POLITEKNIK MALAYSIA
SULTAN SALAHUDDIN ABDUL AZIZ SHAH

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG ACADEMIC STAFF OF POLITEKNIK SULTAN SALAHUDDIN ABDUL AZIZ SHAH

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COMMERCE DEPARTMENT

JUNE 2020

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A project report submitted in partial fulfilment of the requirement for the award of Diploma in International Business

COMMERCE DEPARTMENT

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DECLARATION OF AUTHENTICATION AND OWNERSHIP

TITLE : EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG ACADEMIC STAFF OF POLITEKNIK SULTAN SALAHUDDIN ABDUL AZIZ SHAH

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ABSTRACT

In this era, academic staff in organization had face many obstacles to achieve a successful career. Emotional Intelligence is the most important factor in an organization because it gives an impact towards staff performance. In addition, job satisfaction also plays an important role because when the staff satisfied with the organization they will perform their best for their career. This study was conducted to identify the emotional intelligence and job satisfaction among academic staff of Politeknik Sultan Salahuddin Abdul Aziz Shah. This descriptive quantitative study involves a total of 159 respondents among the academic staff in that organization. Determination of the sample is using "probability" using stratified techniques and data was collected by distributing questionnaires online using Google Form. Data were analysed by using Statistical Package for the Social Science (SPSS) version 22 using mean analysis and correlation test. The result of the study found that the level of emotional intelligence and job satisfaction among academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah is at high level. Emotional intelligence and job satisfaction of academic staffs also have a significant relationship. The findings of the study are discussed, and recommendations have been made for future research. Hence, researchers know that Academic Staff at Politeknik Sultan Salahuddin Abdul Aziz Shah are satisfied with the benefits and working environment that be provided. The recommendation has been provided by the researchers which is the organization should give some appreciation for their staff's effort, held a campaign about important of emotional intelligence among the academic staff and do an event to build strong relationship and get to know them better.

ABSTRAK

Pada era ini, staf akademik dalam organisasi menghadapi banyak halangan untuk mencapai kerjaya yang terbaik. Kecerdasan Emosi adalah faktor terpenting dalam organisasi kerana memberi impak terhadap prestasi kakitangan. Di samping itu, kepuasan kerja juga memainkan peranan penting kerana apabila kakitangan berpuas hati dengan organisasi mereka, mereka akan melakukan yang terbaik untuk kerjaya mereka. Kajian Ini dilakukan untuk mengenal pasti kecerdasan emosi dan kepuasan kerja di kalangan staf akademik Politeknik Sultan Salahuddin Abdul Aziz Shah. Kajian kuantitatif deskriptif ini melibatkan seramai 159 responden di kalangan staf akademik dalam organisasi tersebut. Penentuan sampel adalah "kebarangkalian" menggunakan teknik berstrata dan data dikumpulkan dengan menyebarkan soal selidik. Data dianalisis dengan menggunakan Statistical Package for the Social Science (SPSS) versi 22 menggunakan ujian min dan korelasi. Hasil kajian mendapati bahawa tahap kecerdasan emosi dan kepuasan kerja di kalangan staf Politeknik Sultan Salahuddin Abdul Aziz Shah berada pada tahap tinggi. Kecerdasan emosi dan kepuasan kerja juga mempunyai hubungan yang signifikan. Hasil kajian dibincangkan dan cadangan telah dibuat untuk penyelidikan masa depan. Oleh itu, penyelidik tahu bahawa staf akademik di Politeknik Sultan Salahuddin Abdul Aziz Shah berpuas hati dengan faedah dan persekitaran kerja yang disediakan. Saranan telah diberikan oleh para penyelidik iaitu organisasi harus memberikan penghargaan atas usaha staf mereka, mengadakan kempen mengenai pentingnya kecerdasan emosi di kalangan staf akademik dan melakukan acara untuk membina hubungan yang kuat dan mengenali mereka dengan lebih baik.

TABLE OF CONTENT

LIST OF TABLES

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LIST OF ABBREVIATION

SPSS	Statistical Package for the Social Science
EI	Emotional Intelligence
JS	Job Satisfaction

CHAPTER 1: INTRODUCTION

1.1   Introduction

This chapter briefly explain about the background of the study, problem statement of this research, objective, research question, scope of the research, operational definition and limitation of this research.

1.2   Background of the Research

Nowadays, in the era of globalization and fierce competition, the human element has become the organization's main source of gaining a competitive edge. Among the concepts that emerged in the field of organizational behavior and gained wide attention between researchers is Emotional Intelligence (EI). Emotional Intelligence is required in all organization with emphasis to academic profession. According to (Moghadam & Jorfi 2010) employees and managers who occupy higher level roles and responsibilities face stress that affects their mood.

Researchers are trying to solve the ultimate question of how to keep employees happy and retained. Job satisfaction (JS) is the term that reflects the employee's feelings towards the work and the organization as a whole (Javier & Deligero, 2014). It is believed that job satisfaction is an attitude that consists of cognitive, affective and behavioral aspects. The focus of this paper is on the affective aspect. JS is linked to the overall market value of the organization (Edmans, 2012), organizational commitment (Leite, Rdrigues, & Albuquerque, 2014), motivation (Scheers & Botha, 2014) and absenteeism of employees (Diestel, Wegge, & Schmidt, 2013) among many others.

Researcher believes that high EI is important for academicians as it reflects high social skills which help them in their interactions with student. EI helps an individual to encourage self-feelings, to remain positive as well as nurture relationships. Research has highlighted the importance of EI in enhancing social interactions for educator's success in educational institustions (Arani,2011).

It is believed that high EI is important for academicians as it reflects high social skills which help them in their interactions with students. Consequently, they succeed,

develop and progress in their institutions. Nevertheless, the research in this area is still in the infancy stage (Arani, 2011). To the authors' knowledge, no published studies have discussed the variables of emotional intelligence, job satisfaction and their interactions with age and gender on academicians in Egypt. Hence, this study adds to the literature as it focuses on academicians' EI and its effect on JS.

1.3   Problem Statement

Educators are playing an important role in the education industry as they are the first to transfer intellectual and knowledge to students. Instructors can influence the learning outcomes of teaching positively or negatively because they are the people who play a role in determining the quality of education.

Each month, the National Union of Education Professions receives between 30 and 50 stress-related instructor cases. NUTP secretary-general Harry Tan said online student attendance registration and their physical log books, reporting on the level of cleanliness and safety of the school, which should be filed by the school-appointed contractor, were among the excessive duties of teachers (The Star, 2018). In turn, this leads to a decline in the quality of teaching, staff absenteeism and early resignation from the profession. High levels of stress will result in low levels of job satisfaction.

Most of the study found that there are positive relationship between EI and JS. However, a research by Mandip et al. (2012) concluded that no relationship exists between EI and Job Satisfaction. A positive relationship between intelligence and job satisfaction was found by Platsidou (2010). Educators with high intelligence may experience higher job satisfaction (Wong et al, 2010). In this regard, the objective of this study is to determine the level of emotional intelligence and job satisfaction among academic staff of Politeknik Sultan Salahuddin Abdul Aziz Shah.

1.4 Research Objectives

In this paper, researcher would like to investigate on developing a method to help developers:

i. The level of emotional intelligence of academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

ii. The level of job satisfaction of academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

iii. The relationship between emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

1.4.1 Hypothesis

i. The relationship between emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah is high.

1.5 Research Questions

This study will answer the following research questions:

i. What are the level of emotional intelligence among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah?

ii. What is the level of employee job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah?

iii. Is there relationship between emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah?

1.6 Scope Of The Research

This study targeted respondents from the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah in Shah Alam, Selangor. This study will help us to understands the emotional intelligence and job satisfaction among the academic staff in

the organization. Questionnaire method were chosen for this study. Questionnaire were spread to the several academic staff at different department in Politeknik Sultan Salahuddin Abdul Aziz Shah.

1.7   Significance of The Research

Emotionally intelligent staff possess a higher level of job satisfaction because emotionally intelligent personnel can identify approaches to overcome the potential negative outcomes caused by stressful conditions.

The study about the job satisfaction can be seen through the staff who are not evaluate and who can't control their emotions and feelings. They tend to have a smaller amount of organizational commitment. Also, can see the staff with high emotional intelligence which are more committed and involved in their organizations and workplace that lead to high performance at work.

Healthy working conditions is the most preferred when it came to emotional intelligence and job satisfaction. Followed by salary, other benefits and opportunities to learn new skills. Healthy working conditions will encourage the staff to do their job well and maintaining a positive outcome in a stressful atmosphere. Example of healthy working conditions is workplace culture, physical environment and occupational safety & health and health and lifestyle practice.

Politeknik Sultan Salahuddin Abdul Aziz Shah is one of the three Malaysia's Premiere Politeknik, a Higher Educational Institution that offer Degree, Diploma and Certificate level. This 122- acre institution has a capacity to accommodate 3600 students at a time. In producing the fresh graduates, around 200 and more academic staff are carrying their task to deliver their service to the students. So, it is really important for the academic staff to have a good emotion in reaching their satisfaction towards the job in devoting themselves to the organization and students.

1.8   Definition Of Operational Terms

1.8.1 Emotional Intelligence

Emotional intelligence refers to the capability of a person to manage and control his or her emotions.

1.8.2 Job Satisfaction

Job satisfaction is a measure of worker's contentedness with their job, whether they like or not the job or individual aspects or facets of jobs, such as nature of work or supervision. Lastly, staff or employee is an individual who was hired by an employer to do a specific job.

1.9   Summary

As a conclusion, there are a lot of factors that affecting the emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. This research can be conducted in order to examine the emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

CHAPTER 2: LITERATURE REVIEW

2.1   Introduction

This chapter briefly explain about the emotional intelligence and job satisfaction. Emotional Intelligence and Job Satisfaction are closely related concepts in today's competitive business environment. Although both concepts equally influence personal and organizational life of staff equally, there are finger counted studies on both the concepts in the area of human capital development. This chapter also explain the theory applied for the research and discover how the independent variable affects the dependable variable by reviewing related to the topic.

2.2   Literature Review

2.2.1 Emotional Intelligence (EI)

man intelligence is associated with many advantages such as educational attainment, employment and stability and is considered a determinant of success. The 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 (Goleman, 2011 and Nordin, 2012). The philosophy of EI assists in analysing employee's attitude, styles of management, interpersonal capabilities and potentials. Emotional Intelligence is considered to play crucial role in the modern work life.

Emotional Intelligence give advantage to allow people to better understand and mange emotions. It also helps in understanding one's own conduct as well as relationship with others. Psychological studies have shown that understanding and controlling emotions play significant role in gratifying one's life and work environment. EI is important for academicians as it reflects high social skills which help them in their interactions with students. Consequently, they succeed, develop and progress in their institutions. Nevertheless, the research in this area is still in the infancy stage (Arani, 2011). Emotional intelligence core and important factor for life success, and psychology also playing a role interaction in the relation between the managers and their employees

in Organization (Fauzy Bin Yacco, & Md Shah, 2012). Also, (Psilopanagioti and Niakas, 2012) stated that emotional intelligence is very important for organization service sector outcome (Gunavathy & Ayswarya, 2011).

2.2.2 Job Satisfaction (JS)

Job satisfaction (JS) is the term that reflects the employee's feelings towards the work and the organization as a whole (Javier & Deligero, 2014). 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).

JS is simply an attitude with three generally accepted dimensions. Firstly, how the employee feels emotionally with regard to the job and the level to which the job provides the individual with interesting tasks, learning possibilities and empowerment. The content of the work itself is the most significant factor affecting job satisfaction. A previous survey done by PriceWaterhouseCoopers in 2008 uncovered that career development was most important to young employees (cited in Leaf & Ryan, 2010). Secondly, JS is often established on the basis of relationship between work output and the individual expectations. The expectations may be in the form of financial remuneration or appreciation from the superiors or in the form of advancement in the organization. Pay is the pivotal variable that often comes up when JS is discussed (Leaf & Ryan, 2010). For people who are at the start of their career, pay does correlate with Job Satisfaction and overall happiness. This situation takes an overturn when an individual attains a stage of comfortable living. Thirdly, the kind of support an employee receives in his/her organization from superior/co-workers and the extent to which superiors and fellow employees are technically proficient and socially supportive. A good workgroup or effective team makes the job more fulfilling and satisfying. An employee-cantered supervisor, who takes a personal interest, cares about the employee and provides advice and assistance to the individual has a positive impact on the JS.

2.2.3 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). An emotionally intelligent educator is precise in conveying the information consequently it leaves the effective impact on teaching skills which may increase student's academic achievements. Consequently, it gives job satisfaction to the educator. If we consider educator job satisfaction and educator's effectiveness, previous literature shows an evidence of direct relationship between these two (Kwong et al., 2010). On the other hand, people with high emotional intelligence give meaning to the perceptions and can experience job satisfaction. An emotionally intelligent educator get pleasure from satisfaction in job because of the one dimension of emotional intelligent such as identifying own emotions. There is an interconnection between emotional intelligence and job satisfaction. Ismail, Yao, Yeo, Lai-Kuan and Soon-Yew (2010) state that EI and Job Satisfaction are related to stress. According to Ealias and George (2012), workers with higher EI develop strategies to resist the effects of stress, whereas those with lower EI are unable to develop strategies. This indicates that employees with high EI, successfully cope with stress and present emotional self-management. Furthermore, Ealias and George (2012) show that employees with higher EI can enhance their own spirit and group spirit. This shows that employees with high EI can have self-control and emotional management of others. Joshi et al., (2015) found a strong positive correlation with emotional intelligence and job satisfaction. In this context Farh et al., (2012) also conducted a study on two hundred twelve professionals from different industries. The findings showed that emotional intelligence has a strong correlation with job performance. The results showed very high positive correlation between emotional intelligence and job satisfaction. The research of Jawahar & Samanvitha (2012) in India has shown that there is a strong correlation between emotional intelligence and at the level of job satisfaction and performance. Besides Webb (2011) examined the levels of emotional intelligence of employees in relation to their satisfaction from their work and dedication in leading vision, concluding that there is a remarkable importance of high satisfaction and commitment among employees. Cobb (200) states that there is a significant relationship between EI and Job Satisfaction among educators. A study by Mehdi, Habib and Salah (2012: 80)

states that the relationship between EI and Job Satisfaction also exists among football coaches. Mousavi et al. (2012) concluded that in an educational environment there is a significant relationship between EI and Job Satisfaction related to educator's experiences as well as their qualifications. Afolabi et al. (2010) stated that gender influences the relationship between EI and Job Satisfaction among police personnel. Salim et al. (2012) stated that gender had no effect on the relationship between EI and Job Satisfaction. A study by Ealias and George (2012) found that marital status and experience influence relationships, and also found that employee position does not affect relationships. However, a study by Mandip et al. (2012) concluded that no relationship exists between EI and Job Satisfaction.

In a study Syed Sofian Syed Salim et al., (2012) found a significant positive relationship between EI and job satisfaction and no gender effect on the relationship between the two variables. Kumar (2016), in a study of the relationship between emotional intelligence and job satisfaction of secondary school educator concluded that Emotional Intelligence and Job Satisfaction are significant and closely related to each other. Gender plays an important role in emotional intelligence. Women have much higher emotional intelligence than men and high school boys and girls living in urban areas have higher emotional intelligence compared to educator working in rural areas. Literature review shows that there is a significant relationship between EI and job satisfaction. There is also a backward theory that there is a significant relationship between EI and job satisfaction among educators. Thus, researchers feel the need to re-explore the relationship between EI and job satisfaction, especially among the educators.

2.3   Summary

Overall this chapter provides a better understanding on the dependent variable, which is how Politeknik Sultan Salahuddin Abdul Aziz Shah to develop more suitable emotional intelligence among their academic's staff and independent variables, which includes enhance suitable job satisfaction.

CHAPTER 3: METHODOLOGY

3.1   Introduction

This chapter is clearly defines the methods used to conduct the study as well. The researchers explain on how the necessary data and information to address the research objectives and questions was collected and analyzed. Elements which are described in this topic are research framework, data collection method, research instruments, population and sampling techniques, research sample, data analysis methods and research measurement. This study is conducted wholly descriptive and correlative using questionnaires. Questionnaires also distributed among the academic staff of Politeknik Sultan Salahuddin Abdul Aziz Shah.

3.2   Research Design

This study is on emotional intelligence and job satisfaction among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. The normative survey method was used in this research to collect the data among the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. These are the satisfaction of academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. Whereas, the independent variable is the emotional intelligence among the staff.

3.3   Data Collection Methods

3.3.1   Primary Data Collection Method

The primary data collection applied in this research is use by questionnaires to gathered the data from the academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. Reasearcher using scale for the questionnaire because it can measure the independent variables and dependent variables so that their responses can be conveniently bought out using this technique.

3.3.2 Secondary Data Collection Method

Researchers also using this secondary data with the related literatures where source such as websites and journal from Google Scholar.

3.4 Research Instruments

Encompasses any measurement procedures that involve asking questions of respondents. Research instruments are measurement tools designed to collect, measure and analyse data on a topic of interest from research subjects. Research instruments can be tests, surveys, scale, questionnaires or checklist. The researches will use questionnaire for their research design. The questionnaires will use internal measurement which is level are shows in number. Research instrument that are used are Emotional Intelligence Questionnaire (Daniel Goleman) technique and Job Satisfaction Survey, JSS (Paul E. Spector).

3.5 Sampling Techniques

3.5.1 Population

The population of the study on 270 academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

3.5.2 Research Sample

By using Krejcie & Morgan, 1970 Table Determination Sample, research sample to be taken is 159 academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah.

3.6 Data Analysis Method

The data collected will be processed and analyzed using Statical Package for the Social Science (SPSS), has some of its items written in each direction--positive and negative. Scores on each of nine facet subscales, based on 4 items each, can range from 4 to 24; while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step-by-step procedure for scoring.

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you. Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient.

Truly effective leaders are distinguished by a high degree of emotional intelligence and job satisfaction.

3.7 Reliability Pilot Test

The reliability of each item in the instruments was measured using the Cronbach's Alpha Coefficient. Each dimension of the questionnaire was calculated separately to facilitate clear understanding. The reliability analysis is then conducted to derive the consistency of a measuring instrument in measuring whatever concept it is measuring. Reliability of measure is an indication of the stability and consistency with which the instrument the concept and helps to assess the "goodness" of a measure.

Reliability Coefficients for Each Variable (N=30)

Variables	No. of Items	Item Deleted	Cronbach's Alpha
Emotional Intelligence	50	-	0.937
Job Satisfaction	36	-	0.892

As rules of thumb, values which were above 0.6 were considered acceptable and 0.8 is the most appropriate and acceptable stated by Pallant (2011). Based on the table appended all variable that addressed in the questionnaire achieved reliability of close to 0.8 or above to the fact that the items in the questionnaire is reliable because had already been used and tested by other researchers in the same field of study. More or less this result also showed that the questionnaire is understandable and align with the situation. The coefficient alpha for the dimension of Emotional Intelligence pursuing high coefficient values of 0.937, followed by the Job Satisfaction in the second placed with the coefficient values of 0.892. Because of the questionnaire is adopted based on previous studies, adapted process being implement, and a few amendments have been done on the wording of the items. The amendments were trusted not to change the original means of the questions and this was proven with the tremendous of coefficient values.

3.8   Summary

This chapter discussed the population, sample, methods and procedures used to conduct the research. Besides, the descriptions of the finding make pursuit to any item for each aspect. The data that were collected are then analyzed and discussed and the results are displayed. The research methodology used to meet the research questions that have made in chapter 1.

CHAPTER 4: ANALYSIS AND RESEARCH FINDINGS

4.1 Introduction

Data gathered from respondent were analyzed using Statistical Package for Social Science (SPSS). SPSS is a data management and analysis program which design to do statistical procedures like analysis, including descriptive statistics as well as sophisticated inferential statistical procedures. A frequency analysis was run, and data were cleaned to ensure that data were correctly coded and entry. Descriptive statistics that consist of means, percentages and frequencies. Inferential statistical procedure conducted includes Correlation. Correlation is used to study the relationship between a dependent variable and an independent variable for explanation.

4.2 Response Rate

The total of 270 questionnaires were blast to respondents through Google Form, out of which 170 were returned, representing 62.9% of the responses rate. The responses rate considered as acceptable (Gordon, 2013)

4.3 Respondents' Demographic Profile

The demographic profile of the respondents contains their personal information and questions related to their behaviour. The questions that are related to the respondents' behaviour are intended to assess their ability to recall the information (Bryman, 2012). This study also requested for the respondents' personal information such as gender and department. Table 4.1 shows the respondents' profile for this study.

Table 1: Profile of Respondents (N=170)

Demography		Frequency	Percentage
Gender	Female	120	70.6
	Male	50	29.4
Department	JKE	36	21.2
	JKA	34	20.0
	JKM	32	18.8
	JPG	30	17.6
	JPA	24	14.1
	JMSK	14	8.2

Table 1 shows the profile of respondents in the study. According to gender, the number of respondents are distributed with 120 (70.6%) female respondents and 50 (29.4%) male respondents. According to department, most of the respondents are from the Electrical Department (JKE) with a total number of 36 (21.2%) respondents. This is followed by the Civil Department (JKA) with a total number of 34 (20.0%) respondents. The next department is Mechanical Department (JKM) with a total number of 32 (17.6%) respondents and the Commerce Department (JPG) with a total number of 30 (18.8%) respondents. This is followed by General Studies Department (JPA) with a total number of 24 (14.1%) respondents. The least number of respondents are in the Mathematics, Science and Computers Department (JMSK) with only 14 (8.2%) respondent.

4.4 Reliability and Normality Analysis

The reliability of each item in the instruments was measured using the Cronbach's Alpha Coefficient. Each dimension of the questionnaire was calculated separately to facilitate clear understanding. The reliability analysis is then conducted to derive the consistency of a measuring instrument in measuring whatever concept it is measuring. Reliability of measure is an indication of the stability and consistency with which the instrument the concept and helps to assess the "goodness" of a measure.

Table 2: Reliability Coefficients for Each Variable (N=170)

Variables	No. of Items	Item Deleted	Cronbach's Alpha
Emotional Intelligence	50	-	0.940
Job Satisfaction	36	-	0.919

As rules of thumb, values which were above 0.6 were considered acceptable and 0.8 is the most appropriate and acceptable stated by Pallant (2011). Based on the table appended all variable that addressed in the questionnaire achieved reliability of close to 0.8 or above to the fact that the items in the questionnaire is reliable because had already been used and tested by other researchers in the same field of study. More or less this result also showed that the questionnaire is understandable and align with the situation. The coefficient alpha for the dimension of Emotional Intelligence pursuing high coefficient values of 0.940, followed by the Job Satisfaction in the second placed with the coefficient values of 0.919. Because of the questionnaire is adopted based on previous studies, adapted process being implement, and a few amendments have been done on the wording of the items. The amendments were trusted not to change the original means of the questions and this was proven with the tremendous of coefficient values.

Table 3: The Assessment for Normality of Data Distribution

Variables	Skewness	Kurtosis	Distribution Statues
Emotional Intelligence	-0.679	1.816	Normal
Job satisfaction	-0.197	0.255	Normal

Table 3 describes the results of the normality test for the constructs in the measurement model. The results of the main assumption in the maximum likelihood Estimation (MLE) method, which is based on skewness and kurtosis, show that the data sets of all constructs are normally distributed and have skewness and kurtosis of less than +/-2. The skewness ranged from -0.679 to -0.197, and the kurtosis ranged from 0.255 to 1.816.

4.5 Descriptive Statistics for Variable

The descriptive statistics were also calculated for each construct to investigate their level among the respondents. The three levels of categories according to the mean consist of low (1.00 – 2.33), medium (2.34 -3.67) and high (3.68 – 5.00) (Mohd Najib Ghafar, 2004).

Table 4: Descriptive Statistics for Emotional Intelligence (N=170)

Emotional Intelligence (Mean=3.9333, SD=0.49326)			
Items	**Mean**	**SD**	**Level**
1. I realise immediately when I lose my temper. / *Saya sedar dengan segera apabila saya hilang sabar.*	4.08	0.969	High
2. I can 'reframe' bad situations quickly. / *Saya dapat 'membina semula' keadaan buruk dengan cepat.*	4.02	0.903	High
3. I am able to always motive myself to do difficult tasks. / *Saya dapat memotivasikan diri untuk melakukan tugas yang sukar.*	4.08	0.917	High

4. I am always able to see things from the other person's viewpoint. / *Dapat menerima pandangan orang lain.*	4.01	0.942	High
5. I am an excellent listener. / *Saya seorang pendengar yang sangat baik.*	4.05	0.975	High
6. I know when I am happy. / *Saya tahu bila saya gembira.*	4.18	0.882	High
7. I do not wear my 'heart on my sleeve'. *Saya tidak memperlihatkan emosi saya yang sebenarnya atau menjadikan diri saya terdedah.*	4.02	0.985	High
8. I am usually able to priorities important activities at work and get on with them. / *Saya biasanya dapat mengutamakan aktiviti penting di tempat kerja dan meneruskannya.*	4.06	0.902	High
9. I am excellent at empathizing with someone's else problem. / *Saya mahir membantu dalam menyelesaikan masalah orang lain.*	4.01	0.939	High
10. I never interrupt other people's conversations. / *Saya tidak pernah mengganggu perbualan orang lain.*	3.88	0.984	High
11. I usually recognize when I am stressed. / *Saya biasanya mengenali ketika saya mengalami tekanan.*	3.93	0.964	High
12. Others can rarely tell what kind of mood I am in. / *Orang susah untuk mengenalpasti apa yang saya rasa.*	3.96	1.043	High
13. I always meet deadlines. / *Saya menyiapkan kerja dalam masa yang ditetapkan.*	4.02	0.942	High
14. I can tell if someone is not happy with me. / *Saya dapat mengetahui jika seseorang tidak senang dengan saya.*	3.90	1.007	High
15. I am good at adapting and mixing with a variety of people. / *Saya pandai menyesuaikan diri dan bergaul dengan pelbagai orang.*	4.09	0.862	High
16. When I am being 'emotional' I am aware of this. / *Semasa saya 'emosional' saya menyedari perkara ini.*	3.94	1.025	High

17. I rarely 'fly off the handle' at other people . /. *Saya jarang melepaskan marah secara tiba-tiba terhadap orang lain*	4.04	0.876	High
18. I never waste time. / *Saya tidak pernah membuang masa.*	3.88	1.037	High
19. I can tell if a team of people are not getting along with each other. / *Saya dapat mengetahui sama ada sekumpulan orang tidak bergaul antara satu sama lain.*	3.88	0.992	High
20. People are the most interesting thing in life for me. / *Suka dan selesa dengan orang disekeliling saya.*	4.03	0.906	High
21. When I feel anxious I usually can account for the reason(s). / *Apabila saya merasa cemas, saya biasanya dapat menjelaskan alasannya.*	3.76	1.084	High
22. Difficult people do not annoy me. / *Orang yang rumit tidak mengjengkilkan saya.*	3.65	1.068	Medium
23. I do not prevaricate. / *Saya tidak membanteras.*	3.79	1.008	High
24.I can usually understand why people why people are being difficult towards me./ *saya memahami mengapa orang bersikap tidak acuh dengan saya.*	3.71	1.148	High
25. I love to meet new people and get to know what makes them 'tick'. / *Saya suka berjumpa dengan orang baru dan mengenali apa yang menjadikan mereka sentiasa diingati oleh saya.*	3.91	0.996	High
26. I always know when I'm being unreasonable. / *Saya tahu bila saya bersikap tidak wajar.*	3.94	0.968	High
27. I can consciously alter my frame of mind or mood. / *Saya secara sedar dapat mengubah fikiran atau mood saya.*	3.78	0.953	High
28. I believe you should do the difficult things first. / *Saya percaya anda harus melakukan perkara yang sukar terlebih dahulu.*	4.04	0.960	High
29. Other individuals are not 'difficult' just 'different'. / *Individu lain tidak 'sukar' hanya 'berbeza.*	3.79	1.078	High

30. I need a variety of work colleagues to make my job interesting. / *Saya memerlukan rakan sekerja yang pelbagai untuk menjadikan pekerjaan saya menarik.*	4.07	0.881	High
31. Awareness of my own emotions is very important to me at all times. / *Kesedaran tentang emosi saya sendiri sangat penting bagi saya setiap masa.*	4.04	0.883	High
32. I do not let stressful situations or people affect me once I have left work. / *Saya tidak membiarkan keadaan yang tertekan atau orang mempengaruhi saya setelah saya habis kerja.*	4.01	0.894	High
33. Delayed gratification is a virtue that I hold to. / *Saya percaya berpegang kepada pendirian bahawa lebih baik menunggu ganjaran lebih besar masa akan datang berbanding ganjaran yang kecil pada waktu sekarang.*	3.88	1.048	High
34. I can understand if I am being unreasonable. / *Saya dapat memahami jika saya tidak masuk akal.*	3.72	1.094	High
35. I like to ask questions to find out what it is important to people. / *Saya suka mengemukakan soalan untuk mengetahui apa yang penting bagi seseorang.*	4.04	0.960	High
36. I can tell if someone has upset or annoyed me. / *Saya dapat mengetahui sama ada seseorang telah mengecewakan atau mengganggu saya.*	4.02	1.000	High
37. I rarely worry about work or life in general. / *Saya jarang bimbang tentang pekerjaan atau kehidupan .*	3.46	1.115	Medium
38. I believe in 'Action this Day'. / *Saya percaya pada 'Bertindak Hari Ini'.*	4.16	0.879	High
39. I can understand why my actions sometimes offend others. / *Saya dapat memahami mengapa tindakan saya kadang-kadang menyinggung perasaan orang lain.*	3.81	0.979	High
40. I see working with difficult people as simply a challenge to win them over. / *Saya lihat bekerja dengan orang yang sukar sebagai satu cabaran untuk memenangi mereka.*	3.92	0.985	High

41. I can let anger 'go' quickly so that it no longer affects me. / *Saya dapat melepaskan kemarahan 'pergi' dengan cepat sehingga tidak lagi mempengaruhi saya.*	3.80	1.018	High
42. I can suppress my emotions when I need to. / *Saya dapat mengatasi emosi saya apabila saya perlu.*	3.97	0.945	High
43. I can always motivate myself even when I feel low. / *Saya sentiasa dapat memotivasikan diri saya walaupun ketika saya dalam keadaan berrsedih.*	3.72	1.067	High
44. I can sometimes see things from others' point of view. / *Saya kadang-kadang dapat melihat sesuatu dari sudut pandangan orang lain.*	3.89	1.015	High
45. I am good at reconciling differences with other people. / *Saya pandai mendamaikan perbezaan dengan orang lain.*	3.91	0.935	High
46. I know what makes me happy. / *Saya tahu apa yang menggembirakan saya.*	3.97	0.963	High
47. Others often do not know how I am feeling about things. / *Selalunya orang lain sering tidak tahu bagaimana perasaan saya terhadap sesuatu perkara.*	3.92	0.973	High
48.Motivations has been the key to my success./ *Motivasi adalah rahsia kerjayaan saya.*	4.05	0.922	High
49. Reasons for disagreements are always clear to me. / *Sebab-sebab perbezaan pendapat selalu jelas bagi saya.*	3.81	1.051	High
50. I generally build solid relationships with those I work with. / *Saya secara amnya membina hubungan yang erat dengan mereka yang saya bekerjasama*	4.06	0.918	High

Table 4 shows the descriptive statistics for the Emotional Intelligence variable. Overall the mean of the emotional intelligence stands at a high level (Mean=3.9889). The item that highest level of emotional intelligence is item on the "6. I know when I am happy" (Mean=4.18) and lowest level item on "22. Difficult people do not annoy me" (Mean=3.65).

Table 5: Descriptive Statistics for Job Satisfaction (N=170)

Job Satisfaction (Mean=4.2926, S=0.67465)

Items	Mean	SD	Level
1. I feel I am being paid a fair amount for the work I do. / *Saya merasakan saya dibayar dengan cukup banyak untuk kerja yang saya lakukan.*	4.51	1.293	High
2. There is really too little chance for promotion on my job. / *Tidak ada peluang untuk kenaikan pangkat dalam pekerjaan saya.*	3.81	1.554	High
3. My supervisor is quite competent in doing his/her job. / *Penyelia saya cukup cekap dalam menjalankan tugasnya.*	4.62	1.071	High
4. I am not satisfied with the benefits I receive. / *Saya tidak berpuas hati dengan faedah yang saya terima.*	4.05	1.522	High
5. When I do a good job, I receive the recognition for it that I should receive. / *Apabila saya melakukan pekerjaan dengan baik, saya mendapat pengiktirafan bahawa saya harus menerima.*	4.72	1.142	High
6. Many of our rules and procedures make doing a good job difficult. / *Banyak peraturan dan prosedur kita menjadikan pekerjaan yang baik menjadi sukar.*	4.55	1.264	High
7. I like the people I work with. / *Saya suka orang yang saya bekerjasama.*	4.64	1.190	High
8. I sometimes feel my job is meaningless. / *Saya kadang-kadang merasakan pekerjaan saya tidak bermakna.*	4.05	1.559	High
9. Communications seem good within this organization. / *Komunikasi kelihatan baik dalam organisasi ini.*	4.50	1.251	High
10. Raises are too few and far between. / *Kenaikan gaji terlalu sedikit dan jauh di antara.*	4.08	1.334	High
11. Those who do well on the job stand a fair chance of being promoted. / *Mereka yang berjaya dalam*	4.74	1.174	High

pekerjaan mempunyai peluang yang baik untuk dinaikkan pangkat.

12. My supervisor is unfair to me. / *Penyelia saya tidak adil terhadap saya.*	3.66	1.542	High
13. The benefits we receive are as good as most other organizations offer. / *Faedah yang kita terima sama baiknya dengan kebanyakan organisasi lain.*	4.41	1.214	High
14. I do not feel that the work I do is appreciated. / *Saya tidak merasakan bahawa kerja yang saya lakukan dihargai.*	3.83	1.480	High
15. My efforts to do a good job are seldom blocked by red tape. / *Usaha saya untuk melakukan pekerjaan dengan baik jarang dihalang.*	4.36	1.313	High
16. I find I have to work harder at my job because of the incompetence of people I work with. / *Saya mendapati saya harus bekerja lebih keras dalam pekerjaan saya kerana ketidakcekapan orang yang saya bekerjasama.*	4.41	1.149	High
17. I like doing the things I do at work. / *Saya suka melakukan perkara yang saya lakukan di tempat kerja.*	4.66	1.077	High
18. The goals of this organization are not clear to me. / *Matlamat organisasi ini tidak jelas bagi saya.*	3.65	1.497	Medium
19. I feel unappreciated by the organization when I think about what they payme. / *Saya berasa tidak dihargai oleh organisasi ketika memikirkan apa yang mereka bayar kepada saya.*	4.02	1.556	High
20. People get ahead as fast here as they do in other places. / *Orang maju lebih pantas di sini seperti yang mereka lakukan di tempat lain.*	4.39	1.227	High
21. My supervisor shows too little interest in the feelings of subordinates. / *Penyelia saya menunjukkan terlalu sedikit minat terhadap perasaan orang bawahan.*	3.88	1.542	High
22. The benefit package we have is equitable. / *Pakej faedah yang kita ada adalah setimpal.*	4.38	1.202	High

23. There are few rewards for those who work here. / *Terdapat sedikit ganjaran bagi mereka yang bekerja di sini.*	4.21	1.368	High
24. I have too much to do at work. / *Saya terlalu banyak kerja yang perlu dilakukan di tempat kerja.*	4.35	1.242	High
25. I enjoy my coworkers. / *Saya menyukai rakan sekerja saya.*	4.64	1.085	High
26. I often feel that I do not know what is going on with the organization. / *Saya sering merasakan bahawa saya tidak tahu apa yang sedang berlaku dengan organisasi.*	3.98	1.479	High
27. I feel a sense of pride in doing my job. / *Saya berasa bangga dalam menjalankan tugas.*	4.66	1.191	High
28. I feel satisfied with my chances for salary increases. / *Saya merasa puas dengan peluang kenaikan gaji.*	4.62	1.141	High
29. There are benefits we do not have which we should have. / *Ada faedah yang seharusnya kita miliki tetapi tidak dapat dimiliki.*	4.28	1.346	High
30. I like my supervisor. / *Saya suka penyelia saya.*	4.65	1.132	High
31. I have too much paperwork. / *Saya mempunyai terlalu banyak kertas kerja.*	4.33	1.291	High
32. I don't feel my efforts are rewarded the way they should be. / *Saya tidak merasakan usaha saya diberikan penghargaan yang sepatutnya.*	3.98	1.294	High
33. I am satisfied with my chances for promotion. / *Saya berpuas hati dengan peluang saya untuk kenaikan pangkat.*	4.57	1.206	High
34. There is too much bickering and fighting at work. / *Terlalu banyak pertengkaran dan pergaduhan di tempat kerja.*	3.78	1.626	High
35. My job is enjoyable. / *Menyukai pekerjaan yang dilakukan.*	4.79	1.078	High
36. Work assignments are not fully explained. / *Tugasan kerja tidak dijelaskan sepenuhnya.*	3.76	1.478	High

Table 5 shows the descriptive statistics for the job satisfaction. Overall the descriptive statistics for the job satisfaction is at a high level (Mean=4.2926). However, the item that highest level of emotional intelligence is item on the "35. My job is enjoyable' (Mean=4.79) and lowest level item on "18. The goals of this organization are not clear to me" (Mean=3.65).

4.6 Relationship between Emotional Intelligence and Job Satisfaction

A correlation analysis was used the Relationship between Emotional Intelligence and Job Satisfaction. The Pearson correlation coefficient is a measure of the strength and direction of association that exists between two variables measured. The correlation coefficient (r) is a value that measures the direction and strength of a relationship between two variables 137 (McMillan, 2012). The r value ranges from +1.00 to -1.00 and the strength of correlation are based on Chua (2013).

According to Mr. Shashank Tripathi and Dr. Devaraj Badugu (2018), the Pearson Correlation Coefficient is adopted, to measure the sense of mutual dependence of more than two variables. Here the latent variables are perceived ease of use and perceived of usefulness and the dependent variables is customer intention, each variable individually treated with each other.

Table 6: Descriptive Statistics for Job Satisfaction

Size of Correlation	Strength of Correlation
0.91 until 1.00 or -0.91 until -1.00	Very Strong
0.71 until 0.90 or -0.71 until -0.90	Strong
0.51 until 0.70 or -0.51 until -0.70	Moderate
0.31 until 0.50 or -0.31 until -0.50	Weak
0.01 until 0.30 or 0.01 until 0.30	Very Weak
0.00	No correlation

Table 7 : Relationship between Emotional Intelligence and Job Satisfaction

		Emotional Intelligence	Job Satisfaction
Emotional Intelligence	Pearson Correlation	1	.686[**]
	Sig. (2-tailed)		.000
	N	170	170
Job Satisfaction	Pearson Correlation	.686[**]	1
	Sig. (2-tailed)	.000	
	N	170	170

**. Correlation is significant at the 0.01 level (2-tailed).

H: There is positive relationship between Emotional Intelligence and Job Satisfaction.
This hypothesis asserts that there is a significance relationship between the Emotional Intelligence and Job Satisfaction.

Based on the Table 4.6, the relationship between Emotional Intelligence and Job Satisfaction is Moderate (r=0.686). The relationship is also significant at level of 0.01. Therefore, we accept the hypothesis that there is a significant positive relationship between perceived ease of use and intention.

4.7 Summary

Overall, the level of Emotional Intelligence among Academic Staff of Politeknik Sultan Salahuddin Abdul Aziz Shah is high and the Job Satisfaction is also high. The relationship between Emotional Intelligence and Job Satisfaction is positive.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter will conclude the results of the Chapter 4 about the research of Emotional Intelligence and Job Satisfaction among the Academic Staff in Politeknik Sultan Salahuddin Abdul Aziz Shah to be carried out and elaborated in these subtopics which is discussion, conclusion and suggestions.

5.2 Discussion

The primary purpose of this study was to identify the Emotional Intelligence and Job Satisfaction among the Academic staff in Politeknik Sultan Salahuddin Abdul Aziz Shah. The earlier research shows there is a positive and significant relationship between Emotional Intelligence and Job Satisfaction, which mean that the higher level of Emotional Intelligence, the higher Job Satisfaction and vice versa (Arun Kumar, 2016).

The result of this study also revealed that the level of Emotional Intelligence and Job Satisfaction among the Academic staff of Politeknik Sultan Salahuddin Abdul Aziz Shah is high. The relationship between Emotional Intelligence and Job Satisfaction also shows a significant relationship. So, this results were clearly support the earlier research as mentioned above.

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 EI seems important to an individual to organize work well in their life. With this study, EI is very important to the academic staff to organize work well in implementing the effective learning towards students.

Job Satisfaction (JS) is an outcome of affective response of an employee to his/her works. This affective reaction is a result of desired outcome from the job an employee is doing (Jorfi & Jorfi, 2011). It means that JS is a positive outcome from the

employee that resulted a good performance of their works. So, this study resulted that most of staff is having a positive outcome toward their works and this can help them in reaching the good performance of works.

5.3 Conclusion

In conclusion, studies have found that emotional intelligence among Academic staff of Politeknik Sultan Salahuddin Abdul Aziz Shah is high. Emotional intelligence among Academic Staff plays important roles to ensure the staff's happiness and help to improve their performance. This is the reason that the organization should organize program or seminar that can help staff to increase their emotional intelligence. So staff will give their best performance to the company.

Theoretically, level job satisfaction among staff Politeknik Sultan Salahuddin Abdul Aziz Shah is high. The company should consider the most important element which is job satisfaction this because when the staff are happy with their job, the turnover of staff will decrease. They also will give the best quality. For example, give bonus and award as appreciation to staff for their hard work.

This research can help the organization to identify the emotional intelligence and job satisfaction among their staff. From this, the organization management will know the condition of their staff either it is good or bad. This can help the management to make an improvement towards their organization. This research also shows that the relationship between emotional intelligence and job satisfaction are positive. Hence, researchers know that Academic Staff at Politeknik Sultan Salahuddin Abdul Aziz Shah are satisfied with the benefits and working environment that be provided.

5.4 Recommendation

Based on the result from the staff at Politeknik Sultan Salahuddin Abdul Aziz Shah in the research, from researcher's finding, researcher knows that the level of Emotional Intelligence and Job Satisfaction among the staff is high.

The researcher has come out with a few recommendations that can help the organization to manage their staff which is:

1. Management team need to maintain with what they have done to their staff that made their level of emotional intelligence and job satisfaction high. For example, do an event to build strong relationship and get to know them better.

2. When their staff achieved the organizational goals, the organization should give some appreciation for their effort. For example, do an award ceremony for their successful staff.

3. Held a campaign about important of emotional intelligence among the Academic Staff. From this, the staff will realize and open their mind about the need of emotional intelligence to overcome the challenges in the organization.

5.5 Summary

Generally, the findings can be concluding that the level of Emotional Intelligence and Job Satisfaction is high among Academic Staff. The relationship also shows a significant relation. The researcher also provide recommendation for the organization to maintain their staff Emotional Intelligence and Job Satisfaction to avoid turnover.

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