



ISSN: 0975-833X

RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG THE EXECUTIVES

*Dr. Anand, R.

Assistant Professor, Department of Business Administration, Annamalai University, Annamalainagar – 608002

ARTICLE INFO

Article History:

Received 24th August, 2017
Received in revised form
07th September, 2017
Accepted 23rd October, 2017
Published online 30th November, 2017

Key Words:

Emotional Intelligence,
Job satisfaction and Executives.

Copyright © 2017, Anand. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Anand, R. 2017. "Emotional intelligence and job satisfaction among the executives", *International Journal of Current Research*, 09, (11), 61223-61229.

ABSTRACT

Emotional intelligence helps the individual to meet the demands of the society and provide a feeling of self-satisfaction. According to the Bar-On (1997) model, emotional intelligence is an emotional competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges, and pressures. Job satisfaction is based on one's feelings or state of mind regarding the nature of work. The happier people are with their job, the more satisfied they are said to be. The data for this study was collected through survey method. The results of this study reveal that executives with up to 2 dependents in their family have higher reality testing and flexibility skills than their counter parts. Further details were discussed in this paper.

INTRODUCTION

Emotional intelligence helps the individual to meet the demands of the society and provide a feeling of self-satisfaction. Goleman (1995) suggested that emotional intelligence links the basic abilities like impulse control, persistence, empathy, zeal, and self-motivation in the social context. The emotional intelligence integrates the individual's capabilities with social demand. The knowledge of emotional intelligence incorporated to executives will help them in achieving success. This in turn requires proper motivation and setting of long-term goals. According to the Bar-On (1997) model, emotional intelligence is an emotional competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges, and pressures. The Bar-On (1997) model describes emotional intelligence as an array of interrelated emotional and social competencies, skills, and facilitators that impact intelligent behavior. Identifying and logically clustering various emotional and social competencies, skills, and facilitators thought to impact human effectiveness and well-being; defining the individual clusters of competencies, skills, and facilitators that emerged. Job satisfaction is taken as the dependent factor of this study. Job satisfaction is based on one's feelings or state of mind regarding the nature of work. By understanding the state of mind of the individuals one can understand the requirements of them and accordingly motivate them to work get done.

Employees' satisfaction and retention have always been important issues. Job satisfaction is the emotions, feelings, attitudes, and perception of the executives. By administrating the job satisfaction measure among the executives would explore their emotion, feeling, attitude and perception towards the job is identified and suitable efforts can be made to satisfy the executives. Based on the results of this study, suitable efforts can be made to satisfy the executives to enhance the productivity of the organization.

Review of Literature: Fiori (2009) investigated the construct of emotional intelligence with a correlation approach. The findings revealed that individual differences in emotional intelligence may be best understood by considering the way individuals automatically process emotional stimuli. Individual characteristics on training gains achieved in a leadership development program designed to enhance participants' emotional intelligence among 135 respondents were examined by McEnrue, Groves, and Shen (2009). The findings revealed that leadership development professionals are likely to derive differential emotional intelligence training gains depending upon participants' status across several variables. The relationships of managerial emotional intelligence, relational coordination, and clan organizational culture in the establishment of subordinates' organizational identity were studied by Melita, Capehart, and Karriker (2009). The study results revealed that emotional intelligence of managers played a key role in how they administer organizational functions. In addition to that, emotional intelligent leaders use the strategic tool of relational coordination to influence the culture of the organization and the creation of strong organizational identity in followers.

*Corresponding author: Dr. Anand, R.,

Assistant Professor, Department of Business Administration, Annamalai University, Annamalainagar – 608002.

Stein, Papadogiannis, Yip, and Sitarenios (2009) examined the emotional intelligence with Bar – On's emotional quotient inventory of two high profile executive groups in comparison with the general population. With a sample of 186 executives, the results revealed that executives who possess higher levels of empathy, self-regard, reality testing, and problem solving were likely to yield high profit-earning companies, while overall emotional intelligence was related to the degree to which a challenge was perceived as being easy with respect to managing growth, managing others, and training and retaining employees. Amy (2008) studied how leaders contribute to and detract from learning at the individual and organizational levels in the corporate context, based on the critical incident interviews with managers and their direct reports. The findings revealed that, participants gave the most emphasis to emotionally intelligent communication as a prominent feature of facilitative leadership. Amy suggested communication competence and emotional intelligence as essential aspects of effective learning leadership. Boyatzis (2008) examined the competencies needed for effective managers and leaders. The results revealed that emotional, social, and cognitive intelligence competencies predict effectiveness in professional, management, and leadership roles in many sectors of society.

Purani and Sahadev (2008) explored the moderating role of industrial experience in the relationship between different facets of a sales person's satisfaction with the job and his/her intention to quit the job. The results revealed that industry experience moderates the job satisfaction, and disinclination to quit relationship for most of the job satisfaction dimensions. Rowold (2008) explored the simultaneous impact of employees' participation in non-technical training, technical training, and coaching on subsequent job performance, job involvement, and job satisfaction. It is found that non-technical training impacted subsequent soft skills and that technical training predicted subsequent hard skills as well as job involvement. Moreover, employees' participation in coaching predicted job satisfaction. Bontis and Serenko (2007) studied the employee capabilities from the knowledge-based perspective. The results revealed that employee capabilities depend on his or her training and development as well as job satisfaction levels. In addition, job satisfaction in turn is affected by training and development, pay satisfaction, supervisor satisfaction, and job insecurity. Fiona (2007) compared and contrasted the workers and managers of an Anglo-German MNC, focusing on how each group attempts to maintain an acceptable work-life balance. The results revealed that neither group displayed a more positive attitude to their work; however, the managers focus more on achieving status and the workers on personal satisfaction. Further, the managers display greater loyalties to the company, and the workers are better able to achieve work-life balance. Ma Eugenia, Raquel, and Ma Isabel (2007) explored the retention of executives and satisfaction among a sample of 81 Spanish repatriated managers. Findings show that job satisfaction relates to turnover and the position assigned to the repatriates on their return, as well as the accuracy of their expectations, influences their job satisfaction.

RESEARCH METHODOLOGY

The present study aims at exploring the process of job satisfaction of the executives. The study also considers the differences in the selected variable on the basis of age, length of service, number of dependents, and educational qualification of the executives.

Objectives

- To compare the emotional intelligence and job satisfaction of executives with respect to their age, educational qualification, length of service, and number of dependents.
- To infer the relationship of emotional intelligence on job satisfaction of the executives.

Research Design: Survey method is used in this study, which is descriptive and associational in nature. Executives of a public sector organization were selected and from 256 sample questionnaire were administered. This study is made using Emotional Quotient Inventory developed by Bar-On and Minnesota Job Satisfaction questionnaire of Weiss David. The data for this study was collected through survey method. The description, administration, and the psychometric properties of the tools are presented here.

Tools Used

Emotional Quotient Inventory (EQ-I)

Description: The Emotional Quotient Inventory was developed by Bar-On (1997, 2000) to measure non-cognitive intelligence. This tool is a first scientifically developed, tested, and validated measure of emotional intelligence. This tool is a self-report questionnaire with 66 items and measure ten different components of emotional intelligence. As a researcher I have considered only eight dimensions viz. empathy, assertiveness, flexibility, reality testing, self-regard, stress management, problem solving and interpersonal relationship. For each dimension four items have been chosen and a total of thirty two items were considered. There are five response categories viz., "not true," "seldom true," "sometimes true," "often true", and "true." The number of items in each dimension of the emotional quotient inventory is given below:

Dimensions of Emotional Intelligence	No. of items	Item numbers
Interpersonal relationship	4	15*,26,27,31*
Problem solving	4	1,5,8,13
Stress management	4	2,4,12*,19
Self regard	4	3,10,16*,32
Reality testing	4	6*,9*,14*,21*
Flexibility	4	7*,11,18,22*
Assertiveness	4	13*,20*,24,30*
Empathy	4	17,25,28,29

*- Negative items

The Emotional Quotient Inventory is presented in Section - B.

Administration: Executives were instructed as follows: "This inventory consists of series of statements which follow five response categories. Read each statement carefully and decide how it describes you in the given five-point scale and indicate your choice by marking the corresponding number. There is no right or wrong answer and there is no time limit. Work rapidly and give your immediate response to each item."

Scoring: The following scoring pattern was used to score the items:

Response	Score for	
	Positive item	Negative item
Not True	0	4
Seldom True	1	3
Sometimes True	2	2
Often True	3	1
True	4	0

Reliability: The Emotional Quotient Inventory was found to have a high degree of reliability (Bar-on, 1997). Based on seven population samples, the internal consistency coefficients for the emotional quotient inventory sub-scales were analyzed. The average Cronbach's alpha coefficients were high for all of the sub-scales, ranging from 0.69 to 0.89, with an overall average internal consistency coefficient of 0.76. The test-retest reliability studies indicated that there was consistency in the findings from one administration to the next. One month and four months test-retest values range from 0.78 to 0.92 and 0.55 to 0.82. These findings reveal that the emotional quotient inventory is highly reliable.

Validity: Bar-On (1997) established the validity of the tool by conducting studies in six different countries (India is one among the six countries). This tool possesses content and face validity. Further, the convergent validity of the tool is found to be 0.57. The divergent validity of this tool was 0.12 with the intelligence scale. Moreover, the criterion group validity was established as 0.82. These values indicate that the tool is highly valid.

Minnesota Job Satisfaction Questionnaire

Description: Weiss David, Dawis, George, and Lofquist (1977) developed the Minnesota job Satisfaction Questionnaire (short-form). This tool is a self-report measure, which consists of 20 items. I have considered only 15 items in this study. There are five response categories for each item such as "very dissatisfied," "dissatisfied," "neutral," "satisfied," and "very satisfied." There is no right or wrong answer and there is no time limit. Work rapidly and give your immediate response to each item. The job satisfaction questionnaire is presented in section – H.

Administration: The following instructions were given to the executives: "This inventory contains certain statements with five response categories. Read each statement carefully and indicate your degree of agreement or disagreement in the given five-point scale, by marking the corresponding number. There is no right or wrong answer and there is no time limit. Don't think too much about an item and give your immediate response to each item."

Scoring: The following scoring pattern was used to score the items:

Response	Score
Very dissatisfied	1
Dissatisfied	2
Neutral	3
Satisfied	4
Very satisfied	5

Reliability: Weiss David et al. (1977) have established the reliability of the tool based on the internal consistency coefficient of the job satisfaction. The average Cronbach's alpha coefficients were high with an overall average of 0.75.

Validity: This tool possesses content validity and face validity. The criterion validity of the tool is 0.69 for the job satisfaction. Hence, it is concluded that job satisfaction tool is highly valid.

Data analysis

HYPOTHESIS: 1

"Age of executives has a significant influence on their emotional intelligence."

From Table - 1, it is found that the 't' values are significant for four components of emotional intelligence along with

emotional intelligence total. Hence, the hypothesis is accepted. It is concluded that the age of executives has significant influence on their emotional intelligence. The 't' values are significant for the emotional intelligence dimensions viz. interpersonal relationship, problem solving, reality testing, assertiveness, and emotional intelligence total. It is noticed that in all of these dimensions, executives with more than 45 years of age have shown significantly higher emotional resources than their counter parts. With growing age, executives have faced a variety of life situations which in turn made them to be emotionally more intelligent. Hence it is quite natural that the executives with more than 45 years of age have better interpersonal relationship, problem solving and assertiveness, than the younger ones. The good relationship with more experience makes the executives to express their thoughts and ideas clearly. It is observed from the table that the aged executives have higher score in reality testing. In general, the youth will be attracted more by reality testing, due to the urge to prove them as an asset to the organization. But it is contradictory here that the executives with higher age possess higher reality testing which may be due to the sound knowledge about the activities within the organization. It is concluded from the above table that the executives with more than 45 years of age have better emotional intelligence than their counter parts.

HYPOTHESIS: 2

"Executives differ in the emotional intelligence on the basis of number of dependents in the Family."

From Table - 2, it is observed that the 't' values are not significant for emotional intelligence components and along with its total. Hence, the hypothesis is not accepted. It is concluded that the executives significantly differ in the reality testing and flexibility components of emotional intelligence on the basis of the number of dependents in the family. It is observed from the table that executives with up to 2 dependents in their family have higher reality testing and flexibility skills than their counter parts. Traditionally, it is stated that if there are more number of dependents in the family better will be the emotional intelligence. But, here the results are contradictory. Even with less number of dependents, one can develop better emotional resources because emotional intelligence is the component which deals with the effective utilization of cognition in managing emotions. This is vividly observed from the data. It is concluded that executives differ significantly in the reality testing and flexibility components of emotional intelligence on the basis of the number of dependents in the family.

HYPOTHESIS: 3

"Executives differ significantly in their emotional intelligence on the basis of their educational qualification."

From Table - 3, it is noticed that the 'F' values are significant for most of the emotional intelligence components and emotional intelligence total. Hence, the hypothesis is accepted. It is concluded that the executives differ significantly in their emotional intelligence based on their educational qualification. It is noticed from the Table – 3, that executives with non - professional degree have higher Mean score in problem solving, self regard, reality testing, and assertiveness along with overall emotional intelligence.

Table 1. Emotional intelligence of executives on the basis of their age

Dimensions of Emotional Intelligence	Age Group				t-value
	Up to 45 Years		Above 45 Years		
	Mean	SD	Mean	SD	
Interpersonal Relationship	12.01	2.43	12.67	2.35	2.18*
Problem Solving	11.14	2.92	12.80	2.25	5.16*
Stress Management	10.99	2.88	11.28	2.25	0.91 ^{NS}
Self Regard	10.06	1.81	10.11	1.62	0.24 ^{NS}
Reality Testing	7.76	3.11	9.88	2.72	5.80*
Flexibility	10.18	1.95	10.66	2.56	1.63 ^{NS}
Assertiveness	8.55	3.37	10.39	2.72	4.84*
Empathy	12.65	2.70	12.50	1.88	0.52 ^{NS}
Emotional Intelligence total	85.28	10.83	90.13	10.64	3.58*

N₁= 108 * - Significant at 0.05 levelN₂= 148 ^{NS} - Not Significant**Table 2: Emotional intelligence of executives on the basis of their number of dependents**

Dimensions of Emotional Intelligence	Number of Dependents				t-value
	Up to 2		More than 2		
	Mean	SD	Mean	SD	
Interpersonal Relationship	12.48	2.61	12.33	2.26	0.47 ^{NS}
Problem Solving	12.26	2.61	11.99	2.73	0.77 ^{NS}
Stress Management	11.56	2.72	10.88	2.36	2.13 ^{NS}
Self Regard	9.84	1.77	10.26	1.63	1.96 ^{NS}
Reality Testing	10.03	3.20	8.26	2.76	4.73*
Flexibility	11.07	2.57	10.03	2.05	3.59*
Assertiveness	9.06	2.94	10.00	3.23	2.38 ^{NS}
Empathy	12.82	2.07	12.38	2.37	1.52 ^{NS}
Emotional Intelligence total	89.57	10.25	87.05	11.35	1.82 ^{NS}

N₁= 105 * - Significant at 0.05 level,N₂= 151 ^{NS} - Not Significant**Table 3. Emotional intelligence of executives on the basis of their educational qualification**

Dimensions of Emotional Intelligence	Educational Qualification			F-Value	Scheffe – Post hoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)		
Interpersonal Relationship	12.69 (2.05)	11.69 (2.45)	12.59 (2.53)	2.318 ^{NS}	---
Problem Solving	11.71 (2.66)	12.90 (2.33)	11.60 (2.83)	6.883*	2 Vs 1 Vs 3
Stress Management	10.21(2.07)	11.40 (2.34)	11.52 (2.83)	6.050*	3 Vs 2 Vs 1
Self Regard	9.40 (1.50)	10.35 (1.45)	10.26 (1.92)	6.999*	2 Vs 3 Vs 1
Reality Testing	7.61 (3.17)	9.92 (3.15)	9.42 (2.68)	8.667*	2 Vs 3 Vs 1
Flexibility	9.85 (2.19)	10.51 (2.08)	10.77 (2.57)	3.061*	3 Vs 2 Vs 1
Assertiveness	8.53 (3.02)	10.43 (2.92)	9.52 (3.23)	7.175*	2 Vs 3 Vs 1
Empathy	12.05 (2.78)	12.48 (2.09)	12.95 (1.98)	3.212*	3 Vs 2 Vs 1
Emotional Intelligence total	82.90 (9.72)	89.88 (9.83)	89.60 (11.74)	8.376*	2 Vs 3 Vs 1

N₁= 621. Technical diploma;N₂= 93 2. Non - Professional Degree;N₃= 101 3. Professional Degree;* - Significant at 0.05 level ^{NS} - Not Significant**Table 4: Emotional intelligence of executives in accordance with their length of service**

Dimensions of Emotional Intelligence	Length of Service			F-Value	Scheffe – Post hoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)		
Interpersonal Relationship	12.69 (2.27)	12.05 (2.47)	13.00 (2.22)	3.891*	3 Vs 1 Vs 2
Problem Solving	10.96 (2.48)	12.07 (2.82)	13.08 (2.06)	8.945*	3 Vs 2 Vs 1
Stress Management	11.58 (3.16)	10.82 (2.41)	11.67 (2.14)	3.280*	3 Vs 1 Vs 2
Self Regard	9.96 (2.04)	10.01 (1.60)	10.37 (1.65)	1.090 ^{NS}	---
Reality Testing	8.13 (2.86)	8.86 (3.14)	9.97 (2.82)	5.240*	3 Vs 2 Vs 1
Flexibility	10.13 (1.59)	10.66 (2.44)	10.22 (2.52)	1.345 ^{NS}	---
Assertiveness	9.54 (2.95)	9.39 (3.23)	10.23 (3.05)	1.576 ^{NS}	---
Empathy	11.71 (3.06)	12.91 (2.02)	12.40 (1.82)	5.488*	2 Vs 3 Vs 1
Emotional Intelligence total	85.73 (9.86)	87.73 (11.40)	90.83 (10.27)	3.123*	3 Vs 2 Vs 1

N₁= 481. Up to 10 years;N₂= 148 2. 11 to 20 years;N₃= 60 3. Above 20 years;

* - Significant at 0.05 level

^{NS} - Not Significant

Table 5. Job satisfaction of executives on the basis of their age

Job satisfaction	Age Group				t-value
	Up to 45 Years		Above 45 Years		
	Mean	SD	Mean	SD	
Job satisfaction total	55.92	7.78	59.32	6.78	3.73*

N₁= 108;N₂= 148

* - Significant at 0.05 level

Table 6. Job satisfaction of executives on the basis of their number of dependents

Job satisfaction	Number of Dependents				t-value
	Up to 2		More than 2		
	Mean	SD	Mean	SD	
Job satisfaction total	58.22	7.47	57.66	7.37	0.60 ^{NS}

N₁= 105;N₂= 151^{NS} - Not Significant at 0.05 level**Table 7. Job satisfaction of executives on the basis of their educational qualification**

Job Satisfaction	Educational Qualification			F-Value	Scheffe – Post hoc
	1	2	3		
Job satisfaction total	54.53	58.97	58.95	8.925*	2 Vs 3 Vs 1

N₁= 621. Technical diploma;N₂= 93 2. Non - Professional Degree;N₃= 101 3. Professional Degree

* - Significant at 0.05 level

Table 8. Job satisfaction of executives in accordance with their length of service

Job satisfaction	Length of Service			F-Value	Scheffe – Post hoc
	1	2	3		
Job satisfaction total	56.48	57.72	59.43	2.24	---

N₁= 481. Up to 10 years;N₂= 148 2. 11 to 20 years;N₃= 60 3. Above 20 years;

* - Significant at 0.05 level

Table 9. Emotional intelligence and job satisfaction of executives: correlation analysis

Emotional Intelligence Dimensions	Job Satisfaction
Interpersonal relationship	- 0.101
Problem solving	0.188*
Stress management	0.330*
Self regard	0.254*
Reality testing	0.351*
Flexibility	0.209*
Assertiveness	0.240*
Empathy	0.082
Emotional intelligence total	0.311*

* - Significant at 0.05 level

Basically, in the manufacturing organizations, technical jobs are occupied by the persons who have technical qualification. The executives with non – professional degree might not deal with the technical aspects in the organization. As self regard is one of the most powerful predictors of competent behavior, executives with higher self regard are better able to assert their intelligence and authority effectively in the organization without self-importance. It is quite natural that the executives have the ability to express themselves when they are sound in their self regard.

The educational qualification and variety of opportunities faced by them in the organization have made them familiar and learn to know about them. This makes them to feel better in self regard and able to express their feelings, beliefs, and thoughts in a constructive manner.

Once the individuals have understood their self-regard, then it is easy to read the individuals which make them to adopt according to the situation. Executives with professional degree have higher stress management, flexibility, and empathy. The exposure and familiarity that the executives got in their studies of professional degree helps them how in thoughts and clearly express it. Those skills make them control their stress and impulses. This may be the reason to do better in stress management. Higher in flexibility and empathy may be due to the control of their stress and impulses, which leads to understand the things from the receiver's point of view and adopt themselves according to the situation. In turn, this helps the executives to maintain work life balance and emotional intelligence at optimum level. It is concluded that executives with non-professional degree have higher emotional intelligence than the other educational groups.

HYPOTHESIS: 4

“Executives differ in their emotional intelligence on the basis of length of service.”

From Table - 4, it is found that the ‘F’ values are significant for emotional intelligence components and overall emotional intelligence. Hence, the hypothesis is accepted. It is concluded that the executives differ significantly in their emotional intelligence based on their length of service in the organization.

It is observed from the table that the ‘F’ values are significant for the emotional intelligence dimensions viz. interpersonal relationship, problem solving, stress management, reality testing, empathy, and emotional intelligence total. Executives with more than 20 years of service in the organization have higher score in interpersonal relationship, problem solving, stress management, and reality testing along with overall emotional intelligence.

It is quite natural that in the older age groups, empathy skill is better than the younger groups, because of their age, commitment, and responsibility in the family and workplace which makes them better in emotional intelligence. It may be due to growing age and experience which increases the ability of the executives in regulating their emotions and controlling their impulses. Executives with 11 to 20 years of service in the organization have higher score in empathy. It may be due to the day to day process of them, makes them to deal with various issues and communicate to all level executives and employees in the organization. Which gives them lot of exposure to the systems and operations that makes them comfortable with the activities and good than others. It is concluded that executives above 20 years of service in the organization have better emotional intelligence than the other experience groups.

HYPOTHESIS: 5

“Age of executives has a significant impact on their job satisfaction.”

From Table - 5, it is found that the ‘t’ value is significant for job satisfaction total. Hence the hypothesis is accepted. It is concluded that the executives with more than 45 years of age have significantly higher job satisfaction than the younger executives. It is observed from the table that the executives with more than 45 years of age have higher job satisfaction score. This may be due to their belongingness as well as attachment with the organization, which would be increased due to their lengthy service in the organization. Further, the length of service in the organization probably makes them to gain knowledge and exposure about the organization and the variety of research and development activities taken place in the organization. It is noteworthy to mention that organizational development is possible through individual development and organizational growth over a period time in the industry. The job satisfaction

among the executives on the basis of their age is good and satisfactory in this study.

HYPOTHESIS: 6

“Executives differ in their job satisfaction on the basis of number of dependents in the family.”

From Table - 6, it is observed that the ‘t’ value is not significant for job satisfaction. Hence, the hypothesis is not accepted. It is concluded that the executives do not differ in their job satisfaction on the basis of number of dependents in the family. Job satisfaction refers to the pleasant feeling of an individual about the job, an emotional attachment with the job, and a favorable attitude to remain in the job. Satisfaction is from within and not by any other external factors. Most of the predictors of job satisfaction are internal, and hence the size of family and the number of dependents within the family may not have significant impact on job satisfaction. The sample of this study comprised of executives working in the public sector central government organization and they get most of the benefits out of their job. Hence, they do not differ in their job satisfaction on the basis of the number of dependents in the family.

HYPOTHESIS: 7

“Executives differ significantly in their job satisfaction on the basis of their educational qualification.”

From Table - 7, it is noticed that the ‘F’ value is significant for job satisfaction. Hence, the hypothesis is accepted. It is concluded that the executives differ significantly in their job satisfaction based on their educational qualification. Executives with non – professional degrees have higher job satisfaction than others. Even without a technical degree they have been assured of high profile jobs, which ensure them good pay and perks. Job satisfaction cannot be determined by a single demographical variable or by a single motivating factor. Job satisfaction is the result of various strengths and standard policies of the organization. It is concluded that executives differ significantly in their job satisfaction based on their qualification.

HYPOTHESIS: 8

“Executives differ significantly in their job satisfaction on the basis of length of service.”

From Table - 8, it is found that the ‘F’ value is not significant for the job satisfaction total. Hence, the hypothesis is not accepted. It is concluded that executives do not differ in their job satisfaction based on their length of service in the organization. Executives do not differ in their job satisfaction based on their years of service in the organization. Moreover, the job satisfaction is a multidimensional phenomenon, and it implies that a satisfied executive is not fully satisfied with all aspects of his job.

It may be the reason why executives do not differ in their job satisfaction based on the years of service in the organization.

HYPOTHESIS: 9

“There is a significant relationship between emotional intelligence and job satisfaction of executives.”

From Table - 9, it is found that the correlation coefficients are significant for the emotional intelligence components and overall emotional intelligence. Hence, the hypothesis is accepted. It is concluded that the emotional intelligence components along with its total have a significant positive relationship with the job satisfaction of executives. It is found from the table that the emotional intelligence components and its total have a positive relationship with job satisfaction. Job satisfaction is a measure of emotion, feelings, attitudes, and perceptions of the executives. Moreover, job satisfaction is an internal factor, and the emotional intelligence is a cognitive factor. So it is quite natural to have the relationship between them. Further, the sample (executives) of the study belongs to central government organization which ensures pay, pension, gratuity, employee state insurance, opportunity to grow with the organization etc., It is concluded that the emotional intelligence of executives has a significant positive relationship with their job satisfaction.

RESULTS

- Executives those who are more than 45 years of age, non-professional degree holders, and who are more than 20 years of experience where emotionally intelligent.
- Executives with up to 2 dependents in their family have higher reality testing and flexibility skills than their counter parts.
- Executives significantly differ in the reality testing and flexibility components of emotional intelligence on the basis of the number of dependents in the family.
- Executives with more than 20 years of service in the organization have higher score in interpersonal relationship, problem solving, stress management, and reality testing along with overall emotional intelligence.
- Executives those who are above 45 years of age and who have non-professional degree holders have higher job satisfaction.
- Most of the emotional intelligence components and overall emotional intelligence have a significant positive relationship with job satisfaction of the executives.

Conclusion

The term “emotional intelligence” is a popular psychological aspect in the recent past, which refers to an ability to recognize the meanings of emotions and their relationship and to reason and solve problems. It is viewed

as an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. The findings of this study reveal that the emotional intelligence is high for higher age group, non-professional degree holders, and more for experienced executives. These findings give an indication about emotional patterns possessed by the executives due to their growing age and experience. Moreover, in our traditional society, adults are expected to control their emotions especially with increasing age. Hence, in the present day world, especially in the occupational setting, relating the feelings and emotions of others provides the basis of success. This is vividly seen in this study. Job satisfaction is with regard to one's feelings or state-of-mind regarding the nature of their work. The result of this study supports that emotional intelligence, the executives’ increases job satisfaction. To promote success for all employees, executives must become acquainted with the areas related to emotional intelligence and the competencies necessary to be successful. This is supported by Rodney (2008) “those with a high emotional intelligence tend to motivate others, reach consensus decisions, and gain cooperation.”

REFERENCES

- Amy, H. A. 2008. Leaders as facilitators of individual and organizational learning. *Leadership and Organization Development Journal*, 29 (3), 212-234.
- Bar-On, R. 1997. *The emotional inventory (EQ-I)*, Technical Manual, Toronto: Multi Health Systems.
- Bontis, N. and Serenko, A. 2007. The moderating role of human capital management practices on employee capabilities. *Journal of Knowledge Management*, 11 (3), 31-51.
- Boyatzis, R. E. 2008. Competencies in the 21st century. *Journal of Management Development*, 27 (1), 5-12.
- Fiona, M. 2007. Work-life balance: Contrasting managers and workers in an MNC. *Employee Relations*, 29 (4), 385-399.
- Fiori, M. 2009. A new look at emotional intelligence: A dual-process framework. *Personality and Social Psychology Review*, 13 (1), 21-44.
- Goleman, D. 1995. *Emotional intelligence*. New York: Bantam Books.
- Ma Eugenia, S. V., Raquel, S. V. and Ma Isabel, B. A. 2007. Antecedents of Repatriates' Job satisfaction and its influence on turnover intentions: Evidence from Spanish repatriated managers. *Journal of Business Research*, 60 (12), 1272.
- McEnrue, M. P., Groves, K. S. and Shen, W. 2009. Emotional intelligence development: Leveraging individual characteristics. *Journal of Management Development*, 28 (2), 150-174.
- Melita, P. L., Capehart, A. M. and Karriker, J. H. 2009. Affecting organizational identity - a manager's influence. *Journal of Leadership and Organizational Studies*, 15 (4), 404-415.
- Purani, K. and Sahadev, S. 2008. The moderating role of industrial experience in the job satisfaction, intention to leave relationship: An empirical study among salesmen in India. *Journal of Business and Industrial Marketing*, 23 (7), 475-485.
- Rodney, H. 2008. *Emotional intelligence*, Part II, 73 (2), 23, Highlands Ranch.
- Rowold, J. 2008. Multiple effects of human resource development interventions. *Journal of European Industrial Training*, 32 (1), 32-44.-
- Stein, S. J., Papadogiannis, P., Yip, J. A. and Sitarenios, G. 2009. Emotional intelligence of leaders: A profile of top executives. *Leadership and Organization Development Journal*, 30 (1), 87-101.
- Weiss, David J., Dawis, R. V., George, W. and Lofquist, L. H. 1977. *Minnesota Satisfaction Questionnaire*, Minneapolis: Vocational Psychology Research.