member's job satisfaction.

Regression equation:

$$\text{Job Satisfaction}_{(\text{pred})} = 2.810 (\text{OEA}) + 1.252$$

H₀₄: The null hypothesis stands rejected.

The values of $r = .00$, $R^2 (.00)$, $F (.00)$, $\beta (.00)$ and $t (.00)$ at $p=.996$ show that there is no relationship between Use of Emotion (UOE) and faculty's Job satisfaction. Hence, UOE has a negative impact on faculty member's job satisfaction.

H₀₅: The null hypothesis stands rejected.

The values of $r = .016$, $R^2 (.00)$, $F (.066)$, $\beta (.016)$ and $t (.256)$ at $p=.799$ indicate that there is no significant relationship between Regulation of Emotion (ROE) and faculty's Job satisfaction. Hence, ROE has a negative impact on faculty member's job satisfaction table- 4

The present study has found no significant relationship between emotional intelligence and job satisfaction. This is consistent with the findings of researchers^{29,31} who concluded that there is no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction. However many studies contradict the above findings. A possible reason for such an inconsistency between the results could be attributed to the different measurement materials used for measuring emotional intelligence and job satisfaction. In most studies, emotional intelligence has been measured using Bar-On test, while the common test for measuring job satisfaction in the mentioned research studies is the Job Description Index (JDI). The result can also be attributed to the high score on job satisfaction by the respondents. Another justification for the differences in the results could be that the population studied in different researches has been different. Unfortunately, very few similar researches have been carried out among faculties from professional institutions.

The relationship between self –awareness or Self Emotion Appraisal (SEA) and work and payment components of job satisfaction has been found to be significant in women. Moreover, the relationship between self-awareness component of emotional intelligence and supervision and promotion components of job satisfaction was also significant²⁷.

Other Emotion Appraisal (OEA) was found to have a significant relationship with job satisfaction. It was found that among the dimensions of emotional intelligence, use of emotions and emotion regulation were significant predictors of positive and negative affectivity at work, but only other's emotional appraisal (OEA) had a significant relationship with job satisfaction¹⁰. Individuals with high OEA component of emotional intelligence respond more effectively to workplace stress and to the emotional cues of coworkers. These

emotionally intelligent behaviors positively affect job satisfaction³². Another related study reported that perceiving others' emotion was uniquely associated with job satisfaction³³. This finding may reflect female work related gender role-characteristics. This can justify the results as the female respondents were more as compared to males and other studies have revealed that females are higher in this dimension of emotional intelligence. Also studies report that the ability of employees to properly manage their emotions and manage other employees' emotions will strongly increase their abilities to cope with physiological and psychological stresses in implementing job. As a result, it may lead to higher job satisfaction in organizations⁹.

It can thus be gathered that most research results are either directly or indirectly consistent with and support the above results. However, Use of Emotions (UOE) and Regulation of Emotions (ROE) were found to be insignificantly related to job satisfaction. A possible explanation could be that there is a lack of training in emotional intelligence competencies which can help the faculties to understand and manage not only their emotions but use them for proper reaction, understanding differences, group work, conversational ability, mediation, and improving their communicative ability. This ability would help them establish not only friendly relationships with colleagues, students, and students' parents but would also improve their satisfaction with colleagues and supervision as well as their general satisfaction.

Conclusion

Based on these findings, it is recommended that management should include some faculty training programs in order to enhance their emotional intelligence based on their job satisfaction. Such programs will assist the faculties in developing better empathic and interpersonal relations with their peers, administrators, understanding students unique needs and hence in better management of their classes. Such faculty education programs should provide instruction for novice teachers also so as to increase their understanding and knowledge of emotional intelligence, methods, and programs that might be employed in the teaching pedagogy resulting in enhanced effectiveness. The study has not included the impact of gender, age, and experience on emotional intelligence. Further research can be carried out to examine the impact of these variables as moderating variables.

References

1. Cranny C.L., Smith, P., and Stone F.F., Job satisfaction: How people feel about their job and how it affects their performance, New York: Lexington Books (1992)
2. Salovey P., Bedell B. T., Detweiler J. B., and Mayer J. D., Current directions in emotional intelligence research. In M. Lewis and J. Haviland-Jones (Eds.), *Handbook of Emotion* New York, NY: Guilford Press 504-520 (2000)

3. Mayer J. D. and Salovey P., what is emotional intelligence? In P. Salovey and D.J. Sluyter (Eds.), *Emotional development and emotional intelligence*, 3-31 (1997)
4. Bar-On, R., Emotional and social intelligence: Insights from the emotional quotient inventory (2000)
5. Goleman D., *Primal Leadership: Realizing the Power of Emotional Intelligence*. Basic Books, New York (2002)
6. Wong C. and Law K. S., The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study, *Leadership Quarterly*, **13(3)**, 243-274 (2002)
7. Bar-On, R., The Development of an Operational Concept of Psychological Well-Being. *Unpublished Doctoral Dissertation*, South Africa: Rhodes University (1988)
8. Law K., C. Wong and L. Song, The construct criterion validity of emotional intelligences and its potential utility for management studies. *Journal of Applied Psychology* **89(3)**, 483-496 (2004)
9. Sy T., S. Tram and L. O' Hara., Relation of employee and manager to job satisfaction and performance, *Journal of Vocational Behaviour*, **68(3)**, 461-473 (2006)
10. Kafetsios K. and Zampetakis L., Emotional intelligence and Job satisfaction: Testing the mediatory role of positive and negative affect at work, *Personality and Individual Differences*, **44**, 710-720 (2008)
11. Oshagbemi T., Gender Differences in the Job Satisfaction of University Teachers, *Women in Management Review*, **7**, 33-31 (2000)
12. Tantiverdi H., 'Worker's Job Satisfaction and Organizational Commitment: Mediator Variable relationships of Organizational Commitment Factors', *The Journal of American Academy of Business*, **14**, (2008)
13. Robbins S.P., *Organizational behavior: Concepts, controversies, and applications*, Upper Saddle River, New Jersey: Prentice Hall, (2000)
14. Weiss H. M., Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences, *Human Resource Management Review*, **12**, 173-194 (2002)
15. Rowden R.W., The relationship between workplace learning and Job satisfaction in US small midsize businesses, *Human Resource Development Quarterly*, **13(4)**, 407-25 (2002)
16. Mohr R.D. and Zoghi C., High involvement work design and job satisfaction, *Industrial and Labor Relations Review*, **15(7)**, 331-343 (2008)
17. Heller D., Judge T. and Watson D., The confounding role of personality and trait affectivity in the relationship between job and life satisfaction, *Journal of Organizational Behavior*, **23**, 815-835 (2002)
18. Dormann C. and Zapf D., Job Satisfaction: A Meta analysis of stabilities, *Journal of Organizational Behavior*, **22**, 483-504 (2001)
19. Brotheridge C.M. and Grandey A.A., Emotional labour and burnout: Comparing two perspectives of people work. *Journal of Vocational Behavior*, **60**, 17- 39 (2002)
20. Vandenberghe R. and Huberman A.M., *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. Cambridge, UK: Cambridge University Press, (1999)
21. Daus C.S. and N.M. Ashkanasy, The case for the ability-based model of emotional intelligence in organizational behavior, *Journal of Organizational Behaviour*, **26**, 453-466 (2005)
22. Van Rooy D.L. and C. Viswesvaran., Emotional intelligence: A meta-analytic investigation of predictive validity and Nomo logical net, *Journal of Vocational Behaviour*, **65**, 71-95 (2004)
23. Carmeli A., Yitzhak-Halevy M. and Weisberg J., The relationship between emotional intelligence and psychological wellbeing, *Journal of Management Psychology*, **24(1)**, 66-78 (2009)
24. Jorfi Hassan and Jorfi Saeid., Strategic Operations Management: Investigating the Factors Impacting Communication Effectiveness and Job Satisfaction in *Procedia - Social and Behavioral Sciences*, Kulalampur, 1596-1605 (2011)
25. Mousavi S.H., Yarmohammadi S., Nosrat A.B. and Tarasi Z., The relationship between emotional intelligence and job satisfaction of physical education teachers, *Annals of Biological Research*, **3(2)**, 780-788 (2012)
26. Ghoniem Abdulazim. ElKhouly, S. Mohsen, G and Ibrahim M., Impact of Emotional Intelligence and Gender on Job Satisfaction among Egyptian Government Sector Employees, *Current Research Journal of Social Sciences* **3(1)**, 22-27 (2011)
27. Jeloudar Soleiman, Yahyazadeh and Goodarzi Fatemeh Lotfi., Teachers' Emotional Intelligence and Its Relationship with Job Satisfaction, *Advances in Education*, **1(1)**, (2012)
28. Ismail A., Yao A., Yeo E., Lai-kuan K. and Soon-yew J., Occupational stress features, emotional intelligence and job satisfaction: An empirical study in private institutions of higher learning. / www.revistanegotium.org.ve **16(5)**, 5-33 (2011)
29. Hosseinian S., Yazdi S.M., Zahraie S. and Ashtiani, A.F., Emotional intelligence and job satisfaction, *Journal of Applied Sciences*, **8(5)** 903-906 (2008)
30. Wood V.R., Chonko L. B., and Hunt S., Social Responsibility and Personal Success: Are they Incompatible?, *Journal of Business Research*, **14**, 193-212 (1986)

31. Tracy D. and Muhammed., The relationship between emotional intelligence and job satisfaction: Testing the claim that emotional intelligence quotient predicts level of job satisfaction. Accessed on 20-3-2012, <http://proquest.umi.com/pqdlink?did=1037890221andFmt=7andclientI=79356andRQT=309andVName=PQD> (2006)
32. Dong Q. and Howard T., Emotional intelligence, trust, and job satisfaction, *Competition Forum*, 4, 381-388 (2006)
- Petrides K.V., and Furnham A.F., The role of trait emotional intelligence in a gender-specific model of organizational variables, *Journal of Applied Social Psychology*, 36(2), 552-569 (2006)

Table-4
Results for Regression Analysis

Independent Variable	Dependent Variable	R ²	F	P	t	p	B	Impact Status
Emotional Intelligence	Job Satisfaction	.015	3.591	.059	1.895	.059	.121	Negative
SEA (Self emotion Appraisal)	Job Satisfaction	.570	319.821	.000	17.884	.000	.755	Positive
OEA (Other Emotion Appraisal)	Job Satisfaction	.501	241.925	.000	15.554	.000	.708	Positive
UOE (Use of Emotion)	Job Satisfaction	.000	.000	.996	.005	.996	.000	Negative
ROE (Regulation of Emotion)	Job Satisfaction	.000	.066	.79	.256	.778	.016	Negative