Emotional Intelligence and Job Satisfaction among Employees of Service Sector in Pakistan

Muhammad Ashraf
Research Scholar, Indus University, Karachi, Pakistan
Nawaz Ahmad
Assistant Professor and Head of Research & Publication
Indus University, Karachi, Pakistan
Omar Ahmed Shaikh
Assistant Professor, Indus University, Karachi, Pakistan
Saleem Raza Bhatti
Research Scholar, Indus University, Karachi, Pakistan

Abstract:
Emotional Intelligence and Job Satisfaction are closely related concepts in today's competitive business environment which have drawn the interest of Research Scholars considerably. Although both concepts equally-influence personal and organizational life of employees equally, there are finger counted studies on both the concepts in the area of human capital development. The main objective of this study is to comprehend the association between Emotional Intelligence and Job satisfaction. The study also attempts to analyze how age, marital status, education experience of employee in a working environment influences his job satisfaction and emotional intelligence. Data pertaining to this study was gathered from 100 respondents of Southern Sui Gas Company (SSGC) Technology Communication Services (TCS), Karachi Water & Sewerage Board (KWS&B), and TUV Pakistan utilizing BarOn EQ-I scale. Findings were drawn by applying statistical tools, such as correlation, ANOVA, multiple regressions. The study concluded that there were ample evidences of significant relationship between job satisfaction and emotional intelligence with working experience and marital status influencing it considerably.

Key words: Emotion; Intelligence; Emotional Quotient; Job Satisfaction; Pakistan

1. Introduction

The human behaviour studies in 20th century have been influenced by the significance given to Intelligent Quotient (IQ) i.e. cognitive intelligence. However in every new study it has been clarified bit by bit the high IQ brilliance is not good determinant all the time both in professional and academic excellence (David, 1973; Goleman, 1995). Hence the obvious incapability of conventional measures of cognitive intelligence (IQ) to foretell the excellence in life necessitated the emergence of the perception of emotional intelligence. EI term first ever coined by Salovery & Mayer, (1990) wasn't probably a unique one. -Emotional Intelligence refers to the capability of organizing the sentiments intelligently. It further refers to frame of acquired expertise and skills that foresee positive result at dwelling, in school, and in the working environment (Smith, L, Heaven, & Ciarroch, 2008). Employees having these skills, normally from the perspective of EI are less dejected, highly productive in work setting and enjoys marvellous relationships (Business Center, 2010). The corporate world demands superior level of inter-relationships, collective understanding, and higher outcomes in working environment. A greater amount of comprehension about the sentiments and feelings of the people around and capability to manage them can assist an individual to acquire brilliance and satisfaction out of job s/he is doing. Though there are ample evidences pertaining to significance of Intelligence Quotient (IQ) in determining the successful execution of task, significant amount of studies have concluded the precedence of EI over IQ; in work settings. The academic excellence and intellectual brightness are critical and quite important elements in HR practices, but cannot be deemed as complete package to solve most perplexing managerial issues (Lynn, 2002). Numerous reasons can turn the workplace to average team interaction, retention issues, struggling morale, and others that can adversely impact on Job Satisfaction (Lynn, 2002). Job Satisfaction is an essential part of managerial environment and a significant factor in organization employee relationship. It is an optimistic psychological condition that happens when an employee's work appears to accomplish pivotal job values assigned; such values are in alignment with personal needs (Jorfi, Yaccob, & Shah,

2011). The researcher felt it would be really interesting to share findings on the study of, association between job satisfaction of the employees and EI. This study aims at incorporating designation, education, age, marital status, gender, and job experience as independent variables of job satisfaction and Emotional Intelligence. Moreover the EI dimensions Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood has also been made part of this study.

2. Literature Review

2.1. Emotional Intelligence
Emotional Intelligence (EI) refers to the capability, competence, and expertise or in context of trait EI model, self-observed grand capability to explore, examine, evaluate, organize and control the emotions of one's own and of people around. Studies have concluded that EI has been playing vital role in today's working environment (George, 2000; Goleman, 2011; and Nordin, 2012). The philosophy of EI assists in analyzing employee's attitude, styles of management, interpersonal capabilities and potentials. It testifies a significant relevance in HR practices like selection and recruitment, planning and profiling (Serrat, 2009). Besides that, the most important advantage of EI is that it helps the employees to comprehend and manage sentiments (Salovery & Mayer, 1990). It also provides an arena to a person to become handy of his own conduct as well as associations with the people around (D. Goleman, 1995; Mayer & Salovery, 1993). Psychological research has revealed that, comprehending and managing emotions play important and pivotal role in rewarding person's everyday life and work setting (Cooper & K, 1993).

2.2. Measures of Emotional Intelligence
The evidences regarding EI models show that there are 3 main EI models namely: The Daniel Goleman Model, which emphasizes on EI as a comprehensive sequel of competencies and excellences that force leadership productivity. Goleman's model sketches five main EI constructs. (Goleman, 1998). The Salovery-Mayer Model and The BarOn Model of EI. (Bar-On & Parker, 2000).
The study is based on over 20 years of extensive research by Dr. Reuven Bar-On, which tested more than 100,000 people around the world and considered to be the earliest measure of Emotional Intelligence.

2.3. Bar-On-EQ-i Theory of Emotional Intelligence
Considering several EI abilities 133 items have been included in BarOn EQ-I and BAR-On has segmented them into following five sets
- Capabilities to differentiate, identify, and converse feelings and sentiments
- Capabilities to identify that how people around feel and associate with them
- Capability to manage and deal sentiments and emotions
- Capability to change, accommodate and untie conflicting issues of a person and interpersonal nature
- Capability to develop constructive impacts and remain self-persuaded (BarOn-R, 2005).

Hence, EI is interlinked with communal capabilities - expertise which enables us to successfully understand and express ourselves, besides getting acquainted with emotions of the people working with us (BarOn, 2005). As a result, the theoretical framework for the Bar-On model and its evaluation is termed as EQ-i. Focusing on these capabilities, Bar-On & Parker (2000) emphasize that the EQ-i was framed with intention to measure an individual's emotional and communal intelligence, but not cognitive capacity or personality traits. Despite that numerous studies have concluded that EQ-I has, to some extent, reasonable association with other personality trait measures too (Conte, 2005). In this regard several studies have also explored that Bar-On's model of emotional intelligence laid emphasis on non cognitive personality traits (Newsome, Day, & Catano, 2000). In the meantime, BarOn restated that the construct he proposed had enough empirical grounds to confirm its validity because the concept of his model was based on findings of number of studies made all over the world during the 17 years of time span (Bar-On & Parker, 2000). Eventually, he proposed his theory named Mixed (trait) Theory based on five variables.
- Intrapersonal (self-interest, affecting Self-Consciousness, Assertiveness, autonomy, and Self-Actualization)
- Interpersonal (Feelings for the people working around & desire to help them, Communal conscientiousness, and Interpersonal Relationship)
- Stress Management (conflict management, capability to remain calm under stress, patience and Impulse Control)
- Adaptability (Realistic, avoidance of rigidity, and Problem Solving)
- General Mood Scale (hopefulness, positive attitude, optimism and Happiness)

This research has made the aforesaid components of BarOn EQ-i a part of this study; hence these factors would be discussed in detail.

2.4. Intrapersonal
As defined by Howard Gardner (1983), Interpersonal Intelligence determines how much an individual is skilled enough to understand him/her. Persons who exhibit excellence in this intelligence are genuinely able to look in him/her and can utilize such skill to get rid-off personal problems (Mark, 2008). Howard Gardner believes that psychologist, writers, poets, innovative person are such people having intrapersonal intelligence. The person having intrapersonal intelligence use it to gather information from the environment and analyze how known facts can be personified. BarOn explains that this skill is an ability of analyzing personal feeling to identify and differentiate between them, to signify them as usual (BarOn, 1997). Consequently, a person is able to understand him/herself better than others. This has to be considered as foundation for knowing an individual, his/her intentions, and ambitions and urges (Howard,

1983).   The awareness of intrapersonal intelligence helps in comprehending one's capabilities and in-capabilities. This, if managed properly, could pave way to more successes, more satisfaction and more accomplishments (BarOn, 1997).

2.5. Interpersonal
If we bifurcate the interpersonal term into "Inter" and "Personal" the former means between and later means private or not public. Hence interpersonal skills denote skills between persons (Ruth, 2013). Interpersonal skill is of a value, which shows the manager's capability to comprehend or to get acquaintance of his sentiments perceived by the people working with him/her. It constitutes the measurement of empathy, feelings for others, communal obligations and interpersonal interactions (Jorfi, Yaccob, & Shah, 2011).

2.6. Adaptability
Adaptability means the capability to be flexible, always ready to accommodate in innovative inputs. Hence, in working environment adaptability is referred to as a manager's competency to be flexible and optimistic, keep his mind open all the time to accommodate innovative and creative inputs (Andresen, 2005). It involves the measurement of flexibility, problem solving ability and optimistic approach (Jorfi, Yaccob, & Shah, 2011).

2.7. Stress Management
Any skill matured to assist someone to deal with or decrease the physiological and emotional implications of everyday affairs or in the working environment (dictionary.reference.com, 2013). This skill refers to an individual's capability to handle, to react and to respond to stress. It covers   tests of "stress tolerance and impulse control" (Jorfi, Yaccob, & Shah, 2011).

2.8. General Mood
Self-reliance and satisfaction constitutes the sense of general mood. To be in a state of pleasure, person has to be content with his/her everyday life in a way that he needs to enjoy being a part of a particular situation or being a member of a working group (BarOn, 1997). General mood is used to analyze an employee's behavior and insight of life and group. It contains the measurement for the positive attitude and happiness.
The rationale behind   choosing BarOn Model can be given that even the legendary of Emotional Intelligence expert Daniel Goleman has once said that "I am compelled to believe that (Reuven BarOn) is one of the prominent and leading of all the experts who have developed an EQ scale earlier. Cambell (2007) quoted the words of Goleman about the BarOn model, "This model is commendable, leading exercise in investigating main components of Emotional Intelligence" Daniel Goleman, PhD Emotional Intelligence". It has been thought out as a most reliable and tested tool to assess emotional intelligence (Jorfi, Yaccob, & Shah, 2011).
It helps to measure, to assess a person's capability to meet the demands of daily environmental stresses, and also assists in guessing a person's excellence in personal and professional life both. Expressing oneself is the core essential of this model, hence an individual expresses effectively feelings of his own and about others will certainly reorganize the level of emotional intelligence (Bar-On & Parker, 2000; Der Foo, 2004)

2.9. Job Satisfaction
Job satisfaction is an area which has been studied a lot; both industries and academics have extended their wide range of appreciation towards job satisfaction. It is an outcome of affective response of an employee to his/her work; this affective reaction is a result of desired outcome from the job an employee is doing (Jorfi & Jorfi, 2011). In fact it is a degree to which an individual likes his work (Spector, Fox, & Domagalski, 2005). It can also be referred as emotional affiliation an employee has with his work (Tett & Meyer, 2006). Job satisfaction is a behavior exhibited by an employee during the time he/she is working, hence the components of contentment and discontentment changes over the period of time (Kamal & Hanif, 2005).
Studies concluded by various scholars have lauded the relationship of some leading HR concepts with job satisfaction. Findings by (Kosteas, 2007) indicate that promotion is a tool to ameliorate job satisfaction. Moreover, research findings have also identified that there is a negative impact of job contentment on worker's turnover intention (Iverson, 2003), and a raise in emoluments can affirmatively impact on job contentment (Grund & Sliwka, 2001). At workplace, a person having an outstanding academic career, robust work experience and plenty of appreciation tokens is conceptually considered a value addition to the organization. But not necessarily good in unfavorable work conditions, poor in developing peer relations, struggling under stressed environment, mechanistic in style of working etc. such employees are brilliant in Intelligent Quotient (IQ) but Struggling in Emotional Quotient (EQ). To be satisfied in the working environment one has to have brilliance of Emotional Intelligence.

2.10. Theories of Job Satisfaction
The generally agreed upon perception about job satisfaction prevails that it refers to the attitudes, sentiments, affects, and feelings about work, and how such state of mind impact on individualistic being of an employee. The scholars have developed numerous theories of job satisfaction. In the area behavior research which, either validated or invalidated through different studies. The theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction have been considered as foundation for modern researches. Cambell et al (1970) segmented job satisfaction theories into two classes, content theories and process theories. Fred Luthans (2005) argues that there are Content (Needs Hierarchy, and Two-Factors); Process (Expectancy theory and Porter & Lawler model); and Contemporary (Equity, Control and Agency theories) theories. Whereas, Stephen P. Robbins (2005) referred an organized and

classified the theories into primitive-theories (hierarchy of needs, X & Y, Two Factor theory) and contemporary theories (McClelland's theory of needs, Goal Setting, Reinforcement, Job Design, Equity, and Expectancy theory). However, it is considerable that content and process theories have turned into benchmark classification.

2.11. Emotional Intelligence & Job Satisfaction
The general concept suggests the worker with excellent emotional intelligence could only enjoy the higher level of job satisfaction (Ealias & Jijo, 2012). The common belief is that the people blessed with greater emotional intelligence are capable of formulating strategies to apprehend the probable perplexing situations resulting in anxiety. On the other hand people with mediocre emotional intelligence will not be quite capable of surmounting the frustrated instances. Furthermore, in peer settings, workers with excellent EI are expected to dominate the emotions of the people around in a way that they will be able to put all their energies into their own work and to make others   getting enthusiastic (Cooper & K, 1993).
There are numerous causes why employees' EI may impact on job satisfaction. Interpersonally, the understanding of emotions and regulatory processes linked with EI are anticipated to assist peoples' communal affiliations therefore influencing the experience of sentiments and anxiety in work setting. Intra-personally, recognizing and utilizing the emotions and comprehending personal emotions can guide an employee to monitor anxiety and unhealthy emotions so that he could produce cent percent. Various studies about the relationship between EI and Job satisfaction have inked diversified conclusions. Some of the researches have registered feeble to mediocre association trait between EI measures and job contentment (Kafetsios & Zampetakis, 2008; Ghoniem, ElKhouly, Mohsen, & Ibrahim, 2011). There is also a study which exhibits significant association between ability based EI scale and Job contentment (Trivellas, Gerogiannis, & Svarna, 2013, Law, 2002). Moreover, a research (Lopes, Grewal, Kadis, Salovey & Argyris, 2011) observed significant relationship between sentimental proxies of job satisfaction and EI.

3. Research Model
On the basis of extensive literature review, a model can be developed that Emotional intelligence and Job Satisfaction influences many elements of HR practices such as employee's commitment, employee's performance, his/her decision making and motivation. In this study, Emotional Intelligence and Job Satisfaction have been focused. While reviewing the related literature, ample evidences emerged to reveal that emotional intelligence has a significant impact on job satisfaction. A number of researchers have identified Intrapersonal, Interpersonal, stress management, adaptability, and general mood as dimensions of Emotional intelligence. This study is going to investigate all said dimensions and their relation to other constructs. In order to bring uniqueness from other studies, this study has also incorporated demographic variables in servicing sector of Pakistani context. Fig. 1 shows the research model for the study
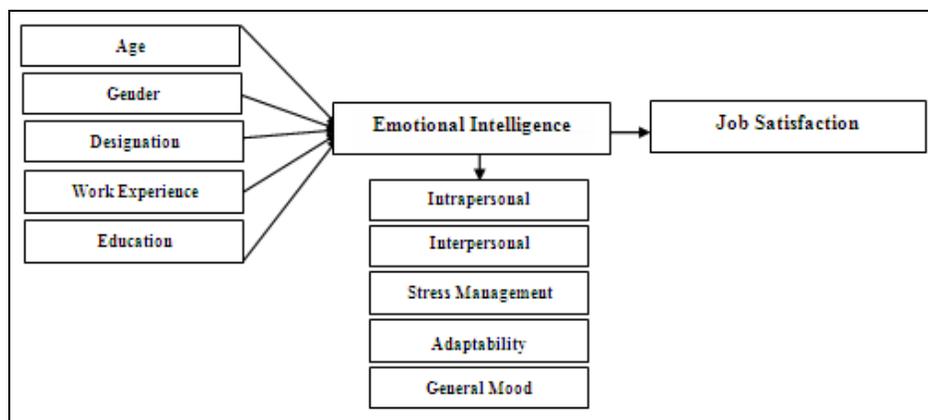

Figure 1: Proposed Research Model

3.1. Emotional Intelligence and Job Satisfaction
Various researches have been conducted on association between Employees' EI and level of job satisfaction in their working environment. Some of the studies have linked both EI and Job satisfaction to job productivity (Gündüz & Günse, 2012; Mousavi & Yarmohammadi, 2012 & Law, 2002). There is also a study which concluded that employees with sound EI hold their workplace satisfying and this state makes them to put their satisfaction into organizational productivity (Patra, 2004). To sum up, most of the researches have produced significant amount of evidences pertaining to affirmative alliance between higher emotional intelligence and job satisfaction. The studies found higher emotional intelligence among more adaptive managers as they use it to comprehend the causes of stress and plan accordingly so that unconstructive consequences may be avoided (Cooper & K, 1993). Moreover, all these researchers have found that adaptive managers can manage the emotions of the people working with them very well. The EI ability of an employee makes him really useful in peer setting environment,- as sound EI ability promotes healthy interaction which in turn help him to boost up his/her self esteem, as well as of others, and ultimately leads him to job satisfaction as a whole (A., Shimazu, & Odahara, 2004). Whereas people having low level of emotional intelligence makes themselves vulnerable to dissatisfaction with job

and emotional disorder at the work place. Such workers eventually establish the incapability to cope up with the complicated instances. Therefore following hypothesis has been proposed:

H$_1$- *Emotional intelligence is significantly related to job satisfaction*

3.2. The Relationship between Emotional Intelligence and Age:

Way back in late 1990s, several researches exhibited that older subjects had elevated level of Emotional Intelligence as compared to their younger counterparts. Such findings made scholars to presume that emotional intelligence could rise with age (BarOn, 1997). A study declared that emotional intelligence should groom with age and experience. Such study compared the productivity of adults and adolescence on the emotional intelligence multifactor scale and exhibited that older group performed at a significantly higher level of emotional intelligence than their younger peers. Mayer, Caruso, & Salovery, (2000) & Van Rooy, (2005) has investigated association between emotional intelligence and age applying emotional intelligence scale of 33 items. All these studies returned with positive correlation between emotional intelligence and age. Though a number of studies showed positive association between emotional intelligence and age, but in Pakistani context, particularly servicing sector, it has not been studied much. Hence an investigation to test the following hypothesis was needed:

H$_2$- *Age is significantly associated with emotional intelligence*

3.3. The Relationship between Emotional Intelligence and Gender

Gender refers to "an intricate measure of interlinked cultural beliefs that intentionally or unintentionally impacts how an individual pictures him/herself as a male or female, what he/she normally expects in men and women, and the types of transformations s/he tries to develop in that gendered behavior" (Wood, 2003.p.38). Some studies argued that this concept of gender affects people's premises, expectations, and attitudes (Scherer & Petrick, 2001; Wood, 2003). The literature review pertaining to relationship between EI and gender exhibited mixed assumptions associated to gender differences in EI. Some of them reported that male workers are less socially handy compared to female workers (Hargie, Sauders, & Dickson, 1995). Other studies endorsed this assumption too like Mayer, J.D., Caruso, Dr., and Salovey (1999). Some other studies recapped that male emotional experience is less clearly expressed than their female coworkers (Barret, Lane, Secherst, & Schwartz, 2000; Naghavi & Redzuan, 2011). Besides that, some more scholars also reiterated similar assumptions (Lopes, Salovey, & Straus, 2003). Ghoniem, ElKhouly, Mohsen, & Ibrahim, (2011) have investigated the impact of emotional intelligence and gender on job satisfaction in Egyptian context on the basis of evidences taken from three different companies. The study concluded that emotional intelligence and gender could be used as predictor of job satisfaction. On the basis of extensive literature review, the hypothesis is proposed as under:

H$_3$. *Gender is significantly associated with emotional intelligence*

3.4. The Relationship between Education Level and Emotional Intelligence

The probable significant effect with regard to the comprehension and development of emotional intelligence among students on academic excellence has drawn the attention of education managers and policy makers (Mayer & Cobb, 2000). The studies of a team of curriculum mangers like Elias, (2009); Zins, Weissberg, Wang, & Walberg, (2004); & Payton, et al., (2008) have shown that emotional intelligence is the pivotal notion behind wining learning. Consequently research made a forecast of more than 80% of an individual's achievement in life is affected by emotional intelligence. In this regard a study also exposed that insignificant emotional intelligence is directly linked with remedial issues, and recommended that educators should categorize badly behaved students and strengthen their emotional intelligence. Some researchers have laid emphasis on the importance of considering students both from cognitive and emotional perspective, but these two constructs have so far been less studied (Mayer, Caruso, & Salovery, 2000). The hypothesis in this regard is proposed as under:

H$_4$. *Education level is significantly related with emotional intelligence*

3.5. The relationship between Job Experience and Emotional Intelligence

Job experience is the comprehension that an individual accumulates from the environment where s/he works. The component of job experience is the most significant element that can affect ~~on~~ emotional intelligence in any working environment. Judge and Bretz , 1994; Judge et al., 1995; Aryee, Wyatt-stone, 1996; Nabi, 1996 can be presented as a sample of studies which exhibited that job experience can be incorporated as an important variable that could impact on emotional intelligence. There are studies which have established significant association between job experience and emotional intelligence too (Adams & Hancock, 2000; Kumar & Muniandy, 2012). Keeping these substantial evidences the following hypothesis is proposed:

H$_5$. *Job experience is significantly related to emotional intelligence*

3.6. Emotional Intelligence and Job Designation

The job designation or a position that an employee holds is highly important in influencing emotional intelligence in servicing sector. This study focuses on Job Designation which means various job positions of the employees working in servicing organizations of Pakistan. People working in servicing organization of Pakistan at different perks can exhibit significant impact on emotional intelligence. The objective of this section is to investigate the relationship between employee designation and emotional intelligence. Therefore, a hypothesis is proposed as under:

H$_6$. *Job Designation is significantly related with emotional intelligence*

4. Results

4.1. Reliability Test

Cronbach's α   was performed to test reliability of constructs used in the questionnaire for this study. Cronbach's Alpha testing is most frequently used reliability testing tool by management science researchers. The reliability test for this study for over all 47 items showed cronbach's α reliability coefficient at .93 which is a healthy one hence highly appropriate. The reliability can be considered appropriate if cronbach's alpha returns 0.6 to 1.0, and if its > .9 that is excellent (Hair, Babin, Money, & Samouel, 2003). The reliability performed for this study is depicted in Table 1.

Variables	Number of Items	Cronbach's Alpha
Intrapersonal	23	.871
Interpersonal	12	.858
Stress Management	4	.798
Adaptability	4	.688
General Mood	4	.739
Job Satisfaction	7	.687

Table 1: Cronbach's Reliability Statistics

5. Analysis of the Data

Total of 110 respondents from different servicing organizations of Pakistan were contacted through convenient sampling method. The turnout rate was 91% which means out of 110, 100 employees responded positively   which proved really valuable for this study. The Demographic charactesristics of respondents for this study are summarised in Table 2.

Demographics	Description	N.	Percentage%
Gender	Male	66	66
	Female	34	34
Age	Up to 25 years	8	8
	Up to 35 years	38	38
	Above 35 years	54	54
Academic Qualification	Graduate	24	24
	Post Graduate	72	72
	MS/M.Phil	4	4
Designation	Top Mgt	8	8
	Middle Mgt	73	73
	Lower Mgt	19	19
Experience	Up to 5 Years	27	27
	Up to 10 years	31	31
	More than 10	42	42
Marital Status	Married	70	70
	Unmarried	30	30

Table 2: Demographic Characteristics of Respondents

Table shows that 66% of the respondents were male. The respondents were asked to choose their age group from three choices; hence 8% of the respondents were up to the 25 years of age. With regard to the academic qualification, three options were placed in the questionnaire; therefore the responding rate, pertaining to the education, from graduates was 24%, 72% were Post Graduates while 4% of the respondents were MS/M.Phil. The respondents were also asked to choose appropriate option pertaining to their position in the organization; thus respondents had three choices to choose from, 8 percent of the respondents were engaged in top management position, 73 percent were working at middle level management, and 19 percent of the respondents were the employees of lower level management. As far as the job experience of the respondents was concerned, the respondents were also required to choose   from the options provided; 27% of them had work experience of up to 5 years, 37% of the respondents were there with a job experience of up to 10 years, and 42 percent of respondents stuck to the same working environment for 10 years formed the greatest chunk.

5.1. Correlation and Regression Analysis

Both correlation and regression statistical tools were applied to analyze the strength of relationship among responses and explanatory variables. The objective for applying correlation analysis was to test wheather measurement variable co-vary and quaintify the strength of association between the variables. On the other hand, the objective behind regression analysis was to explain the association in the form of equation. Correlation is an hextent of association between variables,   which made base the strength of

correlation guide proposed for absolute value of r (Evans, 1996). Hence this study has applied standard to interrepet the correlation analysis for the study suggested by Evans, (1996). On the basis of the following critera, the extent of alliance between variables has been interpreted. The correlation between variables is: $-1 \le r \le 1$, if r lies between .00 to .19 the association is said to be very weak, if it lies between .20 to .39, the correlation is considered to be weak, .40 to .59 is moderal relatioship, .60 to .79 is an evidence of strong correlation, proceeding ahead to 1.0 is believed to be a very strong correlation.

Variables	1	2	3	4	5	6
Job Satisfaction	--					
Intrapersona	.58**					
Interpersona	.74**	.62**				
Stress Mgt	.69**	.52**	.66**			
Adaptability	.68**	.44**	.60**	.42**		
General Mood	.67**	.55**	.53**	.42**	.60**	---

Table 3: Correlational analysis of Emotional Intelligence and Job Satisfaction

The Pearson Correlation of the data (see Table 3) depicts that there was a positive association between emotional intelligence and job satisfaction along with five related components of emotional intelligence, and the relationship is significant at 0.01 levels. The frequency of intrapersonal and Job satisfaction were strongly correlated, r (100) = .589, p < .001. Whereas the frequency of interpersonal dimension of emotional intelligence and job satisfaction depicted more strength of association, r (100) = .744, p < .001. Similarly the correlation analysis further more exhibits that the frequency of stress management and job satisfaction was r (100) = .694, p < .001. The fourth dimension of emotional intelligence adaptability, as part of this study, appeared to be at r (100) = .680, p < .001. The frequency of general mood and job satisfaction was r (100) = .678, p < .001. Thus hypothesis 1 was substantiated. It was found that higher emotional intelligence among employees of service based organization of Sindh, Pakistan guided to higher level of job satisfaction.

Variables	1	2	3	4	5	6	7
Em. Intelligence	----						
Age	.257**						
Education	.061**	.294**					
Designation	-.093**	.029**	-.032**				
M/Status	-.081**	.232**	.178**	-.202**			
Gender	-.165**	-.418**	-.095**	-.155**	-.221**		
Job Experience	.365**	.672**	.150**	.057**	.147**	-.313**	----

Table 4: Correlation Analysis between Emotional Intelligence and Demographic Variables

The Pearson Correlation between emotional intelligence and demographic variables (see Table 4) showed significant association; so the frequency of emotional intelligence, age, and job experience variables r(100) = .352, p < .001 and r(100)= .365, p < .001 respectively, were strongly correlated. The correlation result showed that two variables age and job experience out of seven were highly correlated with emotional intelligence

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.325	5	3.865	55.085	.000ᵃ
	Residual	6.595	94	.070		
	Total	25.920	99			
a. Predictors: (Constant), General Mood, Stress Mgt, Adaptability, Intrapersonal, Interpersonal						
b. Dependent Variable: Job Satisfaction						

Table 5

The *F*-ratio in the ANOVA table (see table 5) examines the overall fitness of the regression model for the data. The table given above shows *F ratio as* (5, 94) = 55.085, *p* < .0005 is less than by chance, hence the regression model is fit enough for the data

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.736	.184		9.427	.000
Intrapersonal	.031	.072	.031	.428	.669
Interpersonal	.182	.065	.237	2.788	.006
Stress Mgt	.175	.040	.311	4.373	.000
Adaptability	.152	.048	.228	3.154	.002
General Mood	.165	.045	.265	3.690	.000
R-Squire 0.746		F-Statistic 55.085		P-Value <.0001	

Table 6: Regression Analysis of Job Satisfaction and Emotional Intelligence

Based on table 6 the regression model equation can be: $\hat{JS}$=(0.31)Intr+(0.182)Inter+(0.175)StrMgt+(0.152)Ada+(0.165)GM+1.736

Keeping in view Table 6 for regression analysis intrapersonal, the dimension of emotional intelligence as a response variable intrapersonal (β=0.31, p<.05), explains that every single unit enhancement in intrapersonal brought 0.31 unit enhancement in Job satisfaction making other variables constant. The variable interpersonal reading (β=0.182, p<.05) in the regression analysis shows that each single unit increase in relation management can cause the positive change in job satisfaction by 0.182 holding other variable stand still. The stress management in aforesaid Table 6 shows that (β=0.175, p<.05) substantiates the hypothesis 1 by exhibiting p-value less than. 05. It shows that with every positive change in each unit, the positive change would be experienced by 0.175 holding other response variables unchanged. The fourth response variable for this study was adaptability. The cited above regression Table 6 shows that (β=0.152, p<.05) provides the evidence for explaining each single unit change in ability, to accept the change among the employees of service based organization, can cause the change in job satisfaction by 0.152 holding other variables constant. The general mood, the ability of self reliance and general contentment during the situation experienced by the employees could be seen as (β=0.165, p<.05), which means every single unit increase in general mood ability among employees can cause positive and significant change in job satisfaction holding other variables constant.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.045	.431		11.716	.000
Age of Employee	.117	.060	.222	1.957	.053
Academic Qualification	.014	.107	.014	.134	.894
Position in Org	-.216	.106	-.216	-2.042	.044
Marital Status	-.182	.116	-.163	-1.563	.121
Gender of Employee	-.159	.117	-.148	-1.360	.177
R-Squire 0.45	F-Statistic 44.00		P-Value < 0.05		

Table 7: Regression Analysis of Demographic variables and Emotional intelligence

The regression analysis (Table 7) shows that demographics is based on five components, two of them namely Age *(p<0.05)* and Position in organization *(p<0.05)* were found to be statistically significant at *p-value <0.05* and exhibited 45.4% of variance explained in emotional intelligence. Whereas the Beta weights of two components i.e. age *(β = 0.117)* and position in organization *(β = -0.216)* showed significant predictability towards emotional intelligence. On the other hand Academic qualification *(β = 0.014)*, marital status *(β = -0.182)* and gender of the employees *(β = -0.159)* working in service based organization in Sindh, Pakistan did not significantly added to the variance in the emotional intelligence; thus, the emotional intelligence level of employees is expected to be concluded by the dimensions in their working environment where workers put their efforts in towards organizational productivity.

6. Conclusion

The results of Correlation between emotional intelligence and job satisfaction, the study showed that there was weak correlation between intrapersonal dimension of emotional intelligence and job satisfaction. Whereas interpersonal dimension of emotional intelligence was found be strongly correlated, hence it can be concluded that communal acquaintance and relationship management among the employees of service rendering organizations in Sindh Pakistan is strongly associated with job satisfaction. The stress management as a dimension of emotional intelligence established strong association with job satisfaction, thus the ability of managing work related stress among employees of service sector in Sindh, Pakistan found to be significantly correlated. Adaptability and general mood have also showed strong association with job satisfaction. Overall emotional intelligence is positively and strongly correlated with job satisfaction of the employees working service based organization of Sindh Pakistan. The Pearson's Correlation analysis pertaining to analysis of association between demographic variables and emotion intelligence looked weak. While association between age, gender, job experience, academic qualification and emotional intelligence of employees working in service providing organization exhibited weak relation. The Pearson's Correlation analysis between demographics and emotional intelligence showed positive association but weak. Thus it can be concluded that demographics i.e. age, job experience, academic qualifications, gender and marital status had positive relation with emotional intelligence among employees of service based organization in Sindh, Pakistan. The regression analysis results of both emotional intelligence and demographics revealed that all the dimensions of emotional intelligence significantly predicted job satisfaction level employees of service sector in Sindh, Pakistan, thus it can be concluded that the higher the emotional intelligence, the higher the job satisfaction. The demographics also showed positive predictability; however, the result showed that two factors of demographic variable out of 5 showed significant predictability towards emotional intelligence.

7. References

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