



International Journal of Applied Business and Economic Research

ISSN : 0972-7302

available at <http://www.serialsjournal.com>

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Volume 15 • Number 16 • 2017

Comparative Study of Job Satisfaction and Emotional Intelligence Among the Faculty Members of Higher Educational Institutions in Jammu Division & Kashmir Division

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ABSTRACT

The present paper analyses the job satisfaction and emotional intelligence of faculty members of higher educational institutions of Jammu division and Kashmir division. The primary data was collected using questionnaire and descriptive approach was used for analyzing the present study. For emotional intelligence Sungouh S.M, (2006) scale was used. The scale had 20 items based on five point rating system starting from 0-4. Pestonjee D.M, (2002) Job Satisfaction Scale was used for job satisfaction. The scale comprised of 80 items which dealt with various on the job and off the job factors of job satisfaction. The sample size was 441 from Kashmir division and 150 from Jammu division out of 591. The samples were selected using purposive random sampling. The job satisfaction and emotional intelligence of Jammu region was compared with Kashmir region using t test. It was found that faculty members from Jammu region had higher job satisfaction as compared to Kashmir region. Kashmir region faculty members showed higher emotional intelligence as compared to Jammu region faculty members. No significant difference was found between faculty members from Jammu division and Kashmir division on job related aspects and management aspects of job satisfaction but significant difference was found between faculty members of the two regions with regard to personal adjustment and social relation aspects of job satisfaction.

Keywords: Job Satisfaction, Emotional Intelligence, Jammu, Kashmir, Faculty Members, Higher Educational Institutions.

1. INTRODUCTION

Education has the potential to transform a society into knowledge society with potential for economic growth, vibrant culture, forward looking approach, cross cultural sensitivity and technological development and above all spiritual maturity. The potential of education system must be such that it should develop critical thinking and analytical skills among the students who can be the future resource. Such critical thinking and analytical skills can help one to come out from the darkness of the illiteracy by enlightening their minds. An educated and enlightened mind is more likely to think about solutions to the problems presently faced by mankind. All this is possible only when the faculty members of education system are emotionally intelligent and satisfied with their jobs which in turn have positive impact on the learning of the students. Therefore, the aim of the current study is to compare the level of emotional intelligence and job satisfaction among the faculty members of higher educational institutions of Jammu division and Kashmir division respectively.

2. EMOTIONAL INTELLIGENCE

Emotional intelligence is the topic of concern of all the fields of study and has been studied and defined by number of intellectuals in their best possible ways. It was Michael Beldoch (1964), who for the first time introduced the term “emotional intelligence” in his paper Sensitivity to expression of emotional meaning in three modes of communication. However, the term became widely known with the publication of Goleman’s book: Emotional Intelligence; why it can matter more than IQ. Goleman (1998) defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”. It further concluded that emotional intelligence is even more important than intellectual intelligence in achieving success in life. Emotional intelligence is an array of non-cognitive abilities, capabilities, and skills that influence one’s capacity to succeed and cope with environmental demands and pressures. In order to perform effectively, one’s knowledge, skills, and overall intelligence must be augmented by the ability to perceive, understand, and regulate emotions (Bar-On 1997). Ryback (1998) define emotional intelligence as the ability to use your awareness and sensitivity to discern or detect the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candour or frankness. At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritising and acting in ways that take into account and legitimise emotions, rather than relying on logic or intellect or technical analysis alone. Coleman Andrew (2008), defined Emotional intelligence as the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Mayer John D (2008), stated that emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, some disagreement exists regarding the definition of emotional intelligence; hence different models have been developed of which the three main models exist as

1. Ability model
2. Mixed model
3. Trait model

Specific ability models address the ways in which emotions facilitate thought and understanding. A person who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her life. An aspect of emotional facilitation factor is also to know how to include or exclude emotions from thought depending on context and situation. This is also related to emotional reasoning and understanding in response to the people, environment and circumstances one encounters in his or her day-to-day life (Mayer and John D 2008).

3. JOB SATISFACTION

It is very difficult for the organisations to manage their workforce because of the uncertainties existing in work environment due to many factors and one of the factors is job satisfaction at different levels particularly in educational sector. That is why, job satisfaction becomes an important for the faculty members because dissatisfaction affects the teaching-learning process and has impact on other roles played by them. Traditional job satisfaction points towards the feelings of an individual to his/her job. According to *Webster's Dictionary* (1986) job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment. (Syptak, Marsland & Ulmer 1999) defined job satisfaction as peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering. Job satisfaction is the individual's negative or positive evaluative judgment about his/her job (Weiss 2002). Job satisfaction refers to a person's general attitude to the job and whoever has a high level of satisfaction, has a positive attitude to his work. But a person, who is dissatisfied with his work, has a negative attitude to his job (Simons, Scott and Sybild, 2002). Job satisfaction is an expressive association a worker has with his work (Tett & Meyer, 2006). Spector (1997) in his model of job satisfaction stated that job satisfaction is affected by two factors: organizational factors and personal factors. Hendee (2002) elaborated this model and added emotional intelligence as a personal factor which, along with other personal factors such as gender, education, demographic characteristics, etc., affects one's job satisfaction. Thus, it seems that personality and personal characteristics of individuals, including their emotional intelligence, must be taken into consideration along with other factors in studying job satisfaction of the employees of any organization.

Objectives

1. To evaluate Job Satisfaction of Faculty members of Jammu division with Kashmir division.
2. To evaluate Emotional Intelligence of faculty members of Jammu division with Kashmir division.

4. LITERATURE REVIEW

Singh (2006) examined impact of terrorism on physical education teachers of Jammu and Kashmir State with regard to job satisfaction, personality and attitude towards education. It was found that teachers have unfavorable attitude towards education. Teachers were found to have solitary personality. Teachers in Jammu and Kashmir were very satisfied from their job. Bakhshi, Kumar, Sharma and Sharma (2008) analyzed satisfaction of faculty in private and government colleges in Jammu. It was found that government college faculty members were more satisfied than private college faculty members. Mehboob, Sarwar, and Bhutto (2012) found that female faculty members were less satisfied than male faculty members. It was

found that policy and working conditions were the least satisfying aspects while work itself was the most satisfying aspect of job satisfaction. It was suggested that management should pay attention to training and development of faculty members improve working conditions improve the classroom environment. Slathia (2014) examined job satisfaction of physical education teachers in Jammu schools. It was found that a significant difference exist in the satisfaction of male and female teachers. Male teachers were more satisfied in rural areas. There was no significant difference in satisfaction of male and female teachers of private schools. In government schools, male teachers were more satisfied than female teachers. It was argued that male teachers have less family responsibilities and more opportunities for social interactions which lead to better job satisfaction. Badawy and Magdy (2015) investigated the impact of Emotional Intelligence on Job Satisfaction among the academicians in Egyptian higher education institutions. The data was collected from four universities of 100 faculty members. Karl Pearson coefficient of correlation, t-test and regression analysis were used by the researchers to interpret the data. The findings of this study revealed that there is no significant effect of emotional intelligence on the level of Job Satisfaction. Gender does not have any significant effect on Emotional Intelligence and Job Satisfaction. Further, it is found that older faculty had higher levels of Emotional Intelligence but age had no effect on reported Job Satisfaction. It was also found that gender did not have any moderate effect in Emotional Intelligence and Job Satisfaction relationship as age had mixed findings. For the younger generation, the relationship was significantly positive and for the older generation, it was insignificant and negative. Alnidawy, (2015) studied the Effect of Emotional Intelligence on Job Satisfaction among the 300 managers and employees in the Jordanian Telecommunication Sector. It was found that the emotional intelligence had big impact on the job satisfaction in organization. It was also found that there is positive effect of the elements of emotional intelligence on the job satisfaction of managers and employees. Further, there is a positive effect of the well-being and self control on job satisfaction of managers and employees with positive effect of emotionality on job satisfaction of managers and employees. Vratskikh , Masa'deh , Al-Lozi and Maqableh, (2016), investigated the influence of Emotional Intelligence on job performance and job satisfaction with a mediating role of job satisfaction on job performance among the administrative 354 employees of the University of Jordan. Hypothesis was tested by using structural equation modeling (SEM) and the self-report questionnaire was used for data collection. The results of the study revealed that Emotional Intelligence is positively correlated with job performance and job satisfaction. It also showed that there is a mediatory role of job satisfaction in relationship between Emotional Intelligence and job performance. Further, the results of the study suggested that Emotional Intelligence can be used to predict job satisfaction and job performance. Singh and Kumar (2016) in their study "effect of emotional intelligence and gender on job satisfaction of primary school teachers". The study has been conducted on total of 300 teachers out which 150 were male and 150 were female teachers in India has been randomly selected for the study. The data has been collected through emotional intelligence scale and teacher's job satisfaction scale for measuring the impact of emotional intelligence and gender on job satisfaction. The results of the study have found that there is a significant relationship between emotional intelligence and job satisfaction. Further, study revealed that emotional management and maturity significantly predicts the job satisfaction. It also showed job satisfaction is significantly affected by the emotional intelligence but no significant difference has been found between male and female teachers in terms of their job satisfaction. Further, the study showed that the other factor also affect the job satisfaction but the role of emotional intelligence cannot be ignored and the emotional intelligence level can be taken into

consideration in order to select the best teacher. The current study aims to evaluate the different aspects of job satisfaction with emotional intelligence among the faculty members of Jammu and Kashmir divisions of India.

5. RESEARCH METHODOLOGY

The descriptive approach has been used for analyzing the present study. Primary data was collected with the help of questionnaire. For emotional intelligence Sungouh (2006) scale was used. The scale had 20 items based on five point rating system starting from 0-4. Pestonjee (2002) Job Satisfaction Scale was used for job satisfaction. The scale comprised of 80 items which dealt with various on the job and off the job factors of job satisfaction. The sample size was 441 from Kashmir division and 150 from Jammu division out of 591. The samples were selected using purposive random sampling. The reliability and validity of these scales were within the acceptable norms, thus these scales were used for the study. The respondents were faculty members teaching in higher educational institutions in Kashmir division and Jammu division respectively. The analysis of data was done by using SPSS.

6. FINDINGS

51.33% faculty members from Jammu division were male and 48.67% were female. Whereas, 68.48% faculty members from Kashmir division were male and 31.52% were female. Thus Kashmir division had more male faculty members as compared to Jammu division. Female faculty members from Kashmir division were less as compared to Jammu division as shown in Table 1.

Table 1
Gender of Respondents in Jammu & Kashmir

			<i>Territory * Gender Cross tabulation</i>		
			<i>Gender</i>		
			<i>Male</i>	<i>Female</i>	<i>Total</i>
Territory	Jammu	Count	77	73	150
	Kashmir	Count	302	139	441
Total		Count	379	212	591

Source: Survey Data

Table 2
Age Profile of Respondents

<i>Group Statistics</i>					
	<i>Territory</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Age	Jammu	150	35.81	5.762	.470
	Kashmir	441	35.25	6.944	.331

Source: Survey Data

Age profile was similar in both the regions. The average age for faculty members was 35.81 year in Jammu division and 35.25 years in Kashmir division.

Table 3
Qualification of Respondents

		<i>Territory * Qualification Cross tabulation</i>			
		<i>Qualification</i>			<i>Total</i>
		<i>Non PhD</i>	<i>PhD</i>		
<i>Territory</i>	<i>Jammu</i>	<i>Count</i>	84	66	150
	<i>Kashmir</i>	<i>Count</i>	314	127	441
<i>Total</i>		<i>Count</i>	398	193	591

Source: Survey Data

Jammu division had 44% of PhD qualified faculty members which is higher than Kashmir division which comprise 32.65% faculty members with PhD qualification.

Table 4
T Test for Job related factors of Satisfaction

		<i>Independent Samples Test</i>								
		<i>Levene's Test for Equality of Variances</i>			<i>t-test for Equality of Means</i>					
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
<i>Job Aspects</i>	<i>Equal variances assumed</i>	19.028	.000	1.620	589	.106	.368	.227	-.078	.814
	<i>Equal variances not assumed</i>			1.433	213.363	.153	.368	.257	-.138	.875

Source: Survey Data

It is found that there is no significant difference between faculty members of Jammu region and those of Kashmir region for job related aspects of job satisfaction as P values is more than 0.05.

Table 5
T Test on Management aspects of Job Satisfaction

		<i>Independent Samples Test</i>								
		<i>Levene's Test for Equality of Variances</i>			<i>t-test for Equality of Means</i>					
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
<i>Management Aspects</i>	<i>Equal variances assumed</i>	.028	.867	1.313	589	.190	.146	.111	-.072	.364
	<i>Equal variances not assumed</i>			1.323	261.096	.187	.146	.110	-.071	.363

Source: Survey Data

No significant difference was found between faculty members of Jammu and Kashmir region on Management aspects of job Satisfaction.

Table 6
T Test for Personal Adjustment aspect of Job Satisfaction

		<i>Independent Samples Test</i>								
		<i>Levene's Test for Equality of Variances</i>			<i>t-test for Equality of Means</i>					
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
Personal Adjustment	Equal variances assumed	6.188	.013	5.069	589	.000	2.071	.409	1.269	2.874
	Equal variances not assumed			5.370	286.790	.000	2.071	.386	1.312	2.831

Source: Survey Data

It is found that significant difference exist between faculty members of Jammu and Kashmir region on personal adjustment aspects of job satisfaction, as P value is less than 0.05.

Table 7
Mean Score on Social Relations aspect of Job Satisfaction

		<i>Group Statistics</i>			
<i>Territory</i>		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Social Relations	Jammu	150	5.29	1.552	.127
	Kashmir	441	4.81	1.597	.076

Source: Survey Data

Table 8
T Test for Social Relations aspect of Job Satisfaction

		<i>Independent Samples Test</i>								
		<i>Levene's Test for Equality of Variances</i>			<i>t-test for Equality of Means</i>					
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
Social Relations	Equal variances assumed	.269	.604	3.242	589	.001	.486	.150	.192	.781
	Equal variances not assumed			3.288	264.033	.001	.486	.148	.195	.777

Source: Survey Data

Significant difference was found between faculty members of Jammu region and Kashmir region on social relations aspects of job satisfaction ($P < 0.05$).

Table 9
Mean Score for Overall Satisfaction

<i>Group Statistics</i>					
	<i>Territory</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Overall Satisfaction	Jammu	150	54.76	5.015	.409
	Kashmir	441	51.39	5.442	.259

Source: Survey Data

The faculty members in Jammu region were more satisfied (mean score 54.76) as compared to Kashmir region (Mean score 51.39).

Table 10
T Test for Overall Satisfaction

<i>Independent Samples Test</i>										
		<i>Levene's Test for Equality of Variances</i>				<i>t-test for Equality of Means</i>				
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>	
Overall Satisfaction	Equal variances assumed	4.135	.042	6.671	589	.000	3.365	.504	2.375	4.356
	Equal variances not assumed			6.945	277.207	.000	3.365	.485	2.412	4.319

Source: Survey Data

Significant difference was found between overall satisfaction among the faculty members of Jammu region and Kashmir region as P value was less than 0.05.

Table 11
Mean Score for Emotional Intelligence

<i>Group Statistics</i>					
	<i>Territory</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Emotional Intelligence	Jammu	150	41.07	2.832	.231
	Kashmir	441	47.89	8.408	.400

Source: Survey Data

Faculty members of Kashmir region (Mean score 47.89) showed higher emotional intelligence as compared to faculty members of Jammu region (Mean score 41.07).

Emotional intelligence of faculty members from Kashmir region was significantly higher than faculty members from Jammu region ($P < 0.05$).

Table 12
T Test for Emotional Intelligence

		<i>Independent Samples Test</i>								
		<i>Levene's Test for Equality of Variances</i>				<i>t-test for Equality of Means</i>				
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
Emotional Intelligence	Equal variances assumed	82.214	.000	-9.747	589.000	.000	-6.822	.700	-8.197	-5.448
	Equal variances not assumed			-14.755	588.976	.000	-6.822	.462	-7.730	-5.914

Source: Survey Data

7. CONCLUSION

It was found that there is no significant difference between faculty members of Jammu region and Kashmir region with regard to job and management aspects of job satisfaction. Significant difference was found between faculty members of Jammu region and Kashmir region on personal adjustment aspects and social relations aspects. Faculty members from Jammu region were more satisfied with their job as compared to faculty members of Kashmir region. Faculty members of Kashmir region showed higher level emotional intelligence as compared to faculty members of Jammu region. The administration of higher education system need to pay attention to improve personal adjustment and social relations aspects of job satisfaction for the faculty members of Kashmir division by organizing training and development programmes while as conferences regarding emotional intelligence must be organized for the faculty members of Jammu division to strengthen their emotional intelligence. Vacation packages should be given to the faculty members so that they can spend time with friends and family which in turn can improve them in terms of personal adjustment aspects as well as social relation aspects as a result will improve their goal achievement. However, there should be a proper channel of promotion and increment facilities for the faculty members of Jammu and Kashmir divisions so that they can facilitate students with quality education.

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