

**JOB SATISFACTION AND ITS RELATIONSHIP WITH
EMOTIONAL INTELLIGENCE**

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**JOB SATISFACTION AND ITS RELATIONSHIP WITH EMOTIONAL
INTELLIGENCE**

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in partial fulfillment of the requirement for the degree of
Master of Science (Management), Universiti Utara Malaysia**

By

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ABSTRACT

Psychological aspects of employees have led researchers to consider emotional intelligence as one of the determinants of job satisfaction. Therefore, this study is conducted to investigate the relationship between emotional intelligence and job satisfaction. Four dimensions of emotional intelligence namely self-emotion appraisal, other's emotion appraisal, use of emotion and regulation of emotion have been used. The data for this study was collected through survey completed by 135 academicians from the College of Business, Universiti Utara Malaysia. Based on correlation analysis, the result from this study revealed that emotional intelligence has a significant and positive relationship with job satisfaction. In addition, all four dimensions of emotional intelligence are significantly related to job satisfaction. The results of the study indicate that job satisfaction can be enhanced through emotional intelligence whereby those having high emotional intelligence would experience greater level of job satisfaction. This study has important significance as the results can assist the academicians in enhancing their job satisfaction level, which consequently resulting in overall good work performance.

Keywords: Emotional Intelligence, Self-Emotion Appraisal, Other's Emotion Appraisal, Use of Emotion, Regulation of Emotion, Job Satisfaction.

ABSTRAK

Aspek psikologi pekerja menyebabkan penyelidik mengambil kira kecerdasan emosi sebagai salah satu penentu bagi kepuasan kerja. Oleh itu, kajian ini dijalankan bertujuan untuk mengkaji hubungan antara kecerdasan emosi dan kepuasan kerja. Empat dimensi kecerdasan emosi iaitu penilaian emosi sendiri, penilaian emosi orang lain, penggunaan emosi dan pengawalan emosi telah digunakan. Data untuk kajian ini dikumpulkan melalui borang kaji selidik yang dilengkapkan oleh 135 ahli akademik dari Kolej Perniagaan, Universiti Utara Malaysia. Berdasarkan analisis korelasi, hasil daripada kajian ini menunjukkan bahawa kecerdasan emosi mempunyai hubungan yang signifikan dan positif dengan kepuasan kerja. Sebagai tambahan, keempat-empat dimensi kecerdasan emosi mempunyai perkaitan signifikan dengan kepuasan kerja. Hasil kajian menunjukkan bahawa kepuasan kerja dapat ditingkatkan melalui kecerdasan emosi di mana mereka yang mempunyai kecerdasan emosi yang tinggi akan mencapai tahap kepuasan kerja yang lebih besar. Kajian ini mempunyai signifikansi penting memandangkan hasil kajian dapat membantu ahli akademik dalam meningkatkan lagi tahap kepuasan kerja mereka, seterusnya menghasilkan prestasi kerja yang baik secara keseluruhannya.

Kata kunci: Kecerdasan Emosi, Penilaian Emosi Sendiri, Penilaian Emosi Orang Lain, Penggunaan Emosi, Pengawalan Emosi, Kepuasan Kerja.

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LIST OF ABBREVIATIONS

UUM	-	Universiti Utara Malaysia
COB	-	College of Business
SEA	-	Self-emotion appraisal
OEA	-	Other's emotion appraisal
UOE	-	Use of emotion
ROE	-	Regulation of emotion
JS	-	Job Satisfaction

CHAPTER ONE

INTRODUCTION

1.0 Chapter Introduction

This chapter discusses the background, problem statement, research objectives and research questions, definition of key terms, significance and also organization of the study.

1.1 Background of the Study

Education is a vital ingredient for success in any developing nations. As a matter of fact, Dato' Sri Mohd Najib, the Prime Minister of Malaysia, consents to this during the 2014 Budget Speech, in which he expressed his view on the importance of education through the fact that in the past civilization would not have survived without the wisdom and knowledge instilled in their citizens (Mohd Najib, 2013).

Over the years, Malaysia has steered its way towards a nation of greater stature especially in the form of academic excellences. Moving forward to this direction, the National Higher Education Action Plan 2007-2010 and the National Higher Education Strategic Plan beyond 2020 have been put forth by the Malaysian government (Abd Rahman Ahmad, Farley & Naidoo, 2012). These two set of plans aspire to position Malaysia on top by becoming the focal point of higher education in Southeast Asia while at the same time attaining its world-class status as the center for academic excellence (Ministry of Higher Education, 2011).

In realizing these aspirations, many resources have to be made available by the Ministry of Higher Education through its higher learning institutions which currently consisted of 20 public universities and 33 private universities (Grapragasem, Krishnan & Azlin Norhaini Mansor, 2014). However, emphasis must be given to human capital as it has significant impact on the performance of organization (Marimuthu, Arokiasamy & Maimunah Ismail, 2009) which is expected in the form of academic excellence as being aspired by the Malaysian Government. Hence, higher learning institutions especially those of public universities must be able to find ways on how to retain their extremely valuable human capital in their pursuit of academic excellence.

Considering that academicians are the cornerstone of the higher learning institutions as they play a vital role in raising excellence graduates which are the most valuable product in the education sector (Shetty & Gujarathi, 2012), it is thus worthy to perform studies on the academicians. Moreover, since job satisfaction among the academicians can result in the betterment of certain aspects such as teaching standard and caliber as well as teaching devotion and commitments, a closer look on this subject matter is therefore of great concern (Noraani Mustapha & Wee, 2013). In addition, increased job satisfaction can lead to outcomes that are desirable by the higher learning institutions such as the retention of its highly capable academicians, increased in their work attendance as well as lowered their resignation intention (Noraani Mustapha & Zaizura Che Zakaria, 2013) which in the end will allow the higher learning institution to easily become a center of academic excellence as hoped by this nation.

In this relation, studies on job satisfaction among academicians are thus inevitable. Therefore, the researcher has decided to look in depth at the job satisfaction among academicians with emotional intelligence as the influencing factor particularly in a Malaysian public university.

1.2 Problem Statement

Universiti Utara Malaysia (UUM) is prominently known as an eminent management university and it has nurtured and produced over millions of professionals especially in the domain of business and management through its College of Business (COB). UUM was inaugurated on 16th February 1984 and at the same year also, COB marked its origin. However, it was not until 2008 that the COB was officially established.

Looking at its recent achievements, UUM had been bestowed with autonomy status by the Minister of Higher Education, Datuk Seri Mohamed Khaled Nordin that granted autonomy to this university especially in the pursuit of its mission in becoming a steadily pre-eminent center of academic excellence (Corporate Communication Unit UUM, 2013). During the award ceremony on 29th January 2013, Datuk Seri Mohamed Khaled Nordin in his speech expressed his high hope that UUM will become an excellent higher learning institution that is recognized internationally.

In realizing this expectation, COB, as part of UUM had been striving towards becoming one of the Top Business Schools. The college also had shown continuous efforts in making sure that it will be accredited internationally in the future. As evidence, COB is

currently in the process of getting the Association to Advanced Collegiate Schools of Business (AACSB) accreditation and if this turns out well, UUM will be on the right track in becoming an excellent higher learning institution that is recognized internationally. However, to make all of this possible, UUM is in need of strong commitments especially from all its academicians.

In this relation, job satisfaction of each and every academician in COB should be taken into account and must be given top priority. This is due to the fact that satisfied employees prone to perform well in their job and exhibit a strong level of commitment towards their organization (Muhammad Rauf, Muhammad Saeed Akhtar, Syed Mohammad Asim & Islam, 2013). Meanwhile, the outcomes of job dissatisfaction are very clear in which it can result in negative behaviors such as poor work attendance, high degree of resignation intention and worst of all permanent withdrawal from the job (Robbins & Judge, 2009) which would cost UUM a lot.

In general, academicians' job satisfaction can be influenced by various factors such as salary, working environment, policy and administration, career advancement opportunities, interpersonal relationship, teaching-related items, research-related items and others (Basak, 2014). Based on conversation and informal interview with few of the academicians in COB, most of them are not satisfied with the salary and the level of autonomy given to them. In terms of salary, few of them had complained that they receive lesser pay as compared to the pay that they used to receive previously while teaching outside Sintok.

In terms of autonomy, few of them complained that they do not have enough freedom in determining and modifying the course content for teaching. This is basically due to the presence of specific guidelines on the course content that must be followed either willingly or not. As indicated by Al-Zoubi (2012), the motivation of employees will suffer along with their job satisfaction if they are displeased with their salary. Bushra (2012) on the other hand said that the lack of freedom in determining and modifying course content based on topics of interest can make employees feel discouraged and finally decided on quitting.

In a study performed by Oswald, Proto and Sgroi (2014) involving four types of experiments on the prestige English university students, it is revealed that when people are happy, they become more productive in which the level of productivity can increase to more or less 12%. Hence, it is of great importance for every organization including UUM to make sure that its academicians are happy and pleased with every aspects of their job as to ensure an overall high level of productivity among them.

In addition, it has been revealed that employee's retention intention is greatly influenced by the feeling of satisfaction that they perceived in their job (Selesho & Naile, 2014; Dhanapal, Sueraya Mohd Alwie, Subramaniam & Vashu, 2013). Again, this demonstrates the very importance of job satisfaction and thus, this matter should be taken seriously by UUM on behalf of its academicians.

Linking emotional intelligence and job satisfaction, Brackett, Palomera, Mojsa-Kaja, Reyes, and Salovey (2010) asserted that those high on emotional intelligence have greater emotional controls which allow them to feel more satisfied with their job in return. More importantly, it has been reported that job satisfaction can be enhanced by providing employees with training on the interpersonal skills of emotional intelligence as being proven by Naderi, Sodani and Neissi (2010) in their experimental study. Hence, it can be said that by simply giving employees the necessary emotional intelligence skills, their feelings toward job can easily change into something better and in the end this would definitely benefit the organization especially in the long run.

In the context of educational sector, emotional intelligence is proven to be useful especially to those academicians. By having high emotional intelligence, they would feel more calm and relax around their students and colleagues. This is because emotional intelligence provided them with relevant skills which make it easier in dealing with people (Esmail Hazrati, Rozita Zabihi & Amir Hossein Mehdizadeh, 2013). In addition to that, emotional intelligence also allows them to put on a great performance at work as those with high emotional intelligence is said to experience less burnout and stress, which in return result in increased effectiveness in their work in overall (Bhatti & Thabbasum, 2014). Hence, emotional intelligence plays a vital role in the workplace, especially in regards with learning institutions.

Although that there are many studies that link emotional intelligence and job satisfaction together, not many studies have been conducted in the context of higher learning institution especially in Malaysia with the exception from Muhammad Masroor Alam (2009) as well as Mohamad Zaid Mustafa, Yahya Buntat, Abdul Rasid Abdul Razzaq, Nordiyana Daud and Rosnee Ahad (2014). More importantly, only few studies concerning with job satisfaction have utilized the Wong and Law's (2002) emotional intelligence dimensions which consisted of SEA (self-emotion appraisal), OEA (other's emotion appraisal), UOE (use of emotion) and ROE (regulation of emotion) separately (Kafetsios & Zampetakis, 2008; Mandip, Ali, Bharka, Godulika & Kamma, 2012; Trivellas, Gerogiannis & Svarna, 2013).

In addition, it has been suggested that future study on emotional intelligence with job satisfaction should incorporate the influence of gender, age, marital status, race, work experience and also department (Muhammad Masroor Alam, 2009; El-Badavy, Srivastava & Mariam Sadek, 2014; Agbor, Ebeh, Nwankwo & Agu, 2014). Therefore, this study will fill this gap by investigating the link between each dimension of emotional intelligence with job satisfaction and also incorporating few demographic factors such as gender and marital status.

1.3 Research Questions

This research proposes to address the following questions:-

1. Does job satisfaction differs significantly in gender?
2. Does job satisfaction differs significantly in marital status?
3. Does job satisfaction differs significantly among work positions?
4. Does emotional intelligence (SEA, OEA, UOE and ROE) has a relationship with job satisfaction?

1.4 Research Objectives

The objectives proposed for this research are:-

1. To determine the significant difference of job satisfaction in gender.
2. To determine the significant difference of job satisfaction in marital status.
3. To determine the significant difference of job satisfaction among work positions.
4. To investigate the relationship between emotional intelligence (SEA, OEA, UOE and ROE) and job satisfaction.

1.5 Scope of Study

Respondents of this study are the academicians in COB, UUM. This study deals with the variable of emotional intelligence in relation with job satisfaction. The four dimensions of emotional intelligence that are utilized for the purpose of this study are SEA, OEA, UOE and ROE.

1.6 Significance of the Study

This study can prove to be of vital significance to the management of UUM especially in reforming their management practice through useful insights on the state of emotional intelligence among the academicians received from the findings. The results of this study is hope to assist the management of UUM to form training programs that will allow academicians to better regulate their emotions at the workplace thus enhancing their job satisfaction level in overall.

The outcome of this study is also expected to allow the management of UUM to further improve aspects of the job in which the academicians are dissatisfied so they will then become more motivated in performing their work. Finally, this study will contribute more to the literatures on job satisfaction taking place in the higher learning institutions. This is because it has been reported that empirical data on job satisfaction involving higher education teachers are still insufficient as more focus had been given to the primary and secondary teachers (Oshagbemi, 2003).

1.7 Definition of Key Terms

The key terms that need to be defined in this study are as follows:-

1. Job satisfaction - The feeling that people has towards their job (Spector, 1997).
2. Emotional Intelligence - The skill in understanding and differentiating emotions in oneself and others and to use that knowledge in the decision making process (Wong & Law, 2002).

3. SEA (self-emotion appraisal) - The skill in recognizing and conveying emotions in oneself (Wong & Law, 2002).
4. OEA (other's emotion appraisal) - The skill in recognizing and evaluating emotions in others (Wong & Law, 2002).
5. UOE (use of emotion) - The skill in utilizing emotions for the sake of better performance (Wong & Law, 2002).
6. ROE (regulation of emotion) - The skill in controlling emotions in any situation or time (Wong & Law, 2002).

1.8 Organization of the Study

This study comprises of five chapters. The first chapter explains the background of the study, problem statement, research objectives and questions, scope and significance of study as well as the definition of key terms. The second chapter focuses on the literature review of the variable involved in this study, the hypotheses and also the theoretical framework. The third chapter describes the methodology with regard to research and sampling design, data collection procedures, measurement and data analysis techniques. The fourth chapter discusses the analysis of data as well as the interpretation of findings. Finally, the fifth or last chapter presents an overall summary of the study as well as conclusions, limitations, and recommendations that can be offered for practice and future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Introduction

In the previous chapter, a general overview on the topic of the study has been given as well as some idea on the breadth and depth of its problem. Previous chapter also touches on the importance of this study, especially on academic contributions and practical contributions. In this chapter, a foundation for this study based on the review of related literatures along with theoretical framework and hypotheses are given.

2.1 Job Satisfaction

Organization must never choose to ignore important aspect like job satisfaction. Instead, organization must always set its sight on this particular aspect due to its links with crucial organizational events which are beneficial for organization and as such, display the importance of understanding this aspect of job satisfaction within an organization.

Job satisfaction can be described as the feeling that people has towards their job (Spector, 1997). According to Ellickson and Logsdon (2002), job satisfaction is simply a question of how much does employee love their job. Based on Bradley and Brain (2003), job satisfaction is referred as the good feelings that come from one's own job. Tett and Meyer (1993) in contrast referred job satisfaction as the feeling of attachment that someone had with regards to his or her job. In other words, a high job satisfaction indicates that the employee really loves his or her job, has good feeling about it and feels

a high level of attachment towards it. On the other hand, low job satisfaction indicates that the employee really hates his or her job, has negative feeling about it and feels a low level of attachment towards it.

Some researchers exert that job satisfaction is not a feeling, but it is an attitude. For example, Robbins (2001) claimed that job satisfaction is a general attitude on a person's job. Similarly, Baron and Greenberg (2003) also share the same idea by describing job satisfaction as an attitude which is possessed by individuals with regards to his or her job as well as the affective and evaluative feedbacks with regards to his or her jobs. On the other hand, Mullins (2002) asserted that job satisfaction is an attitude combines together with an inner state that can be linked with the sense of accomplishment be it measurable or not.

In addition, Gordon (1999) concurred that job satisfaction takes place when the job accomplishes the target, belief and standard set up by an individual and this will reflect well on the individual's performance and commitment level later on. This statement is further supported by Luthans (2005) as he agrees that job satisfaction is commonly decided by how well job outcomes are being accomplished or being surpassed by an individual's target. Thus, it can be said that the job satisfaction level of an individual will increase along with the increase in the individual's target, belief and standard of the job. From the above arguments, it can be concluded that job satisfaction is portrayed as a combination of feeling and attitude within individual regarding his or her job and it is often the result of job expectations being accomplished by that individual.

As being mentioned earlier, job satisfaction is a matter of vital concern for organization as it has positive impact on many important organizational events. This is indeed true as empirical evidence had been found by many researchers regarding this subject matter. As evidence, job satisfaction had been revealed to be positively associated with job performance in a study performed on 200 academicians from Muhammadiyah University in Indonesia (Etta Mamang Sangadji & Sopiah, 2013). Apart from job performance, job satisfaction is also positively associated to work commitment (Appaw-Agbola, Agbotse & Ayimah, 2013).

In addition, a study performed by Juliana Abu Bakar, Zam Zuriyati Mohamad and Sharmeela-Banu (2015) on female academicians in private higher learning institution in Perak, Malaysia revealed a significant association on the retention of those academicians due to job satisfaction. Neeta (2013) on the other hand found a positive link between job satisfaction and organizational citizenship behavior among academicians in engineering colleges of India. As oppose to the positive impact on organizational events brought by job satisfaction, negative impact on organizational events need also to be considered. This is due to the fact that negative organizational events as a result from low job satisfaction can be lethal for organization. Negative and insignificant relationship had been found on both turnover intention and absenteeism as far as job satisfaction is concerned (Mbah & Ikemefuna, 2012; Thirulogasundaram & Sahu, 2014).

Over the past ten years, researchers have named few factors believed to have an influence on job satisfaction within the higher learning institutions particularly in Malaysia. For example, Santhapparaj and Syed Shah Alam (2005) have identified pay, promotion, working condition as well as research support as the factors that significantly influence job satisfaction among 173 academicians. The study also found that gender significantly influence job satisfaction among those academicians. Meanwhile, Sek and Teoh (2009) discovered that pay, administration and policy as the three factors having positive influence on job satisfaction in a study taken place in two universities within Kuala Lumpur. Fauziah Noordin and Kamaruzaman Jusoff (2009)'s study on 300 academicians from the Malaysian public universities on the other hand revealed that apart from pay, demographic factors like age, marital status and work position also contribute significantly toward job satisfaction.

On the contrary, Zainudin Awang, Junaidah Hanim Ahmad and Nazmi Mohamed Zin (2010) discovered the factors that significantly influence job satisfaction among academicians in Kelantan include factors like promotional opportunities, workload and relationship with colleagues. A similar study in the state of Kelantan by Noraaini Mustapha (2013) on the other hand, revealed that financial rewards have a positive influence on job satisfaction.

Another study also conducted in Kelantan by Noraaini Mustapha and Zaizura Che Zakararia (2013) however revealed that opportunity for promotion has a significant and positive impact on job satisfaction. Meanwhile, a recent study conducted by Noranita

Mohd Nor and Roshidi Hassan (2014) among academicians in XYZ College showed that pay, relationship with co-workers, work itself, supervision and promotion opportunities are factors that significantly influence job satisfaction.

Factors influencing job satisfaction can be classified into two groups which are work-related factors and personal factors (Heller, Judge & Watson, 2002). Other researchers however used different term in addressing the work-related factors and personal factors. As evidence, terms like hygiene and motivating factors, situational and dispositional factors as well as extrinsic and intrinsic factors have often been used by researchers (Herzberg, 1987; Staw & Cohen-Charash, 2005; Taris & Feij, 2001). In this relation, according to Muhammad Masroor Alam (2009), a considerable amount of literatures on job satisfactions are concerned with work-related factors and not personal factors such as emotional intelligence. He also claimed that empirical evidence in this particular domain is very few and still insufficient. Hence, this study will give focus on emotional intelligence as the predictor for job satisfaction.

2.2 Emotional Intelligence

Emotional intelligence is said to have arisen from two concepts of intelligence namely social and personal (Thorndike, 1920; Gardner, 1983). Emotional intelligence is based on two independent construct which are joined together as one. In other words, emotional intelligence is the result of combining emotions and intelligence together in which those having high emotional intelligence usually has greater control over their emotions. Payne (1985) described emotional intelligence as the capacity of an individual concerning with

desire, pain and fear. However, Wong & Law (2002) described emotional intelligence as the skill in understanding and differentiating emotions in oneself and others and to use that knowledge in the decision making process.

On the other hand, Goleman (1995) described emotional intelligence as the abilities of an individual to motivate one's own self and to persevere despite hardships, to control impulse and delay pleasure, to manage mood and keep distress from clouding thoughts and to sympathize as well as to hope. He also described emotional intelligence through a set of skills for example being aware of one's own and other's emotions and through certain traits such as persistence and zeal. Based on Goleman (1995), general intelligence is inadequate to ensure glory and success in human's life. Therefore, he suggested for the combination of emotional intelligence (EI) and intelligence quotient (IQ) to be used together. Goleman's (1995) study however, is more focused on emotional intelligence since he argued that emotional intelligence plays a major role in determining life success as compared to intelligence quotient. This is basically in accordance with his belief in which emotional intelligence is actually the correct measure for intelligence in human instead of intelligence quotient.

Apart from the definitions of emotional intelligence given by the above researchers, there are also other definitions as well. For example, Bar-On (1997) defined emotional intelligence as ability or capacity of an individual to effectively cope with pressures and stressful environments. On the other hand, Martinez (1997) asserted that emotional intelligence is the skill in utilizing precise reasoning by oneself and emotions by others in

improving thinking and decision-making processes. According to Cooper and Sawaf (1997), emotional intelligence does not originate from the intellect of the brain but rather, from the emotion of the heart. Both of them argued that emotional intelligence is the reason for the pursuit of unique potential and goals in human beings as well as the reason for the awakening of one's innermost values and aspiration thus transforming one's own life based on one's own thinking. This is consistent with the claim made by Patton (1997) in which he argues that emotional intelligence can influence feeling and behaviors in others. Furthermore, Ashkanasy, Hartel and Zerbe (2000) also agree to this as they mentioned in their study that an emotion can influence one's own thinking, feeling as well as action. However, Carmeli (2003) suggests that researchers in overall tend to view emotional intelligence more as a factor having great possibility for the contribution of much positive action or behaviors.

Since emotional intelligence is suggested to have more of a positive influence on human's actions, it is thus a great concern whether emotional intelligence can be further developed and strengthened. There are few researchers who claim that emotional intelligence can be improved (Emmerling & Goleman, 2003) although there are few others who claimed that emotional intelligence can only be genetically inherited. Emotional intelligence also has been suggested to be distinct or opposite from intellectual intelligence based on their different features (Stein & Book, 2003). One of the features is in term of their "usefulness". According to Cobb and Mayer (2003), intellectual intelligence amounted to only 20% as recipes for success in life while the rest 80% is being contributed by emotional intelligence.

Wilding (2007) recognized that emotional quotient (EQ) is an important factor that determines success among human beings especially in relationship with others. This is due to the presence of soft skills of high quality in the emotional intelligence quotient which constitute of self-development skills such as being able to cope with crisis, sorrow as well as criticism. This is further supported by Quy (2008) who found that having emotional quotient as competency would allow individual to easily adjust to changes and environment thus leading them to be more successful in relationship with others. In contrast, those individuals who are incompetent in emotional quotient are easily to get afraid and to be angry at people thus leading them to be less successful in relationship with others (Johnson & Indivik, 2009).

In general, individuals with high level of emotional intelligence are joyful, easy-going, mature and care-free individual who never surrender to difficulties and challenges. Besides, they also work really hard to achieve their goals and are highly capable of transforming any hardships into a new opportunity (Sambasivan & Vijayaraghavan, 2013). Due to this, those with high level of emotional intelligence are often regarded as happier, healthier and more successful as they are able to strike a balance between emotion and reason, are more aware of their own feelings, capable of showing empathy and compassions as well as possessing a high degree of self-esteem (Sambasivan & Vijayaraghavan, 2013).

2.3 Theoretical Background of the Study

Maslow's Need Hierarchy Theory and Herzberg Two-Factor Theory are utilized in this study to explain the relationship between emotional intelligence and job satisfaction. The theories are explained in the following subsections.

2.3.1 Maslow's Need Hierarchy Theory

In this theory, Maslow (1943) suggested that people are motivated by the five basic needs namely physiological, safety, love, esteem and self-actualization. These needs are satisfied in a hierarchical order, starting with the lowest or most basic need which is physiological and ended with the highest need of all which is self-actualization. In other words, once a need is satisfied, it will activate the next higher need in the hierarchy.

According to Maslow (1943), the physiological and safety needs are regarded as lower order needs while love, self-esteem and self-actualization are regarded as higher order needs. The lower order needs can be satisfied externally but the higher order needs must be satisfied internally. Thus, it is often harder to satisfy the higher order needs as there are more complex as compared to the lower order needs which are simpler in nature.

2.3.2 Herzberg Two-Factor Theory

In the Two Factor Theory proposed by Herzberg (1987), two factors namely motivators and hygiene factors are to be recognized. The motivators are closely linked with job satisfaction while hygiene factors are closely linked with job dissatisfaction. According to

Herzberg (1987), attitudes of employees at the workplace are strongly determined by these two factors.

The hygiene factors function as the means in hindering job dissatisfaction while the motivating factors function in prompting job satisfaction at work (Adeneji, 2011). When the hygiene factors are taken good care of, dissatisfaction will be totally removed. On the contrary, when the hygiene factors are not taken good care of, dissatisfaction will thus occur. This is in line with the claim made by Herzberg which he argued that the reverse for “job dissatisfaction” is not “job satisfaction” but it is “no dissatisfaction” (Nadeem Malik, 2011).

Meanwhile, when the motivating factors are available at work, employees will become more motivated and satisfied. However, when the motivating factors are not available, employee’s satisfactions are not affected. This is also in line with the claim made by Herzberg which is the reverse for “job satisfaction” is not “job dissatisfaction” but it is “no job satisfaction” (Nadeem Malik, 2011). Thus, for Herzberg, it is clear that motivating and hygiene factors are distinct and separate from each other and for that reason, this theory is named as two-factor.

Achievement, recognition, responsibility, the work itself and advancement are the examples of motivating factors often perceived by the employees while company policies and administration, supervision, salary, relationship with supervisors and co-workers as

well as working conditions are the examples of hygiene factors often perceived by the employees (Kreitner & Kinicki, 2010).

2.4 Hypotheses Development

The development of hypotheses in this study involves the following relationship:

2.4.1 Emotional Intelligence and Job Satisfaction

Employees with high level of emotional intelligence have great control over their emotions which allowed them to feel more satisfied with their job in return (Brackett et al., 2010). In addition, based on Esmaeil Hazrati et al. (2013), emotional intelligence allows for a comfortable and desirable workplace to be easily experienced by the employees and this positively effects their job satisfaction.

Over the years, previous studies have shown an overall significant and positive association between emotional intelligence and job satisfaction (Sy, Tram & O'Hara, 2006; Ming & Shu, 2008; Naderi et al., 2010; Kafetsios, Nezlek & Vassiou, 2011; Cekmecelioglu, Gonsel & Ulutas, 2012; Nezaad & Bahramzade, 2013; Papathanasiou & Siati, 2014). In addition, a study performed by C.S Wong, P.M Wong and Peng (2010) involving respondents from primary and secondary schools in Hong Kong showed that emotional intelligence significantly influence job satisfaction. A similar result is also observed in a study conducted on 300 senior teachers by Adeoye (2012) in which significant result had been found.

On the other hand, in a study conducted by Jeloudar and Goodarzi (2012) in secondary schools of Iran, significant result again was found among 177 teachers. Similarly, Seyal and Afzaal (2013), Esmacil Hazrati et al. (2013), Akomolofe and Ogunmakin (2014) as well as Tabatabaei and Farazmehr (2015) found emotional intelligence to significantly influence job satisfaction.

Meanwhile, a study by Kappagoda (2011) in national schools of Sri Lanka had shown not just significant, but also positive result between principal's emotional intelligence and teacher's job satisfaction. Similarly, Anari (2012) also showed both significant and positive result with regards to emotional and job satisfaction among 84 English teachers in Kerman High School. Both significant and positive result was also found by Orhan and Dincer (2012), Kalyanasundaram and Lakshmi (2013), Azhar and Hassan (2014) as well as Ngirande and Timothy (2014) between emotional intelligence and job satisfaction.

Some researchers however found a positive relationship between the two variables in their studies. As for example, a positive relationship had been observed by Ealias and George (2012) in their study among 208 employees from electronic firm in India. A positive result also is observed in a study by Kothawade (2014) among 495 teachers from higher secondary schools.

Another researcher, Fadaei and kenari (2014) also showed the same result which involved 83 employees in Islamic Azad University of Shahre Rey. Similarly, studies conducted by Bhatti and Tabbasum (2014) among 284 college teachers in India as well as

study conducted by Mohamad Zaid Mustafa et al. (2014) among 138 college teachers in Malaysia also found same results.

Based on the finding of the above studies, the following hypothesis is developed:

H4: There is a significant relationship between emotional intelligence and job satisfaction.

2.4.2 Self-Emotion Appraisal and Job Satisfaction

The first dimension of emotional intelligence based on Wong & Law (2002) is self-emotion appraisal (SEA). It is referred as the skill in recognizing and conveying emotions in oneself. People who are high on this dimension are fully-aware of their own emotions as compared to others.

With regards to job satisfaction, those having high SEA can easily identify the cause for their dissatisfaction at work and therefore they can immediately take proper actions to increase their level of job satisfaction (Sy et al., 2006). In addition, they are often well-received by others in the workplace and they have a very clear vision on what they want to achieve (Carmeli, 2003). This in return allows them to become more successful in their career thus allowing for greater level of job satisfaction.

SEA had been found to be significant with job satisfaction in a study performed by Trivellas et al. (2013) and Mandip et al.

Based on this statement, it is hypothesized that:

H4a: There is a significant relationship between SEA and job satisfaction.

2.4.3 Other's Emotion Appraisal and Job Satisfaction

The second dimension of emotional intelligence based on Wong & Law (2002) is other's emotion appraisal (OEA). It is referred as the skill in recognizing and evaluating emotions in others. People who are high on this dimension are more receptive to other's emotion and they can even foresee emotional reactions by others.

Those having high OEA are capable of developing good relationship with others at the workplace. Due to this, they can easily build leadership and promote teamwork among their colleagues thus allowing them to feel more confident with themselves and to feel more satisfied with their job in the end (A. Shimazu, M. Shimazu & Odahara, 2004).

OEA had been found to be significant with job satisfaction in a study performed by Kafetsios and Zampetakis (2008). Similar result was also observed in a study conducted by Mandip et al. (2012).

Based on this statement, it is hypothesized that:

H4b: There is a significant relationship between OEA and job satisfaction.

2.4.4 Use of Emotion and Job Satisfaction

The third dimension of emotional intelligence based on Wong & Law (2002) is use of emotion (UOE). It is regarded as the skill in utilizing emotions for the sake of better performance. People who are high on this dimension are able to motivate themselves to do better and to persevere despite any difficulties.

As a result, those having high UOE can focus better on their work and therefore they can put on a great performance in their workplace, thus achieving a high level of job satisfaction in return (Kafetsios & Zampetakis, 2008).

Studies concerning with UOE and job satisfaction had shown significant results in two studies. As a proof, in a study conducted by Kafetsios and Zampetakis (2008), significant relationship had been found between the two variables. A similar study conducted by Trivellas et al. (2013) found the same result.

Based on this statement, it is hypothesized that:

H4C: There is a significant relationship between UOE and job satisfaction.

2.4.5 Regulation of Emotion and Job Satisfaction

The fourth dimension of emotional intelligence based on Wong & Law (2002) is regulation of emotion (ROE). It is considered as the skill in controlling emotions in any situation or time. People who are high on this dimension can quickly regain their

emotional balance even in the most stressful time as they are capable of controlling their behavior through emotions.

As a result, they are often seen in a good mood even in stressful and challenging moments. Since they are not easily affected by negative emotions, they can focus on their job better and easily experience higher job satisfaction (Kafetsios & Zampetakis, 2008).

Only one study concerning with ROE and job satisfaction had shown significant and positive result. As evidence, ROE had been found to significantly influence job satisfaction in a study conducted by Kafetsios and Zampetakis (2008).

Based on this statement, it is hypothesized that:

H4d: There is a significant relationship between ROE and job satisfaction.

2.5 Theoretical Framework

Based on the development of hypotheses, the theoretical framework is illustrated in the Figure 2.1 below. This study is concerned with the relationship between emotional intelligence (SEA, OEA, UOE & ROE) and job satisfaction.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

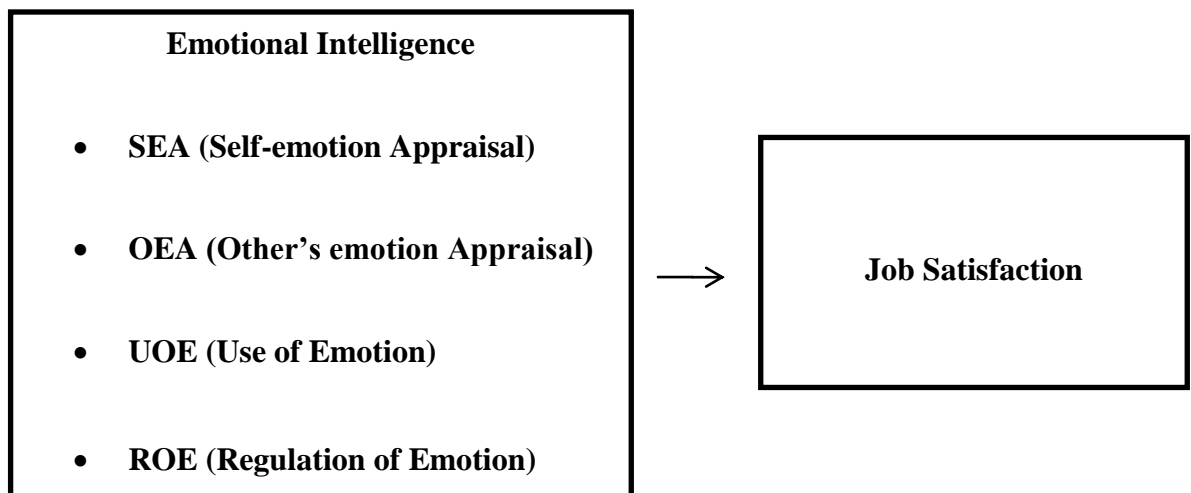


Figure 2.1 Theoretical Framework

2.6 List of Hypotheses

Four hypotheses are developed to address the research questions and objectives previously made. The hypotheses in this study are as follows:

Hypothesis 1

There is a significant difference of job satisfaction in gender.

Hypothesis 2

There is a significant difference of job satisfaction in marital status.

Hypothesis 3

There is a significant difference of job satisfaction among work positions.

Hypothesis 4

There is a significant relationship between emotional intelligence {SEA (H4a), OEA (H4b), UOE (H4c) and ROE (H4d)} and job satisfaction.

2.7 Chapter Conclusion

This chapter successfully provides the basic understanding of the variables involved in this study based on the review of literatures and the theoretical framework. The lists of hypotheses are provided in the end of the chapter.

CHAPTER THREE

METHODOLOGY

3.0 Chapter Introduction

In the previous chapter, the focus is to construct a research framework and hypotheses as well as review of literature of the variables involved in this study. In this chapter, the focus is given to the research and sampling design, measurements, data collection as well as data analysis techniques.

3.1 Research Design

This study utilized hypothesis testing and descriptive research design. The hypothesis testing allows the researcher to investigate the link concerning with emotional intelligence and job satisfaction while descriptive research design allows the researcher to learn about and describe the job satisfaction among academicians based on their gender, age, ethnic group, marital status, work place, work position and work experience.

Since the data for this study was obtained at one point in time specifically from 12th April to 30th April 2015, a cross-sectional field study was therefore undertaken. This cross-sectional field study involved a survey method in the form of questionnaires which are less costly in nature. Most importantly, the response rate for this kind of survey method is almost 100% ensured (Sekaran & Bougie, 2009).

3.2 Population and Sampling Design

The population of this study comprised of UUM's academicians from COB. The population number in this study was obtained from the Staff Directory System of UUM. Based on the staff directory system, the total number of academicians from COB, UUM is 529.

According to Krejcie and Morgan (1970)'s sample determination table, a sample size of at least 260 is needed to represent the given population. For this study, the unit of analysis was individual as data was collected from individual academicians of COB, UUM. With regards to sampling design, the probability sampling design was used as representativeness of sample is critical for this study. Meanwhile, systematic sampling is employed to collect the data survey due to the availability of the sampling frame.

3.3 Questionnaire Design

The questionnaires in this study consist three sections namely Section A, Section B and Section C. Section A assessed participant's profile including gender, age, ethnic group, marital status, employment status, work place, work position and work experience. Section B assessed participant's emotional intelligence while section C assessed participant's satisfaction towards job. Overall, this questionnaire comprised of 60 close-ended questions. The details on the layout of questions in the questionnaire are indicated in Table 3.1.

Table 3.1
Layouts of Questions in Questionnaire

Name of Sections	Number of Questions
Section A: Demographic Profile	8
Section B: Emotional Intelligence	16
SEA	4
OEA	4
UOE	4
ROE	4
Section C: Job Satisfaction	36

3.4 Data Collection Procedures

In this study, primary data was used as main sources of data. Specifically, personally administered questionnaires and mail questionnaires consisted of three sections were being utilized. The questionnaires were distributed by hand and through participant's email. All participants were assured that the returned questionnaires are confidential in nature. Since random sampling is employed as the technique to collect the data, every 3rd element in the population is chosen starting from a random point in the sampling frame.

3.5 Measurements

The measurements of the study involves two major constructs namely job satisfaction and emotional intelligence.

3.5.1 Job Satisfaction

As indicated in Table 3.2, the operational definition of job satisfaction in this study is adapted from instrument developed by Hoyt, Howell and Eggett (2007). This instrument has 36-items with 5-point Likert scale. This instrument measures the construct in terms of overall job satisfaction, pay, supervision (autonomy on course content), working conditions (convenience of teaching schedule, quality of students and quality of classroom facilities), interpersonal relationship (faculty support), recognition and the work itself (work preference).

Table 3.2
Measurement and scaling of job satisfaction construct

Dimension	Number of Items	Topic of Assessments	Adapted from	Measurement
Overall Job Satisfaction	4	Positive and negative feelings toward job; Recommendation of job to others; Perception on job	Hoyt, Howel & Eggett (2007)	<p>Instruction: For each statement, please select the number which best describes how strongly you agree or disagree.</p> <p>Scale: 5-point Likert scale anchored from: (1) Strongly Disagree to (5) Strongly Agree</p>
Recognition	4	Appreciation received from teaching; Respect received from teaching; Acknowledgement received from teaching; Importance of teaching as job		
Work Preference	4	Teaching enjoyment; Teaching eagerness; Choices of work		
Autonomy	4	Freedom to teach courses; Freedom in meeting student's needs; Freedom to select and determine teaching materials		
Classroom Facilities	4	Excellent space; Cleanliness; Up-to-date equipment; Meet teaching needs		
Faculty Support	4	Amount of supports; Availability and accessibility; Sincerity shown; Ease in requesting assistance		
Pay	4	Adequate; Well-compensated; Fair		
Quality of Students	4	Student's calibre; Student's preparations; Student's engagement; Student's motivation		
Teaching Schedule	4	Convenience		

3.5.2 Emotional Intelligence

As indicated in Table 3.3, the operational definition of emotional intelligence in this study is adopted from instrument developed by Wong & Law (2002). This instrument has 16-items with 5-point Likert scale. This instrument measures the construct in terms of SEA (individual's skill to perceive emotion in one self), OEA (individual's skill to perceive emotion in others), UOE (individual's skill to utilize emotions towards greater performance) as well as ROE (individual's skill to control emotions).

Table 3.3
Measurement and scaling of emotional intelligence construct

Dimension	Number of Items	Topic of Assessments	Adopted from	Measurement
SEA (Self-emotion Appraisal)	4	Understanding of emotions in oneself	Wong & Law (2002)	<p>Instruction: For each statement, please select the number which best describes how strongly you agree or disagree.</p> <p>Scale: 5-point Likert scale anchored from: (1) Strongly Disagree to (5) Strongly Agree</p>
OEA (Other's Emotion Appraisal)	4	Understanding of emotions in others		
UOE (Use of Emotion)	4	Competency and motivation in oneself		
ROE (Regulation of Emotion)	4	Controls over emotions by oneself		

3.6 Pilot Test

The pilot test is conducted to check for the reliability and validity of the measured items in the questionnaire. The pilot test for this study was conducted from 2nd April until 9th April 2015 and it involved 50 academicians from COB as respondents. The time taken for answering this questionnaire ranged from 15-20 minutes. In overall, respondents could understand the questions and the instructions in the questionnaire well without having much difficulty.

3.7 Data Analysis Techniques

The data in this study was analyzed using the Statistical Package for the Social Sciences (SPSS) 20. The data analysis began with the normality test to check for the normality of data as well as reliability analysis, which provides a unique estimate of the internal consistency and stability of a measure.

Descriptive analysis was utilized in this study to find out the mean and standard deviation for each item. Correlation analysis was also utilized to determine if a relationship exists between two continuous variables. Meanwhile, T-test analysis was used to compare the mean in two different groups such as gender and employment status.

On the other hand, the One-way ANOVA analysis was conducted in order to compare the mean in more than two different groups such as age, ethnic group, marital status, work place, work position and work experience in this study. Finally, regression analysis was

performed to determine the most significant predictor of job satisfaction among the four emotional intelligence dimensions.

3.8 Chapter Conclusion

This chapter successfully describes the approaches used in this study. This chapter ends with the highlights on the data analysis techniques employed to produce results and findings.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Chapter Introduction

This chapter presents the results of data analysis as well as the findings of this study. This chapter starts with the overview of data collected and followed by the results from normality and reliability test. Descriptive analyses as well as major findings from the results of t-test, ANOVA, correlation and regression analysis are also presented. Finally, this chapter summarizes the overall findings of the study.

4.1 Overview of Data Collected

A total number of 260 questionnaires were distributed to the respondents of this study consisting of academicians in COB, UUM. A period of one week is given for them to complete and to return back the questionnaires. Out of 260, only 140 questionnaires were returned. However, five questionnaires were not used or discarded as the researcher found that respondents left too many blank in their answers. Hence, only 135 questionnaires were usable. The response rate for this study was 51.9 % as shown below in Table 4.1. Based on Sekaran (2003), a response rate of 30% is ample for most surveys.

Table 4.1
Response Rate

	Total	Percentage (%)
Distributed Questionnaires	260	100
Returned Questionnaires	140	53.8
Discarded Questionnaires	5	1.92
Usable Questionnaires	135	51.9
Unreturned Questionnaires	120	46.2

4.2 Normality Test

Based on Figure 4.1 until 4.6, the data of this study is considered to be normally distributed as the points lie closely to the diagonal line in the normal Quantile-Quantile Plot.

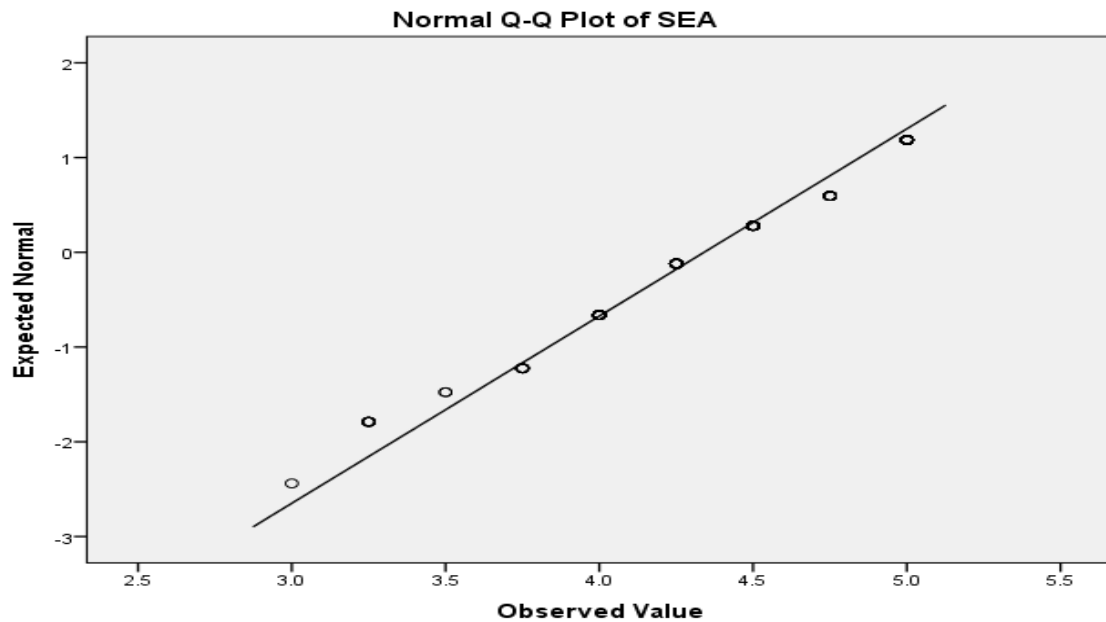


Figure 4.1
Normal Q-Q Plot of SEA

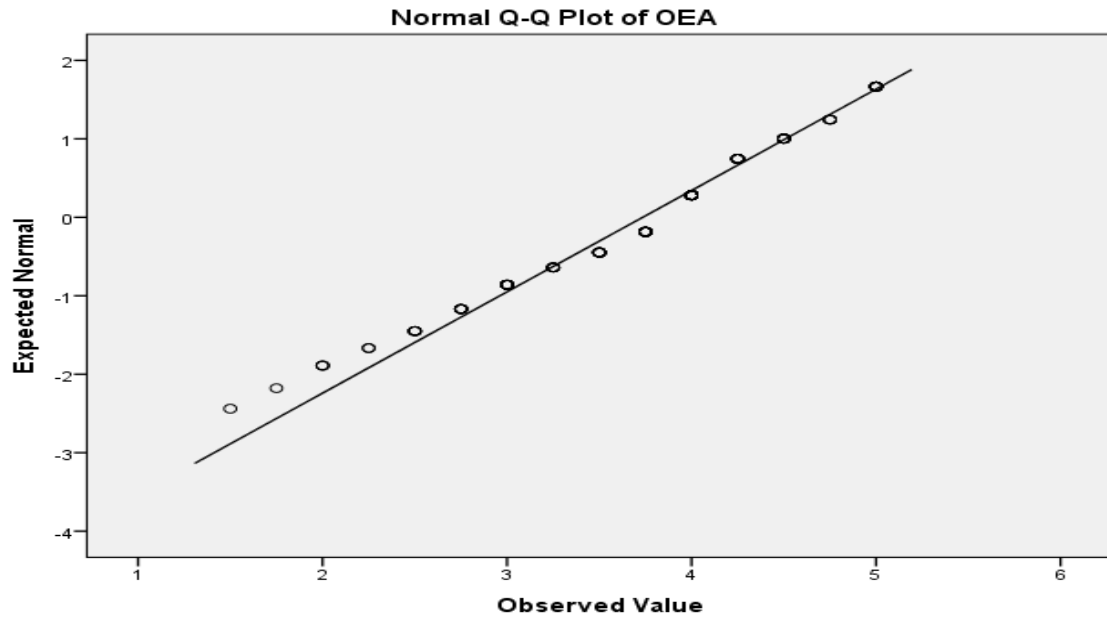


Figure 4.2
Normal Q-Q Plot of OEA

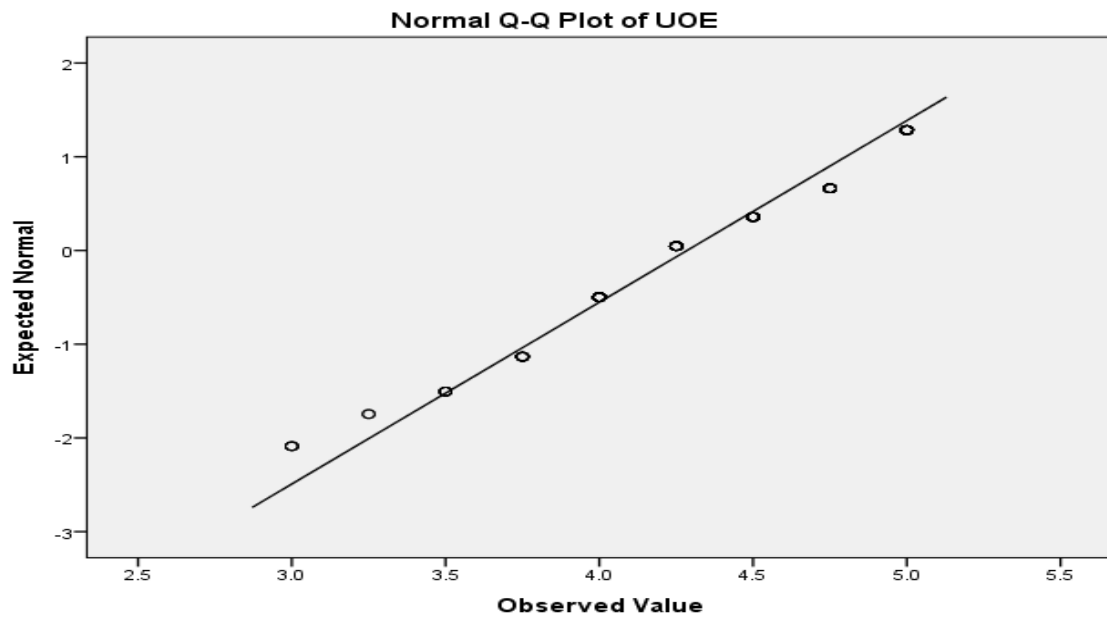


Figure 4.3
Normal Q-Q Plot of UOE

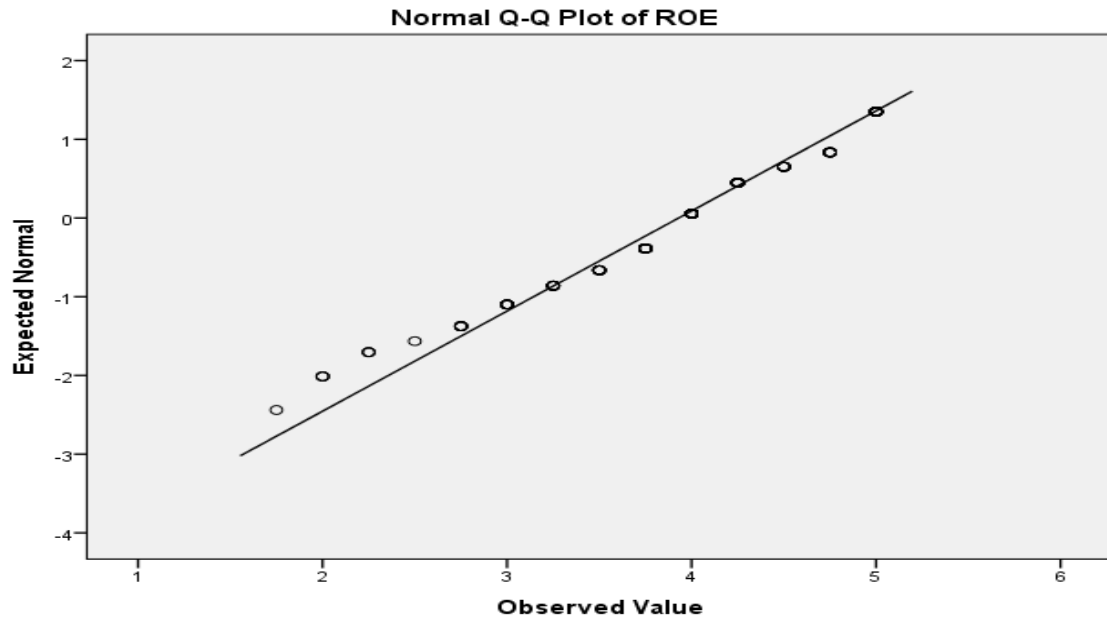


Figure 4.4
Normal Q-Q Plot of ROE

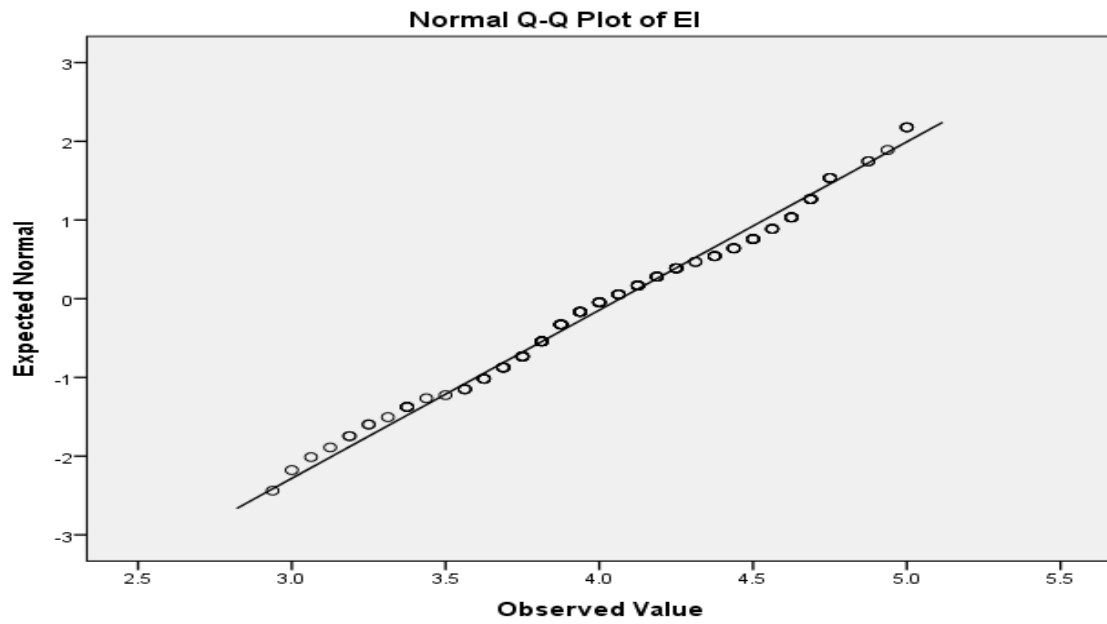


Figure 4.5
Normal Q-Q Plot of EI

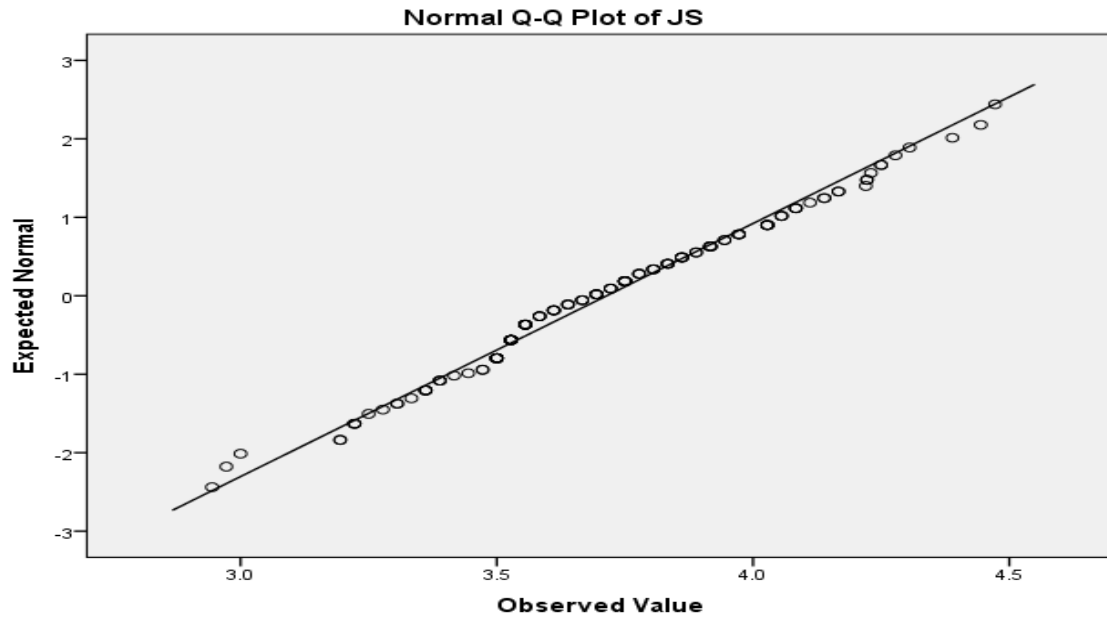


Figure 4.6
Normal Q-Q Plot of JS

4.3 Reliability Test

Based on Table 4.2, the result indicates that the alpha value for each variable obtained from both pilot test and real test ranged from 0.721 to 0.927. Based on Nunnaly (1978), the reliability score of 0.70 or higher is acceptable. Thus, the Cronbach's alpha values in Table 4.2 suggest accepted level of reliability since all the measured variable have alpha values above 0.7.

Table 4.2
Reliability Analysis

Variables	Total Items	Cronbach's Alpha Score	
		Pilot Test	Real Test
INDEPENDENT			
Emotional Intelligence	16	0.882	0.884
SEA	4	0.721	0.853
OEA	4	0.857	0.882
UOE	4	0.762	0.837
ROE	4	0.927	0.916
DEPENDENT			
Job Satisfaction	36	0.795	0.842

4.4 Profile of Respondents

The profile of respondents in this study includes gender, ethnic group, age, marital status, employment status, work position, work place and work experience.

4.4.1 Gender of Respondents

Table 4.3 shows the gender of respondents in this study. The number of female respondents (51.1%) is higher than the number of male respondents (48.9%).

Table 4.3
Gender of Respondents

Variables	Frequency (N=135)	Percentage
Gender		
• Male	66	48.9%
• Female	69	51.1%

4.4.2 Ethnic Group of Respondents

Based on Table 4.4, majority of the respondents are Malays (118 respondents or 87.4%), followed by other ethnic groups (10 respondents or 7.4%), Indians (5 respondents or 3.7%) and lastly Chinese (2 respondents or 1.5%).

Table 4.4
Ethnic Group of Respondents

Variables	Frequency (N=135)	Percentage
Ethnic Group		
• Malay	118	87.4%
• Chinese	2	1.5%
• Indian	5	3.7%
• Others	10	7.4%

4.4.3 Age of Respondents

Age of respondents is shown in Table 4.5. Most of the respondents are between 36-45 years of age (70 respondents or 51.9%). The second highest is the age between 46-55 years (35 respondents or 25.9%) and the third highest is the age between 25-35 years (19 respondents or 14.1%). This is followed next by the age of 56-65 years (10 respondents or 7.4%) and finally the age of >65 years (1 respondent or 0.7%) which recorded the least number of respondent.

Table 4.5
Age of Respondents

Variables	Frequency (N=135)	Percentage
Age (Years)		
• 25-35	19	14.1%
• 36-45	70	51.9%
• 46-55	35	25.9%
• 56-65	10	7.4%
• >65	1	0.7%

4.4.4 Marital Status of Respondents

Based on Table 4.6, majority of the respondents are married with a total number of 119 or 88.1%. The remaining respondents are single (13 respondents or 9.6%) and divorced (3 respondents or 2.2%).

Table 4.6
Marital Status of Respondents

Variables	Frequency (N=135)	Percentage
Marital Status		
• Single	13	9.6%
• Married	119	88.1%
• Divorced	3	2.2 %

4.4.5 Employment Status of Respondents

Table 4.7 shows the employment status of respondents. Almost all respondent are full-time academic staff with a high percentage of 94.8% or 128 respondents. Only few of them are part-time academic staff with a low percentage of 5.2% or 7 respondents.

Table 4.7
Employment Status of Respondents

Variables	Frequency (N=135)	Percentage
Employment Status		
• Full-time	128	94.8%
• Part-time	7	5.2%

4.4.6 Working Position of Respondents

Table 4.8 shows the work position of respondents in this study. Almost half of the respondents are senior lecturers (61 respondents or 45.2%). 30 respondents or 22.2% of them are lecturers while 21 respondents or 15.6 % of them are associate professors. The remaining are tutors (14 respondents or 10.4%), professors (7 respondents or 5.2 %) as well as contract lecturers/professors (2 respondents or 1.5%).

Table 4.8
Working Position of Respondents

Variables	Frequency (N=135)	Percentage
Work Position		
• Tutor	14	10.4%
• Lecturer	30	22.2%
• Senior Lecturer	61	45.2%
• Associate Professor	21	15.6%
• Professor	7	5.2%
• Contract Lecturer/Professor	2	1.5%

4.4.7 Working Place of Respondents

Based on Table 4.9, majority of the respondents are from the School of Business Management (50 respondents or 37%). 35 respondents or 25.9% of them are from the School of Economics, Finance and Banking while 21 respondents or 15.6% of them are from the School of Accountancy. The remaining are from the School of Technology & Logistic Management (18 respondents or 13.3%) as well as the School of Islamic Business which shows the least number of respondents which are 11 or 8.1% in overall.

Table 4.9
Working Place of Respondents

Variables	Frequency (N=135)	Percentage
Work place (School)		
• Accountancy	21	15.6%
• Islamic Business	11	8.1%
• Business Management	50	37.0%
• Economics, Finance & Banking	35	25.9%
• Technology & Logistic Management	18	13.3%

4.4.8 Working Experience of Respondents

Based on Table 4.10, majority of the respondents have 11-15 years of working experience with a total number of 51 respondents or 37.8%. Those with more than 20 years of working experience are in the second place with 31 respondents or 23%. The third place goes to those with 16-20 years of working experience in which the number of respondents is 23 or 17%. Those with 0-5 years and 6-10 years of working experience share the same number of respondents (15) with a percentage of 11.1%.

Table 4.10
Working Experience of Respondents

Variables	Frequency (N=135)	Percentage
Working Experience (Years)		
• 0-5	15	11.1%
• 6-10	15	11.1%
• 11-15	51	37.8%
• 16-20	23	17.0%
• >20	31	23.0%

4.5 Descriptive Analysis of the Main Variables

Descriptive analysis involves the mean and standard deviation for both independent and dependent variables. The purpose of descriptive analysis is for checking the variability of the variables.

For this purpose, the degree of job satisfaction and emotional intelligence were divided into three class intervals which included low (mean ≤ 1.667), medium ($1.667 < \text{mean} < 3.334$) and high (mean ≥ 3.334). Based on Table 4.11, the mean score of the variables display high mean value ranging from 3.71 to 4.32. Thus, it can be said that the respondents in this study have high emotional intelligence and job satisfaction level. On the other hand, the standard deviation score of the variables display small value which is less than one ranging from 0.351 to 0.786. Thus, less variability is observed which indicates that most of the respondents gave similar answers in the questionnaire. Detailed description of each variable is explained in the following sections.

Table 4.11
Descriptive Analysis of the Main Variables

Variables	Mean	Standard Deviation
INDEPENDENT		
Emotional Intelligence	4.06	0.481
SEA	4.32	0.561
OEA	3.74	0.774
UOE	4.26	0.578
ROE	3.93	0.786
DEPENDENT		
Job Satisfaction	3.71	0.351

4.5.1 Emotional Intelligence

Table 4.12 shows the mean score and the standard deviation score of emotional intelligence (independent variable). The item “To differentiate between happiness and sadness” showed the highest score at mean (4.46) while the item “To observe emotion in others really well” showed the lowest score at mean (3.67). This suggests that most of the respondents can identify their own feeling very well but they could not identify the feeling of others around them. On the other hand, the value of standard deviation in each item in emotional intelligence suggested that most of respondents answered similarly as all value are less than one.

Table 4.12
Mean and standard deviation (Emotional Intelligence)

Short Descriptions on Assessed Items	Mean	Standard Deviation
To have good sense of reasons for certain feelings felt oftentimes	4.13	0.741
To understand one’s own emotions really well	4.29	0.679
To understand one’s own feelings really well	4.41	0.650
To differentiate between happiness and sadness	4.46	0.620
To recognize friend’s emotions from their behaviour	3.69	0.876
To observe emotion in others really well	3.67	0.896
To be sensitive to other’s emotions and feelings	3.81	0.934
To understand emotion of others really well	3.77	0.897
To set goal and try to achieve it	4.28	0.698
To tell oneself to be competent	4.12	0.754
To be a self-motivated person	4.23	0.753
To encourage oneself to do the best	4.43	0.605
To be able to control temper and difficulties easily	3.94	0.862
To be able to control one’s own emotions	3.96	0.814
To be able to immediately calm down when angry	3.82	0.984
To have good control of emotions in oneself	3.99	0.851

4.5.2 Job Satisfaction

Table 4.13 shows the mean score and the standard deviation score of job satisfaction (dependent variable). The item “The enjoyment in teaching” showed the highest score at mean (4.48) while the item “To prefer other work over teaching” showed the lowest score at mean (2.36). This suggests that most of the respondents like to teach instead of doing other work. On the other hand, the value of standard deviation for job satisfaction in overall is considered large as the range is around 0.645 to 1.179. This indicates that for few questions, the respondents answered differently from others.

Table 4.13
Mean and standard deviation (Job Satisfaction)

Short Descriptions on Assessed Items	Mean	Standard Deviation
Overall satisfaction towards job	4.10	0.762
Recommendation of job to others	4.04	0.752
Overall perception towards job	4.10	0.775
Dissatisfaction in few job aspects	3.27	1.179
To be thanked for teaching	4.19	0.755
To be respected for teaching	4.19	0.675
To be acknowledged for teaching	4.08	0.763
To consider teaching job as a valuable position	4.37	0.666
The enjoyment in teaching	4.48	0.645
The eagerness to teach in classes	4.37	0.720
To prefer teaching over other work	4.03	0.954
To prefer other work over teaching	2.36	1.041
The level of autonomy in teaching courses	4.05	0.858
The level of autonomy in modifying course content to meet student's need	3.38	1.152
The level of autonomy in selecting contents and materials for courses	3.93	0.908
The level of autonomy wanted in selecting contents and materials for courses	3.96	0.965
The space of the classrooms used for teaching	3.72	1.041
The cleanliness of the classrooms used for teaching	3.62	1.006
The availability of up-to-date equipment in the classrooms used for teaching	3.81	0.979
The well-designed classroom's space to suit teaching and student's needs	3.48	1.028
Amount of support and advice received from academic department's faculty	3.94	0.770
The availability and accessibility of the academic department's faculty	3.88	0.723
The sincerity of the academic department's faculty toward academic staff success	3.85	0.833
The ease in requesting help from academic department's faculty	3.94	0.879
Adequate pay for teaching	3.77	0.880
Well-compensated pay for teaching	3.78	0.887
Fair pay for teaching	3.72	0.911
Dissatisfaction with pay for teaching	2.50	1.112
The quality and calibre of students in classes	3.21	0.841
The academic preparations by students in classes	2.99	0.934
The interest and engagement shown by students in classes	3.33	0.913
The level of motivation shown by students to succeed in courses	2.71	0.969
The convenience of teaching schedule with one's own schedule	3.84	0.854
Satisfaction towards teaching schedule	3.90	0.818
The time scheduled for teaching is not in conflict with other personal commitments	3.94	0.808
The inconvenience of time scheduled for teaching	2.64	1.143

4.6 Results of Hypotheses Testing

The results in this study involve t-test analysis, one-way ANOVA analysis, correlation analysis as well as regression analysis. All of these analyses are performed in order to reject or accept the hypotheses made previously.

4.6.1 T-test Analysis

The T-test analysis was performed to address the first research objective in which the objective is to verify whether there is a significant difference of job satisfaction in gender.

Hence, an independent sample T-test was used to test the following hypothesis:

Hypothesis 1

H1: There is a significant difference of job satisfaction in gender.

Table 4.14 shows the results of the T-test analysis. From the table, male respondents (mean = 3.7210) scored more than female respondents (mean = 3.6957). The assumption on equal variance is assumed as shown in Levene's Test ($p = 0.957$, $P > 0.05$). This indicates that there is no significant difference of job satisfaction in gender ($p = 0.677$, $p > 0.05$). Hence, H1 is rejected.

Table 4.14
Result of T-test (Gender and Job Satisfaction)

	Gender	N	Mean	Std. Deviation	T	Significant
Job Satisfaction	Male	66	3.7210	.35019	.417	0.677
	Female	69	3.6957	.35466		

		Levene's Test for Equality of Variance		T-test for Equality of Means		
		F	Sig	T	Df	Sig. (2 – tailed)
Job Satisfaction	Equal variances assumed	0.003	0.957	0.417	133	0.677
	Equal variances not assumed			0.417	132.863	0.677

4.6.2 One-way ANOVA Analysis

The One-way ANOVA analysis was performed to address the second and third research objectives in which their objectives are to verify whether there is a significant difference of job satisfaction in marital status and among work positions. Hence, one-way ANOVA test was used to test the following hypotheses:

Hypothesis 2

H2: There is a significant difference of job satisfaction in marital status.

Hypothesis 3

H3: There is a significant difference of job satisfaction among work positions.

Table 4.15 shows the result from one-way ANOVA test. The result reveals that there is no significant difference of job satisfaction in marital status ($p = 0.511$, $p > 0.05$). Hence, H2 is rejected.

Table 4.15
Result of One-way ANOVA (Marital Status)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.167	2	0.084	0.674	0.511
Within Groups	16.379	132	0.124		
Total	16.546	134			

** $p \leq 0.05$

Table 4.16 shows the result from one-way ANOVA test. The result reveals that there is no significant difference of job satisfaction among work positions ($p = 0.668$, $p > 0.05$). Hence, H3 is rejected.

Table 4.16
Result of One-way ANOVA (Work Position)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.402	5	0.080	0.643	0.668
Within Groups	16.144	129	0.125		
Total	16.546	134			

** $p \leq 0.05$

4.6.3 Correlation Analysis

Correlation analysis was performed to address the fourth research objective which is to investigate the relationship between emotional intelligence (SEA, OEA, UOE & ROE) and job satisfaction. Hence, Pearson correlation test was used to test the following hypotheses:

Hypothesis 4

H4: There is a significant relationship between emotional intelligence and job satisfaction.

H4a: There is a significant relationship between SEA and job satisfaction.

H4b: There is a significant relationship between OEA and job satisfaction.

H4c: There is a significant relationship between UOE and job satisfaction.

H4d: There is a significant relationship between ROE and job satisfaction.

Table 4.17 shows a significant and positive relationship between emotional intelligence and job satisfaction ($p=0.000 < \alpha$, $R = 0.560$). This indicates that the increase in emotional intelligence would increase the job satisfaction level. Hence, H4 is accepted.

Table 4.17
Result of Correlation (Emotional Intelligence and Job Satisfaction)

		Job Satisfaction
Emotional Intelligence	Pearson Correlation	.560**
	Sig. (2-tailed)	.000
	N	135

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

Table 4.18 shows a significant and positive relationship between SEA and job satisfaction ($p=0.000 < \alpha$, $R = 0.435$). This indicates that the higher the SEA, the higher will be the level of job satisfaction. Hence, H4a is accepted.

Table 4.18
Result of Correlation (SEA and Job Satisfaction)

		Job Satisfaction
SEA (Self-Emotion Appraisal)	Pearson Correlation	.435**
	Sig. (2-tailed)	.000
	N	135

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

Table 4.19 shows a significant and positive relationship between OEA and job satisfaction ($p=0.000 < \alpha$, $R = 0.346$). This indicates that the higher the OEA, the higher will be the level of job satisfaction. Hence, H4b is accepted.

Table 4.19
Result of Correlation (OEA and Job Satisfaction)

		Job Satisfaction
OEA (Other's Emotion Appraisal)	Pearson Correlation	.346**
	Sig. (2-tailed)	.000
	N	135

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

Table 4.20 shows a significant and positive relationship between UOE and job satisfaction ($p=0.000 < \alpha$, $R = 0.358$). This indicates that the higher the UOE, the higher will be the level of job satisfaction. Hence, H4c is accepted.

Table 4.20
Result of Correlation (UOE and Job Satisfaction)

		Job Satisfaction
UOE (Use of Emotion)	Pearson Correlation	.358**
	Sig. (2-tailed)	.000
	N	135

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

Table 4.21 shows a significant and positive relationship between ROE and job satisfaction ($p=0.000 < \alpha$, $R = 0.457$). This indicates that the higher the ROE, the higher will be the level of job satisfaction. Hence, H4d is accepted.

Table 4.21
Result of Correlation (ROE and Job Satisfaction)

		Job Satisfaction
ROE (Regulation of Emotion)	Pearson Correlation	.457**
	Sig. (2-tailed)	.000
	N	135

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

4.6.4 Regression Analysis

Multiple regression analysis was performed to determine the most significant predictor of job satisfaction among the four emotional intelligence dimensions.

As shown from the value of R Square in Table 4.22, the result indicates that only 31.9% of the variance in job satisfaction is significantly explained by the four variables. Based on Table 4.22 also, only three variables (SEA, UOE & ROE) can be a significant predictor of job satisfaction as the p-value for each variable is less than 0.05. The most significant predictor of job satisfaction in this study is ROE as indicated by the highest value of Beta ($b = 0.257$, $p < 0.05$).

Table 4.22
Result of Regression (SEA, OEA, UOE and ROE with Job Satisfaction)

Variables	Standardized Beta	T	Sig.
Constant		8.300	0.000
SEA	0.184	2.082	0.039
OEA	0.146	1.825	0.070
UOE	0.199	2.566	0.011
ROE	0.257	2.986	0.003
R Square	0.319		
Adjusted R Square	0.298		

4.7 Summary of Findings

Based on Table 4.23, out of eight hypotheses statements, five hypotheses were accepted while three hypotheses were rejected. The results are summarized as in Table 4.23 below.

Table 4.23
Summary of Hypotheses Testing

Hypotheses	Descriptions	Results
H1	There is a significant difference of job satisfaction in gender	Rejected
H2	There is a significant difference of job satisfaction in marital status	Rejected
H3	There is a significant difference of job satisfaction among work positions	Rejected
H4	There is a significant relationship between emotional intelligence and job satisfaction	Accepted
H4a	There is a significant relationship between SEA and job satisfaction	Accepted
H4b	There is a significant relationship between OEA and job satisfaction.	Accepted
H4c	There is a significant relationship between UOE and job satisfaction	Accepted
H4d	There is a significant relationship between ROE and job satisfaction	Accepted

4.8 Chapter Conclusion

This chapter successfully presents all the results in a tabulated table starting from the response rate until the result of regression. This chapter successfully ends with the summary of hypothesis testing with a total of eight hypotheses in overall.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.0 Chapter Introduction

This chapter discusses on the findings of the study based on the hypotheses developed previously. This chapter also highlights the implications and limitations of the study as well as recommendations that can be put forth for future research. Finally, the conclusion is made at the end of this chapter.

5.1 Discussion of Findings

The following sections discuss the findings of the study in detail. The sections are organized based on the order of hypotheses developed previously.

5.1.1 Differences of Job Satisfaction in Gender

The result of the independent samples T-test analysis (Refer Table 4.14) revealed that H1 is rejected as significant different of job satisfaction was not found in gender ($p = 0.677$, $p > 0.05$). This indicates that job satisfaction does not differ or varies between male and female respondents. One possible reason for this is because both male and female respondents are given equal chances or opportunities with regards to aspects of job satisfaction in this study such as pay, autonomy and others. This finding is consistent with previous studies performed by Bader, Intan Hashim and Norzarina Mohd Zaharim (2013), Agbor et al. (2014) as well as Mondal (2015) as they also found out that gender has no significant different on job satisfaction.

5.1.2 Differences of Job Satisfaction in Marital Status

The result of the One-way ANOVA analysis (Refer Table 4.15) revealed that H2 is rejected as there was no significant difference of job satisfaction in marital status ($p = 0.511$, $p > 0.05$). This indicates that job satisfaction does not differ or varies between respondents who are still married, who remains single or who had divorced already. This is probably due to the fact that respondents do not let their personal life to conflict with their work life. In other words, the respondents are highly professional in performing their jobs. This finding is in line with the previous studies performed by Bader et al. (2013) and Phil (2009) as they also found out that marital status has no significant different on job satisfaction.

5.1.3 Differences of Job Satisfaction among Work Positions

The result of the One-way ANOVA analysis (Refer Table 4.16) revealed that H3 is rejected as there was no significant difference of job satisfaction among work positions ($p = 0.668$, $p > 0.05$). This indicates that job satisfaction does not differ or varies between respondents who work as a tutor, lecturer, senior lecturer, associate professor, professor or contract lecturer/professor. One possible reason for this is because regardless of their positions in the workplace, the respondents still experienced similar chances or opportunities with regards to the aspects of job satisfaction in this study. This finding is in line with the previous studies performed by Bader et al. (2013) and also Ealias and George (2012) as they also found out that work position has no significant different on job satisfaction.

5.1.4 The Relationship between Emotional Intelligence and Job Satisfaction

The result from the correlation analysis (Refer Table 4.17) revealed that H4 is accepted as a significant and positive relationship was found between emotional intelligence and job satisfaction ($p=0.000 < \alpha$, $R = 0.560$). This indicates that emotional intelligence positively influence job satisfaction. Thus, those with high emotional intelligence will experience greater level of job satisfaction. This is logical since it is said that those with high level of emotional intelligence have greater emotional control which allows them to feel more satisfied with their job in return (Brackett et al., 2010). In addition, based on Esmaeil Hazrati et al. (2013), emotional intelligence allows for a comfortable and desirable workplace to be easily experienced by the employees and this in return has positive effect on their job satisfaction. This finding is consistent with previous studies performed by Kappagoda (2011), Anari (2012), Orhan and Dincer (2012), Kalyanasundaram and Lakshmi (2013) as well as Ngirande and Timothy (2014) in which emotional intelligence was found to significantly influence job satisfaction.

5.1.5 The Relationship between SEA and Job Satisfaction

The result from the correlation analysis (Refer Table 4.18) revealed that H4a is accepted as a significant and positive relationship was found between SEA and job satisfaction ($p=0.000 < \alpha$, $R = 0.435$). This indicates that SEA positively influence job satisfaction. Thus, those with high SEA will experience greater level of job satisfaction. Employees with high SEA are capable of recognizing and conveying their own emotions (Wong & Law, 2002). As a result, they are often well-received by others in the workplace and they have a very clear vision on what they want to achieve. This in return allows them to

become more successful in their career thus allowing for greater level of job satisfaction (Carmeli, 2003). In addition, those having high SEA can easily identify the cause for their dissatisfaction at work and therefore they can immediately take proper actions to increase their level of job satisfaction (Sy et al., 2006). This finding is in line with the studies previously done by Mandip et al. (2012) as well as Trivellas et al. (2013) in which SEA was found to have significant relationship with job satisfaction.

5.1.6 The Relationship between OEA and Job Satisfaction

The result from the correlation analysis (Refer Table 4.19) revealed that H4b is accepted as a significant and positive relationship was found between OEA and job satisfaction ($p=0.000 < \alpha$, $R = 0.346$). This indicates that OEA positively influence job satisfaction. Thus, those with high OEA will experience greater level of job satisfaction. Employees with high OEA are capable of recognizing and evaluating the emotion of others (Wong & Law, 2002). Due to this, they often have good relationship with their colleagues and always emerge as their team leader. As a result, they are able to improve on their work skills and level of confidence as well as promoting teamwork among their colleagues thus allowing for greater feeling of job satisfaction (Shimazu et al., 2004). This finding is in line with the studies previously done by Kafetsios and Zampetakis (2008) as well as Mandip et al. (2012) in which they also found a significant relationship between OEA and job satisfaction.

5.1.7 The Relationship between UOE and Job Satisfaction

The result from the correlation analysis (Refer Table 4.20) revealed that H4c is accepted as a significant and positive relationship was found between UOE and job satisfaction ($p=0.000 < \alpha$, $R = 0.358$). This indicates that UOE positively influence job satisfaction. Thus, those with high UOE will experience greater level of job satisfaction. Employees with high UOE are capable of utilizing their emotions for the sake of better performance (Wong & Law, 2002). This is indeed logical as those with high UOE are able to motivate themselves and to persevere despite any difficulties which allow them to perform well at work thus achieving high level of job satisfaction in return. This finding is in line with the studies previously done by Kafetsios and Zampetakis (2008) as well as Trivellas et al. (2013) in which they also found a significant relationship between UOE and job satisfaction.

5.1.8 The Relationship between ROE and Job Satisfaction

The result from the correlation analysis (Refer Table 4.21) revealed that H4d is accepted as a significant and positive relationship was found between ROE and job satisfaction ($p=0.000 < \alpha$, $R = 0.457$). This indicates that ROE positively influence job satisfaction. Thus, those with high ROE will experience greater level of job satisfaction. Employees with high ROE are capable of controlling their emotions in any situation or time (Wong & Law, 2002). As a result, they are often seen in a good mood even in stressful and challenging moments. Since they are not easily affected by negative emotions, they can focus on their job better and easily experience higher job satisfaction (Kafetsios & Zampetakis, 2008). This finding is consistent with previous study by Kafetsios and

Zampetakis (2008) in which they found a significant relationship between ROE and job satisfaction.

5.1.9 The Most Significant Predictor of Job Satisfaction

The Multiple Regression analysis (refer Table 4.22) revealed that ROE is the most significant predictor of job satisfaction as indicated by the highest value of Beta. ($b = 0.257$, $p < 0.05$). One possible reason for this is because majority of respondents are capable of controlling their emotions in the workplace. This finding is consistent with the study performed by Kafetsios and Zampetakis (2008) in which they found out that ROE is the most significant predictor of job satisfaction.

5.2 Implications of Study

First of all, the findings in this study allow the management of UUM to grasp on the importance of emotional intelligence and job satisfaction among their academicians especially since this study reveals a significant and positive relationship between the two variables. More importantly, the findings in this study also allow the management of UUM to focus their efforts on improving the state of emotional intelligence among their academicians in COB through OEA dimension since it is discovered that OEA dimension was not a significant predictor of job satisfaction.

In overall, the findings in this study can contribute more to the academic literatures with regards to emotional intelligence and job satisfaction in university setting especially since not many studies have been made on this subject matter. In other words, the findings in

this study will be beneficial to other researchers and students who are interested in pursuing this topic of study as a reference for their future studies.

5.3 Limitations of Study

Firstly, the limitation in this study is concerned with the respondents in which this study was performed on academicians from COB, UUM only while neglecting those academicians from other colleges in UUM. Secondly, this study only involved UUM while excluding other public and private universities in Malaysia. Thirdly, the sample size for this study is considered small (n=135) and therefore, this study could not be generalized to all academicians within Malaysian universities. Fourthly, this study is focused on one independent variable only instead of many. Finally, the job satisfaction items in this study are centered on teaching-related items only while neglecting other aspects that can influence job satisfaction as well.

5.4 Recommendations for Future Studies

First and foremost, future studies can be performed on both academicians and non-academicians in the university so that comparisons can be made between them in term of their emotional intelligence and job satisfaction level. Secondly, future studies should include few moderators such as stress and workload so that their effects on job satisfaction can be examined. Thirdly, future studies should cover all universities in Malaysia so that the sample size would be larger and the findings can be generalized. Finally, future studies should focus on other aspects of job satisfaction among academicians such as research-related items.

5.5 Conclusion

The result from this study reveals a significant and positive relationship between emotional intelligence and job satisfaction among academicians. The result from this study also reveals that the four dimensions of emotional intelligence (SEA, OEA, UOE & ROE) have a significant and positive relationship with job satisfaction in which ROE dimension emerges as the most significant predictor of job satisfaction. To conclude, the four emotional intelligence dimensions must be taken seriously by the management of universities so that the job satisfaction level among academicians can be further improved and resulted in overall good work performance by those academicians.

5.6 Chapter Conclusion

This chapter successfully provides discussions for each of the results produced in this study as well as few limitations and recommendations that are useful for future studies. This chapter successfully ends with a conclusion made by the researcher with regards to the topic of this study.

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