Chapter 3

Review of Literature

When psychologists started research on intelligence, they focused on non-emotional aspects such as thinking, cognition, intellect, memory and problem solving (Intelligence Quotient). However, there were researchers who recognized early on that, emotional aspects such as feelings, moods, and non-cognition were equally important (Emotional Quotient). The studies on Emotional intelligence have been conducted in the areas of business, civic administration and education, where it has been widely accepted as an indispensable force. The purpose of this section is to review those current studies that have yielded significant findings and have application to this study. The review of literature is being presented under these sections:

1. Emotional Intelligence
2. Job Satisfaction
3. Organizational Commitment
4. Emotional Intelligence and Job Satisfaction
5. Job Satisfaction and Organizational Commitment.
6. Emotional Intelligence and Organizational Commitment.
7. Emotional Intelligence, Job Satisfaction and Organizational Commitment.

Emotional Intelligence:

There has always been an Increasing interest of researchers and psychologist in the area of Emotional Intelligence within the Indian organization system which has been endorsed to the popularization of the construct of the Emotional Intelligence in the research area. The Emotional Development in the organizations assumes that, the emotional Intelligence is one of the traits
which are highly associated with Employee’s satisfaction with work and their commitment towards their organization. This is true because if employees are highly committed, they will have a strong sense of belongingness to the organization and is willing to apply their full potential and ultimately display greater organizational citizenship behavior. At workplace, Effective supervisors and managers expect to obtain high levels of performance from their employees which depend upon job satisfaction of employees. The Current economic trends have initiated a reduction in HR budget and a significant downsizing of staff across industries. Now the questions are, how will organizations retain a talent or skilled workforce without creating burnout for employees or losing their competitive advantage due to employee turnover? What practices are most important for motivating employees and effective leadership? Are there specific behaviors practiced by leaders which can increase coworker satisfaction and also strengthen commitment from employees? Emotional intelligence has been proved to be one of the most significant factors for effective leadership (Rosenthal, 1977). Those Managers who understand and utilize their emotional intelligence skills effectively and efficiently in the workplace are more prone to retain their staff, enjoy greater cooperation and commitment from them, and to experience increases in coworker performance and productivity.

Emotions at Workplace:

The environment of workplace is diversified. An organizational environment is filled with different kinds of people with different personality trait, psychology and behavior that come together and work for a common objective. Since it is rare that two people will have the same personality types, they will always have different methods, mind set, approach and mechanism to
resolve problems and finding different ways and methods to complete tasks or achieving goals. Whether workers express their feelings openly or keep to themselves, but their emotions have always an effect on job satisfaction and their commitment towards work and organization as well. If the emotions are positive or negative, it will affect how a person will perceive and describe their satisfaction with their job (Fisher 185). Further Schieman, McBrier and Van Gundy 138 argued and defended that emotions of workers will decide both they are likely to be more committed at the workplace or less committed, and this could change daily.

Sometimes, workers commitment while on the job can also be influenced by emotions; Which means, a worker could have other things running through their mind and might not be as focused as they should be. Even though some emotions affect their commitment in the workplace, it is their emotions that are caused by things outside the workplace which can affect their performance in the workplace. A worker could have carryover stressors that take place from issues and problems at home and those stressors are brought with them into the workplace. Some days employees might be angry because they have so many things to do and not have enough time to do it, or worried about something or someone. When employees do allow their emotions that provoke from home to affect them while they are at work, doesn’t necessarily mean that they aren’t going to work, it simply includes that they will not be as focused because it is affecting their work-role.

Definitions of Emotions:

Many authors view emotions as organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. Emotions typically arise in response to an event/situation, either internal or external, that has a positively or negatively valence meaning for the individual. Emotions can be
differentiated from the closely related concept of mood in that emotions are shorter and generally more intense.

**Definitions of Intelligence**

Authors have defined Intelligence differently in different epochs. Definitions have ranged from Pythagoras's none-too-helpful depiction of intelligence as "winds" to Descartes's definition that intelligence is the ability to judge true from false. Perhaps Wechsler has cited the most important definition in statement that "intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". Such a definition has the benefit of broadly encompassing what people think of as intelligence, as opposed to more restrictive definitions, such as those proposed by Terman and others (e.g., the ability to ‘carry on abstract thinking). It includes the broad areas historically designated as involving intelligence, such as the distinction among Abstract (Verbal), Mechanical (Visual/Spatial), and Social intelligences as well as those distinctions proposed by more contemporary theorists such as Gardner and Sternberg et al.

**Emotional Intelligence and Its Relationship to Other Intelligences:**

At the article's outset, we asked whether emotional intelligence was a contradiction in terms. Far from emotion being contradictory to intelligence, constructs such as emotional intelligence have played a part within the traditions of the intelligence field. Intelligence researchers have often examined people's specific intelligences within such sub areas as social behavior, and occasionally, emotions. Emotional intelligence and its relevance to various aspects of human endeavor has become subject matter of investigation in the last two decades. It has been postulated for instance, that if you want to get success in life, it will require more than innate intelligence or what is popularly called Intelligence Quotient (IQ) (Goleman, 1995). The
inquisitiveness to unravel what account for human performance apart from cognitive ability could be traced to 1920’s when Thorndike postulates the theory of social intelligence. Gardner (1983) further continued the study in this area and came up with the some inferences of multiple intelligences. He recognized that there are two types of social intelligences namely: intrapersonal and interpersonal intelligence.

Goleman, Boyatzis and Mckee (2002) reveal in his research that there are four clusters of emotional intelligence and their components as follows: The first cluster is self-awareness which itself has its three subcomponents. The first of these is emotional self awareness which is connected and associate with how to recognize our emotion and their effects. The next one is accurate self assessment which focuses on ability of a person for knowing one’s strengths and limits. The third is self-confidence that reflects to a strong sense of realizing one’s self-worth and capabilities. The second cluster is self-management. It includes many factors as adaptability, emotional self-control, initiative, achievement orientation, trustworthiness and optimism. These two clusters are concerned with personal competence. There is also social awareness cluster which comprises empathy, service orientation and organizational awareness. Empathy has to do with sensitivity to other people’s feeling and their concern. Service orientation implies identification of customers’ needs and satisfying them while organization awareness centers on perception of political relationship within the organization. The last but not the least is the relationship management cluster which consist of inspirational leadership, developing others, change catalyst, conflict management, influence teamwork and collaboration. Thus this model suggests that; emotional intelligence is a composition of personal and social competences. One of the important model proposed by Baron is also worthy of mentioning and review. Baron (2006) argued that emotional intelligence has emotional and social intelligence dimensions. This
model suggests that, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others, and relate with them and cope with daily demands. The emotional and social competencies, skills and facilitators referred to in the model are the five components and their related competencies. These components are: (a) the ability to recognize, understand and express emotion and feelings; (b) the ability to understand how others feel and relate with them; (c) the ability to manage and control emotions; (d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature, and (e) the ability to generate positive affect and be self-motivated. The author further suggests that, to be emotionally and socially intelligent, it includes the ability of an individual to effectively understand and express oneself, to understand and relate well with others and to successfully adjust and cope with daily demands, challenges and pressures.

Concept of Emotional Intelligence:

The concept of emotional intelligence has become a very hot topic of psychological research in recent years, especially in regards to how it affects today’s workforce. Businesses are essentially people, so anything that impacts the effectiveness of people’s minds also impacts the businesses they run or work for. In fact, many experts now believe that a person’s emotional intelligence quotient (EQ) may be more important than their IQ and is certainly a better predictor of success, quality of relationships, and overall happiness. It’s interesting to note how the concept of emotional intelligence has evolved over the years, from its inception as something called “social intelligence” all the way back in the 1930’s, to “emotional strength” in the mid-20th century, to its current terminology, “emotional intelligence.” But whatever we call it, emotional intelligence is, in layman’s terms, our level of ability to:
Recognize and understand our emotions and reactions (Self-awareness)

Manage, control, and adapt our emotions, mood, reactions, and responses (Self-Management)

Harness our emotions to motivate ourselves to take appropriate action, commit, follow-through, and work toward the achievement of our goals (Motivation)

Discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively (Empathy)

Build relationships, relate to others in social situations, lead, negotiate conflict, and work as part of a team (Social skills)

Perhaps it would be better to simplify the concept. Emotional intelligence increases when people commit themselves to building practical competencies in the context of everyday situations. Nothing can be more powerful than developing empathy skills during everyday interactions on the job. What does this have to do with running a business, managing a company and dealing with bottom-line performance issues? Obviously, if managers were to take the time to listen with empathy at everything that was said, nothing would get done. One cannot fall prey to being swept up into every person’s story. Managers and leaders must keep the focus and guide people to goal completion (Newsletter Date March, 2002).

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior.
Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.


Goleman and others have developed the concept of a testable EQ (emotional intelligence quotient) counterpart to the IQ (intelligence quotient). In contrast to the focus on academically-oriented skills, such as mathematical ability, that are evaluated in an IQ test, an EQ test focuses more on the individual's capacity to deal effectively with others. To that end, it evaluates traits and abilities such as self-awareness and empathy, which are sometimes referred to as soft skills.

Emotional Intelligence can be termed as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals." According to Goleman, the four major skills that make up emotional intelligence are:

- Self-Awareness
- Self-Management
• **Social Awareness**

• **Relationship Management.**

It is the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. We posit that life tasks such as those described by Cantor and her colleagues and constructive thinking termed by Epstein are laden with affective information, that this affective information must be processed (perhaps differently than the cognitive information), and that individuals may differ in the skill with which they do so. Emotional intelligence is also a part of Gardner's view of social intelligence, which he refers to as the personal intelligences. Like social intelligence, the personal intelligences (divided into inter- and intrapersonal intelligence) include knowledge about the self and about others. One aspect of the personal intelligence relates to feelings and is quite close to what we call emotional intelligence. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

**The Four Branches of Emotional Intelligence**

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.
• **Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

• **Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

• **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

• **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, “reflective regulation of emotion” (1997).

**Importance of Emotional Intelligence:**
There is only one area which a business—or any organization—needs to address if it wants to lift itself from averagely successful to excellent: emotional intelligence. Emotional intelligence at work is about how people and relationships function: Relationships between colleagues, between directors and staff; Relationships between the organization and its customers, stakeholders, suppliers, competitors, networking contacts etc. It is about leadership, teamwork, partnership and vision. Founded on excellent practice and understanding of communication, the emotionally intelligent business consistently excels in all these areas and has insight into how this happens.

An organization which is emotionally intelligent has staffed that is:

- Motivated, productive, efficient, aligned with the business, and committed;
- Effective, confident, likable, happy, and rewarded.

Emotional intelligence is applicable to every human interaction in business: from staff motivation to customer service, from brainstorming to company presentations. But the subject is far deeper and wider than these examples, and emotional intelligence must be able to understand and deal with:

- how we assess people
- how relationships develop
- how our beliefs generate our experience
- As well as resistance, power struggles, judgment, competition, vision, leadership, success, and much more.

Only in a business in which the staff is emotionally intelligent can they work together to maximum effectiveness. This can only increase the organization’s success, however measured.

Other Importance:
Physical Health – The ability to take care of our bodies and especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional intelligence. Only by being aware of our emotional state and our reactions to stress in our lives can we hope to manage stress and maintain good health.

Mental Well-Being – Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life.

Relationships – By better understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way. We are also better able to understand and relate to those with whom we are in relationships. Understanding the needs, feelings, and responses of those we care about leads to stronger and more fulfilling relationships.

Conflict Resolution – When we can discern people’s emotions and empathize with their perspective, it’s much easier to resolve conflicts or possibly avoid them before they start. We are also better at negotiation due to the very nature of our ability to understand the needs and desires of others. It’s easier to give people what they want if we can perceive what it is.

Success – Higher emotional intelligence helps us to be stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal. It also allows us to create better networks of support, overcome setbacks, and persevere with a more resilient outlook. Our ability to delay gratification and see the long-term directly affects our ability to succeed.

Leadership – The ability to understand what motivates others, relate in a positive manner, and to build stronger bonds with others in the workplace inevitably makes those with higher emotional
intelligence better leaders. An effective leader can recognize what the needs of his people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction. An emotionally savvy and intelligent leader is also able to build stronger teams by strategically utilizing the emotional diversity of their team members to benefit the team as a whole.

Emotional intelligence is still not completely understood, but what we do know is that emotions play a very critical role in the overall quality of our personal and professional lives, more critical even than our actual measure of brain intelligence. While tools and technology can help us to learn and master information, nothing can replace our ability to learn, manage, and master our emotions and the emotions of those around us.

**Emotional Intelligence in the Workplace**

Advanced emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace. Cherniss (2000) cited that there are four main reasons why the workplace would be a logical setting for evaluating and improving emotional intelligence competencies:

1. Emotional intelligence competencies are critical for success in most jobs.

2. Many adults enter the workforce without the competencies necessary to succeed or excel at their job.

3. Employers already have the established means and motivation for providing emotional intelligence training.

4. Most adults spend the majority of their waking hours at work.
Considerable research in the emotional intelligence field has focused on leadership, a fundamental workplace quality. Even before research in the area of E.I. had begun, the Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective (Fleishman and Harris, 1962). This result is not surprising given that many researchers have argued that effective leadership fundamentally depends upon the leader’s ability to solve the complex social problems which can arise in organizations (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). The cost-effectiveness of emotional intelligence in the workplace has been an area of interest. Several studies have reported the economic value of hiring staff based on emotional intelligence. In a report to Congress, the Government Accounting Office (1998) outlined the amount saved when the United States Air Force used Bar One’s Emotional Quotient Inventory (EQ-I) to select program recruiters. By selecting those individuals who scored highest in emotional intelligence as recruiters, they increased their ability to select successful recruiters by threefold and saved $3 million annually. A similar study by Boyatzis (1999) found that when partners in a multinational consulting firm were assessed on E.I. competencies, partners who scored above the median on nine or more competencies delivered $1.2 million more profit than did other partners (Stys and Brown, 2004).

Value of Emotional Intelligence in the Workplace:

The usefulness of emotional intelligence in the workplace cannot be over emphasized. To Goleman (1995), it is more important than IQ as it accounts for more than 80 percent of life success. Emotional intelligence has been related to leadership effectiveness (Goleman, Boyatzis and Mickee, 2002, Palmer, Walls, Burgess, and Stough, 2002), emotional labor (Prati, 2004), individual performance (Douglass, Frink, and Ferris, 2004), work attitudes and outcomes

Models of EI

Mayer and colleagues distinguish between (1) “mental ability models”, focusing on aptitude for processing affective information, and (2) “mixed models” that conceptualize EI as a diverse construct, including aspects of personality as well as the ability to perceive, assimilate, understand, and manage emotions. These “mixed models” include motivational factors and affective dispositions (e.g. self-concept, assertiveness, empathy; see Bar-On, 1997; Goleman, 1995). These conceptual disagreements are mirrored by a major disjunction in measurement paradigm. Those who conceptualizes EI as a fairly well-defined set of emotion processing skills (e.g. Mayer, Caruso, & Salovey, 1999, 2000) aims to assess EI through objective, performance tests. Conversely, those who view EI as encompassing multiple aspects of personal functioning (e.g. Bar-On, 1997; Boyatzis et al., 2000; Goleman, 1995) aims to measure EI through self-report protocols. By and large, these tests are designed to assess beliefs and perceptions about an individual’s competencies in specific domains (Salovey, Woolery, & Mayer, 2001).

There are some of the cardinal differences among mixed and ability models of EI along a number of dimensions, such as conceptual context, focus, dimensionality, measurement procedures, and their psychometric properties. The manifest differences, contained in this table, should alert the reader to a particularly problematic feature associated with current theories of EI—whatever is being measured within “mixed models”, it is unlikely the same type of EI as that assessed by “mental ability models”. We take up this notion still further in the passages that follow. A
number of problems and serious omissions currently plague the research on EI conducted under the “mixed-model” banner, which employs self-report methodologies (see Davies, Stankov, & Roberts, 1998; Matthews et al., 2002; Roberts, Zeidner, & Matthews, 2001). According to Barrett, Miguel, Tan, and Hurd (2001), self-report measures of ability suffer from low reliability, low or no criterion-related validity, limited construct validity, and are easily faked. It is also questionable whether items asking students to self-appraise intellectual ability (e.g. “I am an extremely intelligent student”) would make for a valid measure of any intelligence. Moreover, tests of EI that assess non-cognitive traits (e.g. assertiveness, optimism, impulse control) seem to be tapping dimensions of individual differences that relate to established personality constructs rather than to “intelligence” (Matthews et al., 2002).

In view of the foregoing problems associated with the use of self-report measures, Mayer, Salovey, and colleagues have advocated the development of objective, performance-based ability indicators of EI (see e.g. Mayer, Caruso et al., 1999, 2000; Mayer & Salovey, 1997; Mayer, Salovey et al., 2000a, 2000b). Consequently, task-based measures engage participants in exercises designed to assess abilities supporting emotionally intelligent behavior. The ability-based mode of assessment, and its underlying four-branch conceptual model of EI, has gained currency largely because it appears to be performance-oriented and empirically based. Unfortunately, there is considerable difficulty in determining objectively correct responses to stimuli involving emotional content, and in applying truly veridical criteria in scoring tasks of emotional ability (Roberts et al., 2001). Proponents of EI as a type of cognitive ability have promoted alternative scoring procedures in order to discriminate right from wrong answers on performance-based measures of EI (consensual, expert, target; see Mayer, Caruso et al., 2000). While still in their infancy and requiring stringent empirical studies to ascertain certain
shortcomings and alternatives the rather novel approach adopted to measurement in ability models, along with positive results to be discussed shortly, suggests that they may be the focus of research on EI for some time.
## Table 3

**Comparison of Mixed vs. Ability Models of Emotional Intelligence**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Model of Emotional Intelligence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Mixed Models</strong></td>
</tr>
<tr>
<td>Conception of EI</td>
<td>El viewed as a melange of competencies and general dispositions for adaptive personal functioning and coping with environmental demands. The construct encompasses multiple aspects of emotional and personal knowledge and personal functioning that are rather loosely related to emotion, including motivation, personality traits, temperament, character, and social skills</td>
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<tr>
<td>Psychological focus</td>
<td>Affective</td>
</tr>
<tr>
<td>Theoretical model</td>
<td>Personality/ psychological adjustment</td>
</tr>
<tr>
<td>Typical facets</td>
<td>Self-awareness, self-motivation, self-regulation, empathy, social skills, assertiveness, stress tolerance, impulse control, coping with stress, reality testing, social problem solving, etc.</td>
</tr>
<tr>
<td>Number of</td>
<td>Anywhere from 4 to 2 dozen abilities. These can be grouped into 4 core areas: self-awareness, self-regulation/management, social awareness, relationship management and social skills (Cherniss &amp; Goleman, 2001)</td>
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<tr>
<td>competencies</td>
<td></td>
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<tr>
<td>Morphological</td>
<td>Nonhierarchical—“oligarchic” organisation</td>
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<tr>
<td>structure</td>
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<td>Measurement</td>
<td>Quasi-personality (self-report, Likert-type scales)</td>
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<tr>
<td>approaches</td>
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<tr>
<td>Examples of scales</td>
<td>Bar-On’s EQ-i, Schutte’s EI scale, Boyatzis and Goleman’s Emotional Competence Inventory, Cooper’s EQ Map</td>
</tr>
<tr>
<td>Scoring of scales</td>
<td>No veridical scoring criteria. Scores obtained by linear sum of Likert-type scale response categories scored in direction of high EI</td>
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</tbody>
</table>
New studies in corporations that have adopted emotional intelligence training have shown that “EQ” can be learned and it is effective. “EQ” is twice as important as IQ and technical expertise combined, and is four times as important in terms of overall success1. In the workplace, success seems to hinge on our intelligence, logical capabilities, and job-related skills, rather than on anything we do with our emotions. New research in the 90s confirmed that there is an emotional brain: a place called the limbic system where our emotions originate. It is separated from the rational brain (the neo-cortex) but the two are connected and develop together. This means that our power to reason and our feelings are intended to be used together. Because of the brain’s design, all information goes into our emotional center first and then to our thinking center.
Emotions come before thought and behavior. What scientists discovered is that we need our emotions; our feelings fire up the motor in us that drives energy and creativity. If we block or ignore emotions in the workplace, we stifle motivation. As a result of these findings, it’s become important to understand what we’re feeling, what others are feeling, how to manage our own feelings and how to manage relationships with others. This is the core of Emotional Intelligence: a term used to describe the complex ability to regulate our impulses, empathize with others and be resilient in the face of difficulties. Therefore, emotional intelligence is an outcome of the amount of communication between the rational and emotional centers of the brain (Kavousy et al.). Few researchers argued and revealed that emotional intelligence, if learned, understood and used can be very helpful to both personal and interpersonal realms within the tourism sector, in particular to the hospitality industries, emotional intelligence can be valuably applied to hotel business in improving performances at the workplace. (Alessandro Cavelzani, Mark Esposito and Marco Villamira).

One of the Researchers in his study investigated that there is a relationship between Intelligence in Behavior in Organizations by focusing on the general intelligence construct Daniel J. Syvantek (2002). Gardener (1983, 1999) and Stenberg (2002) studied and found that emotional Intelligence is one of the specific intelligenes on which the conceptualizations of Intelligence which is based upon adaptive mechanism for Individuals residing within organizations. There has been revealed that morale and emotional behavior of a manager has a great impact on organizational climate. Nona Momeni (2009) found that emotional intelligence's factors, social awareness and self awareness have a high impact on organizational climate. Some of the studies published that there is a strong linkage between organizational culture as moderator of strategic management and communication effectiveness and emotional
intelligence in educational administrations Hassan Jorfi and Hassan jorfi. There is also published evidence indicates that those Employees with low emotional intelligence will experience more negative emotional reactions to job insecurity than those with higher emotional intelligence which results less commitment and increased stress and ultimately affect individual performance. Peter i. Jordan and Neal m. Ashkanasy and charmine e. J. Hartel. One of the important studies reveals that emotional intelligence is an increasingly popular consulting tool which increases performance and productivity LAURA THI LAM and SUSAN L. KIRBY. The leader emotional intelligence and psychological climate are the two important constructs for any organization which are significantly positively correlated C. Klem and A.F. Schlechter (2008). D.A. Adeyemo, (2008) conducted study and investigated that there is relationship between demographic variables and emotional intelligence among workers. In the study, it was found that gender and working experience have significant predictive effects on emotional intelligence. There was also significant difference in the emotional intelligence based on gender. The direction of difference was in favor of female. Rebecca Abraham, (2000) conducted and studied the significant impact of Job Control on Emotional Intelligence. One of the group of researchers Belal A. Kaifi and Selaiman A. Noori (2010) studied on middle managers found that female middle managers have higher emotional intelligence skills when compared to male middle managers, and that those who have more managerial experience have had more time to enhance their emotional intelligence skills. It was investigated that majority of the managers are emotionally intelligent. However, they have moderate knowledge on the concept of emotional intelligence. It was also indicated that the level of Emotional intelligence has been changed according to the gender, age, educational level and working experience of the managers (U.W.M.R. Sampath Kappagoda). One of the studies about the EQ concept argues that IQ, or
conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements (Kamran Nazari, Mostafa Emami 2012). Female middle managers have higher emotional intelligence skills when compared to male middle managers, and that those who have more managerial experience have had more time to enhance their emotional intelligence skills (Belal A. Kaifi, Selaiman A. Noori, 2010). One of the studies revealed the relationship between components of emotional intelligence. The results found that Self awareness is positively associated with self regulation, empathy and social skills; Self regulation is positively associated with empathy and social skills; empathy and social skills are positively associated with motivation; which in turn positively associated with problem solving strategy and negatively associated with bargaining strategy (M. Afzalur Rahim, 2002). Previous research suggests that the overwhelming significance of high satisfaction and commitment among employees — both with their job and organization — toward improved performance, increased motivation among employees, and reduced absenteeism and turnover in the organization (Kerry S. Webb 1997). Emotional intelligence has direct impact on job performance. This study revealed that emotional intelligence contributes directly by the way of social awareness, self management, relationship management and self awareness (Rakesh Kumar, 2010). The author illustrates that there is relationship between Emotional Intelligence and leadership success (Gowing, O’Leary, Brienza, Cavallo & Crain, 2006). A study have also focused that participants in the betrayal group experienced more intense feelings governed by negative emotions than participants in the control group did. Moreover, participants in the betrayal group significantly lowered their trusts in another stranger (Wing Shing, Lee Marcus, and Selart). Emotional intelligence has a
significant effect on collaborative behaviors at work, and collaborative behaviors directly affect
the inspirational side of leadership performance (Laura Guillem 2011). It has been highlighted
that there is a directionally positive relationship between emotional intelligence and the tendency
to admittance of expert and referent power. Moreover, there is a reverse relationship between
emotional intelligence and the tendency to admittance of coercive power, legitimate power and
reward power (Meysam Doaei, Masoud Alizadeh, Hanieh Shalchian Tabrizi, 2010). High EI
people (comparatively to low EI people) are likely to benefit from several strategic behaviors in
organizations (Martin Kilduff, Dan S Chiaburu, Jochen I. Menges, 2012). The A group of
researchers conducted a study on entrepreneurs and found that emotionally intelligent
entrepreneurs are more likely to judge their entrepreneurial success. The following criteria were
used for the research: employee satisfaction, social responsibility, personal satisfaction, customer
satisfaction and business performance (Haibo Zhou, Isabel Estrada, and Ana Bojica). It has
been found that the results do not support the hypotheses that EI has an impact on the
perceptions at the beginning of a relationship. However, they support the hypothesis that
additional information is significant in forming the perceptions of ability and integrity but not of
benevolence (Wing Shing, Lee Marcus, and Selart). The results revealed a moderately high
correlation between emotional intelligence and organizational citizenship behavior. It was also
established that employees’ job performance can be predicted significantly based upon their
emotional intelligence scores (Amjad Ali Chaudhry and Abid Usman 2011). Overall, our
finding has incremental contribution to the EI and work attitudes literatures by demonstrating
that SJE plays an important role in understanding the EI–work attitudes relationship (Daejeong
Muhammad Imran Malik, 2012 revealed in a study that there is no link between emotional
intelligence with academic performance of students, while a positive relationship was found between emotional intelligence and age of the students. Emotional Intelligence had a significant positive relationship with Organizational Citizenship Behavior. The study recommended that Emotional Intelligence of the managers should be enhanced to improve the Organizational Citizenship Behavior of the non-managerial employees (U.W.M.R. Sampath Kappagoda).

**Job Satisfaction:**

*Job satisfaction* describes how content an individual is with his or her job. It is true that the happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation or aptitude, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work position. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. It refers to a collection of attitudes, which workers know about their jobs. There are a variety of factors that influence person’s job satisfaction; some of these factors include the pay level and other compensations, the perceived impartiality of the promotion system within a company, the quality of the working condition, leaders and sociable relationships and the job itself
Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction), or cognitions about the job (cognitive job satisfaction).

**Definitions of Job Satisfaction:**

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners.

One of the most widely used definitions in organizational research is that of *Locke (1976)*, who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". A more recent definition of the concept of job satisfaction is from *Hulin and Judge (2003)*, who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their job. Hence, affective job satisfaction for individuals reflects the
degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job. Cognitive job satisfaction can be one-dimensional if it comprises evaluation of just one facet of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

**Factors Influencing Job Satisfaction:**

There are a variety of factors that can influence a person’s level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). The happier people are within their job, the more satisfied they are said to be. The concept of job satisfaction has gained importance ever since the human relations approach has become popular. Job satisfaction involves complex number of variables, conditions, feelings and behavioral tendencies. Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the
global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision).

Employees tend to prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom, and feedback on how well they are doing. Jobs that have too little challenge create boredom, but too much challenge creates frustration and a feeling of failure. Under conditions of moderate challenge, most employees will experience pleasure and satisfaction (Katzell, Thompson, and Guzzo, 1992). Employees want a fair unambiguous pay system and promotion policies. Satisfaction is not linked to the absolute amount one is paid; rather, it is the perception of fairness. Similarly, employees seek fair promotion policies and practices. Promotion provides opportunities for personal growth, more responsibilities, and increased social status. Individuals who perceive that promotion decisions are made in a fair and just manner are likely to experience satisfaction from their jobs (Witt and Nye, 1992). The matching of job requirement with personality characteristics is best articulated in Holland’s (1985) personality-fit theory. Holland presents six personality types. These are realistic, investigative, social, conventional, enterprising, and artistic. He proposes that satisfaction and the propensity to leave a job depends on the degree to which individuals successfully match their personalities to an occupational environment. Studies to replicate Holland’s conclusions have been supported by many researchers (for example, Feldman and Arnold, 1985).

A strong indication that overall satisfaction ratings are inflated is that people typically report much lower satisfaction levels for specific aspects of the job. For instance, only 54 percent of
American workers believe that they are paid fairly, 46 percent say their company promotes fairly, and 41 percent claim that senior management truly cares about them. Satisfaction with coworkers seems to be one of the few ratings that come close to overall job satisfaction (84 percent) (Moore, 1997; Baker, 1997). Sinha (1958) studied the job satisfaction prevalent in Indian offices and manual workers, and analyzed the causative impacts on satisfaction and dissatisfaction. ‘Interesting work’, ‘social status’, and ‘boss’ were found as crucial factors contributing to satisfaction whereas inadequate salary and lack of security were regarded as important factors causing dissatisfaction. Clerical employees were found to be lower in their satisfaction, indicating a reverse tendency to what is usually observed, that is, increase in satisfaction with occupational level. Employees, who find themselves unable to adjust between work and family, generally seem to be less satisfied with their jobs as well as their life (Perrewe, Hochwarther, and Kiewitz, 1999) Fair promotional policies in any organization become their foundation of growth. When an employee gets fair promotion, which is generally based on his true assessment, he gets a type of recognition, and hence, increases his job-satisfaction. Kalleberg and Mastekaasa (2001) examined the impact of intra organizational (resignations and layoffs) and inter organizational (promotions and downward commitment) job mobility on changes in job satisfaction and organizational commitment. They found that promotions increase employee’s perceptions of the quality of their job and thereby enhance both their satisfaction and commitment. Resignations increase job satisfaction, whereas layoffs have no effect on satisfaction.

Some general factors are:

Environmental factors:
Communication overload and under load

One of the most important aspects of an individual’s work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to “the rate and complexity of communication inputs an individual must process in a particular time frame.” Individuals in an organization can experience communication over-load and communication under-load which can affect their level of job satisfaction. Communication overload can occur when “an individual receives too many messages in a short period of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process.” Due to this process, “given an individual’s style of work and motivation to complete a task, when more inputs exist than outputs, the individual perceives a condition of overload which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when messages or inputs are sent below the individual’s ability to process them.” According to the ideas of communication over-load and under-load, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which leads to a low level of job satisfaction.

Superior-Subordinate Communication

Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinates perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression, and body movement is crucial to the superior-subordinate relationship
Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence, and emotional. Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The manner in which supervisors communicate with their subordinates non-verbally may be more important than the verbal content. Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work whereas individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment. A supervisor who uses nonverbal immediacy, friendliness, and open communication lines is more likely to receive positive feedback and high job satisfaction from a subordinate. Conversely, a supervisor who is antisocial, unfriendly, and unwilling to communicate will naturally receive negative feedback and create low job satisfaction in their subordinates in the workplace.

**Strategic Employee Recognition**

A Watson Wyatt Worldwide study identified a positive outcome between a collegial and flexible work environment and an increase in shareholder value. Suggesting that employee satisfaction is directly related to financial gain, Over 40 percent of the companies listed in the top 100 of Fortune magazines, “America’s Best Companies to Work For” also appear on the Fortune 500. It is possible that successful workers enjoy working at successful companies, however, the Watson Wyatt Worldwide Human Capital Index study claims that effective human resources practices, such as employee recognition programs, lead to positive financial outcomes more often than positive financial outcomes lead to good practices.
Employee recognition is not only about gifts and points. It's about changing the corporate culture in order to meet goals and initiatives and most importantly to connect employees to the company's core values and beliefs. Strategic employee recognition is seen as the most important program not only to improve employee retention and motivation but also to positively influence the financial situation. The difference between the traditional approach (gifts and points) and strategic recognition is the ability to serve as a serious business influencer that can advance a company’s strategic objectives in a measurable way. "The vast majority of companies want to be innovative, coming up with new products, business models and better ways of doing things. However, innovation is not so easy to achieve. A CEO cannot just order it, and so it will be. You have to carefully manage an organization so that, over time, innovations will emerge."

**Individual Factors**

**Emotions**

Mood and emotions at work are related to job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause.

Some research suggests moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction.

Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced.
Emotion work (or emotion management) refers to various types of efforts to manage emotional states and displays. Emotion management includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional work emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional work are not uniformly negative.

It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction.

The understanding of how emotion regulation relates to job satisfaction concerns two models:

**Emotional Dissonance**: Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment, and low job satisfaction.

**Social Interaction Model**: Taking the social interaction perspective, workers’ emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: The accumulation of favorable responses to displays of pleasant emotions might positively affect job satisfaction.

**Genetics**

It has been well documented that genetics influence a variety of individual differences.[Some research suggests genetics also play a role in the intrinsic, direct experiences of job satisfaction
like challenge or achievement (as opposed to extrinsic, environmental factors like working conditions). One experiment used sets of monozygotic twins, reared apart, to test for the existence of genetic influence on job satisfaction. While the results indicate the majority of the variance in job satisfaction was due to environmental factors (70%), genetic influence is still a minor factor. Genetic heritability was also suggested for several of the job characteristics measured in the experiment, such as complexity level, motor skill requirements, and physical demands.

**Personality**

Some research suggests an association between personality and job satisfaction. Specifically, this research describes the role of negative affectivity and positive affectivity. Negative affectivity is related strongly to the personality trait of neuroticism. Individuals high in negative affectivity are more prone to experience less job satisfaction. Positive affectivity is related strongly to the personality trait of extraversion. Those high in positive affectivity are more prone to be satisfied in most dimensions of their life, including their job. Differences in affectivity likely impact how individuals will perceive objective job circumstances like pay and working conditions, thus affecting their satisfaction in that job.

There are two personality factors related to job satisfaction, alienation and locus of control. Employees who have an internal locus of control and feel less alienated are more likely to experience job satisfaction, job involvement and organizational commitment. A meta-analysis of 187 studies of job satisfaction concluded that high satisfaction was positively associated with internal locus of control. The study also showed characteristics like high Machiavellianism,
narcissism, trait anger, type A personality dimensions of achievement striving and impatience/irritability, are also related to job satisfaction.

**Psychological well-being**

Psychological well-being (PWB) is defined as “the overall effectiveness of an individual’s psychological functioning” as related to primary facets of one’s life: work, family, community, etc. There are three defining characteristics of PWB. First, it is a phenomenological event, meaning that people are happy when they subjectively believe themselves to be so. Second, well-being involves some emotional conditions. Particularly, psychologically well people are more prone to experience positive emotions and less prone to experience negative emotions. Third, well-being refers to one’s life as a whole. It is a global evaluation. PWB is primarily measured using the eight-item Index of Psychological Well-Being developed by Berkman (IPWB). IPWB asks respondents to reply to a series a questions on how often they felt “pleased about accomplishing something,” “bored,” “depressed or unhappy,” etc.

PWB in the workplace plays an important role in determining job satisfaction and has attracted much research attention in recent years. These studies have focused on the effects of PWB on job satisfaction as well as job performance. One study noted that because job satisfaction is specific to one’s job, the research that examined job satisfaction had not taken into account aspects of one’s life external to the job. Prior studies had focused only on the work environment as the main determinant of job satisfaction. Ultimately, to better understand job satisfaction (and its close relative, job performance), it is important to take into account an individual’s PWB.
Determinants of Job Satisfaction in the Workplace:

A 2012 survey found that only 19% of individuals surveyed felt real satisfaction within their jobs, while almost two-thirds labeled their disposition about their jobs as unhappy. This type of response spurs business leaders to strive for job satisfaction among their employees. In examining the various approaches, it becomes clear that a higher satisfaction level is an entirely obtainable goal.

Employee Satisfaction Determinants

Employee satisfaction, also referred to as company or staff morale, is an employee’s overall attitude in regards to his or her place of employment. In order to promote a happier work environment and a high retention rate, managers must carefully consider the determinants of job satisfaction to adjust work environments and planning accordingly. In a 2012 Society for Human Resource Management survey, it was revealed that employees deem the following factors of the most importance in determining job satisfaction:

Opportunities to use Skills and Abilities: Employees like to feel that their talents are being appreciated, and working endlessly or performing the same tasks can start to wear on their emotional state. It is important for leaders within organizations to recognize existing talent and engage the employee in making the most of his or her abilities.

Job Security: As of January 2013, the unemployment rate was 7.9 percent, only a short drop from the 8.3 percent it was in January of 2012. Since the recession, employees realize the uncertainty of the job market and how easy it is to fall into the unemployment pool. For this reason, job security is the second most critical factor in determining job satisfaction.
**Compensation/Pay:** A nice compensation package can be a wonderful draw when recruiting and hiring, but once an employee has signed on with an organization, they need to feel as though their efforts are being appreciated. Raises and bonuses are powerful incentives for employees to push harder towards success, and rewarding them monetarily shows that their hard work has not gone unnoticed. A healthy compensation plan with room for bonuses and raises when appropriate can boost an employee’s job satisfaction and raise the retention rate of an organization.

**Communication between Employees and Senior Management:** Working in an environment where communication is impossible leads to dissatisfaction and often times results in resentment on the part of the employee. Open lines of communication between management and employees instill a trust and equality that boosts company morale. Regular staff meetings and open-door policies reiterate the importance of each employee and promotes the notion that everyone’s opinion should be heard.

**Relationship with Immediate Supervisor:** The fifth highest reported contribution to an employee’s job satisfaction is the quality of the relationship with an immediate supervisor. Stressful work conditions and long hours can be manageable if work relationships are friendly and everyone feels respected. Personalities are not always going to mesh harmoniously, but while at work it is critical to keep interactions between employees and supervisors pleasant and respectful. Regular one-on-one meetings and completely open lines of communication can be most effective in establishing a respect between employees and their immediate supervisors.

Rapid changes in technology, globalization and conducted to find the antecedents of employee changing customer’s demands for better quality not only satisfaction that lead towards the loyalty have revolutionized the organizations but also have However, little attention has been
paid in investigating created intense competition among them. In order to the relationship between compensation, appraisal survives in this global competition, creation of satisfied system, employee empowerment, employee satisfaction and loyal work force is vital for all organizations including manufacturing industry.

In order to run an organization most efficiently, employees must feel a sense of satisfaction within their jobs. Managers should strive to recognize each employee for the talents and contributions they are able to bring to the job and reward them accordingly. Effective communication and job security play an imperative part in employees knowing they are respected and appreciated, which leads to an overall more successful business.

Job satisfaction has always been a great deal of research interest, because it is viewed as important in its own right and association with other important outcomes. Although there has been multiplicity of studies in the area of job satisfaction, starting with the pioneering work by Hoppock (1935), there is yet to emerge a universally acceptable definition of job satisfaction. Most researchers conceptualize it as individual’s cognitive, affective and evaluative reactions towards their jobs. Henne and Locke (1985) studied and found that, job satisfaction is an emotional response to a value judgment by an individual worker. If his job values are perceived as being fulfilled, he will experience the pleasurable emotions of satisfaction; if they are perceived as being frustrated, he will experience the unpleasurable emotion of dissatisfaction. However it was also indicated that the intensity of these emotional reactions will depend on the importance of the values whose fulfillment is being facilitated or frustrated by the work experience. Olsen (1993) further continued the study and supported the above idea and defines job satisfaction as the positive emotional response to a job situation resulting from attaining what the employee wants and value from the job. Some researchers define job satisfaction in terms of
feelings, attitudes and beliefs. Robbins (2000) defines job satisfaction as an individual’s general attitudes to his or her job. A person with high job satisfaction holds positive attitudes towards the job and one who is dissatisfied with, has negative attitudes toward it. George and Jones (1996) supported and define it as “the collection of feeling and beliefs that people have about their current jobs. Ivancevich and Mattson (1985) reveal that job satisfaction as an attitude that individuals have towards their jobs which stems from their perception of their jobs. It was highlighted that Employee satisfaction is the factor that gives an understanding about the thinking and the emotions related to their workplace and job. Moreover, it refers to the function, in which employee needs relating to job are satisfied. Similarly, Spreitzer, Kizilos and Nason define employee satisfaction as the feeling of the employee related to the job, or set of attitudes related to numerous aspect of job. Moreover, Locke study portrays the employee satisfaction as resources, opportunity and motivation, as well as positive emotion or pleasurable state that results from evaluation of one’s job. Furthermore, study of Rice, MacDuffie depicts that “satisfaction is determined, in part, by the discrepancies resulting from a psychological comparison process involving the appraisal of current job experiences against some personal standards of comparison”.

Locke, (1976) investigated that Job satisfaction has been defined as the “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. Similarly job satisfaction is one of the most enduring yet elusive constructs used in the study of industrial relations Locke, (1976) and Yuzuk, (1961). Cherniss & Kane, (1987), Bell & Weaver, Hatkman & Oldham, (1975) derived the Characteristics of the job such as pay, promotion, supervision, working conditions and relationships with co-workers have been shown to be components of job satisfaction. Price, (1997) concluded that Job satisfaction is one of the most
heavily researched employee attitudes over the last 50 years. One of the studies by researchers have measured and reported job satisfaction as a ‘global’ measure, as well as by focusing on several constituents, or facets, of job satisfaction. Muhammad Fawad Hanif & Dr. Yasir Kamal, (2009) endeavors to study the various factors of job satisfaction among different commercial bankers in Pakistan. The study investigated that pay has been considered as the major factor for job satisfaction however other related factors like promotion, recognition, job involvement and commitment are also taken into account. A study portrays that Job satisfaction is an attitude of an employee over a period of his job so the factors of satisfaction and dissatisfaction changes over the period. It is a relative term and is nowadays used as a key factor to measure the performance of a particular employee and organization. If the employees are satisfied they are more likely to be friendly and responsive which attracts customers. On the other hand, dissatisfied employees can lead to customer dissatisfaction. It is an affective reaction to a job which results from the person’s comparison of actual outcomes with those that are desired, anticipated, or deserved (Opkara, 2002). Job satisfaction is one of the most lasting yet elusive constructs used in the study of industrial relations (Locke, 1976; Yuzuk, 1961). For years researchers have attempted to define and measure the concept of job satisfaction; however, the scales developed to date could be improved. In particular, there is a need for a valid and reliable scale that is short and easily administered in the workplace. Furthermore, the scale should be relevant to a wide variety of occupations’ key advantage of a scale, applicable to almost any job, is that norms can be developed that will allow individuals to assess how satisfied they are in relation to others, and employers to determine the relative satisfaction of their employees. The value of a job satisfaction scale cannot be understated due to its high correlations with important job outcomes. Job-related outcomes such as job involvement (Elloy & Terpening, 1992), stress
(Ramanathanl, 9 9l), turnover (Gregson, 1 990; Steers& Stone, 1988) and employee attendance (S teers & Stone, 1988) have been associated with satisfaction. A study found that age and job status also are positively correlated with job satisfaction in some studies (Fournet, Distefano & Pryer, 1966; Rhodes, 1983). These results may be somewhat confounded by the tendency of older workers to move into higher status jobs. A research found that there is a positive relationship between job satisfaction and job performance of university teachers in EUSL as expected, and no meaningful relationship of organizational commitment to job performance (Samithamby Senthilnathan, 1998). One of the researches indicates that both gender and generation are significant in response patterns regarding attitudes toward work. Generational differences also are significant in response patterns relating the results of working hard to performance, productivity, and doing the job well. The analysis states the positive relationship between attitude toward work and the level of job satisfaction. Part 3 focuses on the relationship between job satisfaction and performance (Susan J. Linz, 2002). In a study, the managerial employees showed strong motivation for influence and influence-backed motivation for personal achievement, the workers showed strong motivation for social achievement backed by need for personal achievement. The researcher feels that the patterns discerned in the analysis are likely to create interpersonal problems and conflicts, and would come in the way of workers' participation in management (Prayag Mehta 1977).

Organizational Commitment

Organizational Commitment in the field of Organizational Behavior and Industrial/Organizational Psychology is, in a general sense, the employee's psychological attachment to the organization. It can be contrasted with other work-related attitudes, such as job satisfaction, defined as an employee's feelings about their job, and organizational identification,
defined as the degree to which an employee experiences a 'sense of oneness' with their organization. In general, employee loyalty can be defined as a psychological attachment or commitment to the organization and develops as a result of increase satisfaction. Satisfaction results from a process of internal evaluation, and if an employee’s expectation level is met or exceeded, then satisfaction grows. Employee loyalty then develops into a generalized emotional attitude towards the organization. In other words, the more satisfied an employee is regarding his or her working environment, the more likely that he or she will develop a sense of commitment towards the organization in general. Employee attitudes towards the organization then give rise to the behavioral component of loyalty. An employee who has developed affection to the organization is more likely to demonstrate loyal behaviors and work towards the overall goals of the organization, such as improved productivity, greater efficiency, and a high-quality service orientation to customers. Both the attitudinal and behavioral components of employee loyalty can be measured by aggregating four indicators into a single metric that can be monitored over time using the Satmetrix Systems’ Employee Loyalty Index. These indicators include overall satisfaction with manager, deserves my loyalty, likelihood to continue working at organization and likelihood to provide referrals for organization. The first two indicators measure the attitudinal component of employee loyalty and others measure the behavioral component of employee loyalty.

**HRM Policies & Employee Commitment:**

The basis behind many of these studies was to find ways to improve how workers feel about their jobs so that these workers would become more committed to their organizations. Organizational commitment predicts work variables such as turnover, organizational citizenship behavior, and job performance. Some of the factors such as role stress, empowerment, job
insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment. Beyond this general sense, organizational scientists have developed many nuanced definitions of organizational commitment, and numerous scales to measure them. Exemplary of this work is Meyer & Allen's model of commitment, which was developed to integrate numerous definitions of commitment that had proliferated in the literature.

**Model of Commitment**

According to Meyer and Allen's (1991) three-component model of commitment, prior research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization:

**Affective Commitment**

AC is defined as the employee's positive emotional attachment to the organization. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". In developing this concept, Meyer and Allen drew largely on Mowday, Porter, and Steers's (1982) concept of commitment, which in turn drew on earlier work by Kanter (1968).

**Continuance Commitment**

The individual commits to the organization because he/she perceives high costs of losing organizational membership (cf. Becker's 1960 "side bet theory" including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to".

**Normative Commitment**
The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to".

Other Factors that Impact Job Commitment:

Role Stress

Dysfunctions in role performance have been associated with a large number of consequences, almost always negative, which affect the well being of workers and functioning of organizations. An individual's experience of receiving incompatible or conflicting requests (role conflict) and/or the lack of enough information to carry out his/her job (role ambiguity) are causes of role stress. Role ambiguity and conflict decrease worker's performance and are positively related to the probability of the workers leaving the organization. Role conflict and ambiguity have been proposed as determining factors of workers' job satisfaction and organizational commitment.

Empowerment

Empowerment in the workplace has had several different definitions over the years. It has been considered 'energizing followers through leadership, enhancing self efficacy by reducing powerlessness and increasing intrinsic task motivation.' A psychological view of empowerment describes it as 'a process of intrinsic motivation, perceived control, competence, and energizing towards achieving goals.' There are two prominent concepts of empowerment. The first is
Structural Empowerment which comes from the Organizational/Management Theory and is described as the ability to get things done and to mobilize resources. The second is Psychological Empowerment which comes from Social Psychological models and is described as psychological perceptions/attitudes of employees about their work and their organizational roles. A study done by Ahmad et al. found support for the relationship between empowerment and job satisfaction and job commitment. The study looked at nurses working in England and nurses working in Malaysia. Taking cultural context into consideration, the study still showed a positive correlation between empowerment and job satisfaction/commitment.

**Job Insecurity and Employability**

In a study conducted by De Cuyper research found that workers who were on fixed-term contracts or considered "temporary workers" reported higher levels of job insecurity than permanent workers. Job insecurity was found to negatively correlate with job satisfaction and affective organizational commitment in permanent workers. The study also found that job satisfaction and organizational commitment were highly correlated with being a permanent worker.

**Distribution of Leadership**

A study conducted by Hulpia et al. focused on the impact of the distribution of leadership and leadership support among teachers and how that affected job satisfaction and commitment. The study found that there was a strong relationship between organizational commitment and the cohesion of the leadership team and the amount of leadership support. Previously held beliefs about job satisfaction and commitment among teachers were that they were negatively correlated with absenteeism and turnover and positively correlated with job effort and job performance. This study examined how one leader (usually a principal) effected the job satisfaction and
commitment of teachers. The study found that when leadership was distributed by the 'leader' out to the teachers as well workers reported higher job satisfaction and organizational commitment than when most of the leadership fell to one person. Even when it was only the perception of distributed leadership roles workers still reported high levels of job satisfaction/commitment.

Ranya Nehmeh (2009) investigated in his study that the more committed the employee in any organization will apply the greater efforts in the performance of tasks. It was also revealed that the level of organizational commitment and job tenure are positively related with each other, which ensures a return on the investment in careful selection, training and development. A study reveals the employee perceptions of development-oriented, stability-oriented, and reward-oriented human resource management (HR) practices affects the likelihood of affective and continuance commitment profile membership. The HR practices in any organization must be strategically used to help and shape the nature of overall employee commitment

Ian R. Gellatly, Karen H. Huntera, Luanne G. Curriea and P. Gregory Irvingb 2009. Social interaction enables organizations to increase in commitment to the organization, job satisfaction and a decrease in newcomers’ intent to leave the hotel profession. The employee turnover intent is greatly influenced by his/her commitment to the organization. And that can be reinforced by providing job satisfaction

Jen-Te Yang (2008). There is a relationship between leadership style, total quality management and organizational commitment, as well as the strength of their manifest indicator. The importance of total quality management implementation followed by continuous improvement, top management role, customer focus and teamwork; and effort commitment is the most factors of organizational commitment

Wen-Hai Chih and Yu-An Lin (2009). Allen and Meyer, (1990) developed the scale to measure the organizational commitment. The scale portrays the three dimensions: The affective dimension refers to
employees’: emotional attachment to; identification with; and involvement in, the organization. The continuance dimension refers to commitment based on the costs that employees associate with leaving the organization. Third, the normative dimension refers to employees’ feelings of obligation to remain with the organization. Allen & Meyer, (1990) studied that Employee commitment indicates the sense of loyalty and obligation the employee holds toward the organization. Ellemers, de Gilder & Van den Heuvel, (1999) reported in his study that Organizational commitment helps to motivate individuals to pursue collective goals rather than individual outcomes. Samuel O. Salami investigated the relationships of demographic factors (age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers. The findings showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers. (Iles et al., 1990; Iverson and Buttigieg, 1999; Meyer and Smith, 2000; and Gould-Williams, 2004) have stressed the benefits to organizations of a loyal and committed workforce and the central role HRM practices may play in creating and maintaining commitment. According to Meyer and Smith (2000) unless employees believe they have been treated fairly, they will not be committed to the organization. Oglivie, 1986; and Meyer and Smith, (2000) showed that organizational commitment is more strongly influenced by employees' perceptions of HRM practices such as fairness of promotion practices than by task or role variables. Results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers. Findings in a study suggest the need for organizational managements and psychologists to consider the factors investigated
when designing program for increasing the organizational commitment of the workers (Samuel O. Salami, 2008). The results in one of the studies suggest that attitudinal similarity is a more critical factor than demographic similarity in enhancing mentoring-driven affective commitment among black managers. In addition, the research further reveals that in certain circumstances demographic similarity can actually have an adverse impact on the career benefits realized from mentoring relationships (Brian P. Brown, Alex R. Zablah, Danny N. Bellenger 2008). One of the articles draws on the findings of a recent large-scale survey in Greece, in order to establish and discuss the significance of fringe benefits to both employees and employers and explore their link with organizational commitment (ELEANNA GALANAKI). There is a strong chain of inference from managers’ decision-making processes to perceived fairness to trust to organizational commitment. If managers want employees to commit them to their employer, they must act and communicate ethically and earn their trust (Paul R. Jackson, 2004).

It was examined and conceptualized that Perceived organizational support had a significant positive effect on job satisfaction, affective, normative and continuous commitment. Job satisfaction had a significant positive effect on affective, normative and continuous commitment as well. Besides this, job satisfaction played a partial mediating role between perceived organizational support and dimensions of organizational commitment (U Colakoqlu, O. Culha, H. Atay, 2010). Zahra Alizadeh, Shataw darvishi Kamran Nazari, Mostafa Emami, 2012 examined the antecedents of OCB from comprehensive perspective, which include role clarity, leadership, organizational commitment, organizational justice and individual traits. The impact of these antecedents is correlated with five organizational performance parameters namely reduced turnover, reduced absenteeism, employee satisfaction and loyalty, consumer satisfaction and consumer loyalty. Najeemah M. Yusof, 2012 conceptualized that level of school climate
openness and overall teachers’ commitment of the selected 5 primary school is high. As for correlation between school climate dimensions, it was found that there is a positive correlation with teachers’ commitment. The regression test analyzed that only professional teacher behavior made a significant contribution to teachers’ commitment. There is a positive relationship between Organizational Commitment and Professional Commitment (Kamran Nazari & Mostafa Emami, 2012).

**Emotional Intelligence and Job Satisfaction:**

It is generally considered that employees with higher emotional intelligence will have higher job satisfaction. This is because the employees with higher emotional intelligence are able to develop strategies to overcome the possible consequences which may arise out of stress whereas those with less emotional intelligence won’t be in a position to overcome the stress situations. In addition, in a group setting employees with higher EI will be able to influence the emotions of others in such a manner that, they will be able to boost their own as well as their coworkers’ morale.

Chiva Recardo, Alegre Joaquin (2008) investigated the relationship between emotional intelligence (EI) and job satisfaction, by taking into consideration organizational learning capability (OLC). The authors proposed that OLC plays a significant role in determining the effects of EI on job satisfaction. The most important implication is that job satisfaction is affected by the correlation between individual EI and certain working conditions. Under certain conditions (OLC), emotionally intelligent people are more likely to be satisfied. Konstantinos Kafetsios and Mary Loumakou, (2007) examined the associations of trait Emotional Intelligence (EI) and emotional regulation with affect and satisfaction at work. It was conceptualized that Emotion regulation had unique predictive power for affect and job
satisfaction for the younger age group. There was minimal evidence for emotion regulation being a mediator between EI and affect at work in either age group. The study tested the extent to which positive and negative affect at work mediate personality effects (Emotional Intelligence) on job satisfaction. The Results indicated that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. It also reveals that, in males, affect at work fully mediated the EI effect on job satisfaction. Among the four EI dimensions, use of emotion and emotion regulation were significant independent predictors of affect at work. In another study it was found that OLC plays a significant role in determining the effects of EI on job satisfaction. The most important implication is that job satisfaction is affected by the correlation between individual EI and certain working conditions. (Chiv, Ricard & Alegre, Joaquín Personnel Review; 2008, Vol. 37 Issue 6, p680-701, 22p) One of the studies portrays that Longitudinal regression analyses and tests of mediation revealed that, as predicted, (a) the suppression of unpleasant emotions decreases job satisfaction, which in turn increases intentions to quit, and (b) the amplification of pleasant emotions increases job satisfaction (2002 John Wiley & Sons, Ltd.) Among the EI branches only general mood had consistent predictive value for affect at work. Emotion regulation had unique predictive power for affect and job satisfaction for the younger age group. There was minimal evidence for emotion regulation being a mediator between EI and affect at work in either age group. These findings suggest that trait EI and emotion regulation may refer to distinct processes and have implications for evaluating the ever increasing research on EI in organizations (Konstantinos Kafetsios and Mary Loumakou 2007). A group of researchers reveals that employees who are of high emotional intelligence are more satisfied with their work more than the employees who are of low emotional intelligence First, gender has
insignificantly influences with job satisfaction, second, emotional Intelligence significantly influences with job satisfaction. Third, emotional intelligence and gender interact to influence with job satisfaction (Abdulazim Ghoniem, Sayed ElKhouly, Ghada Mohsen and Mohammed Ibrahim 2011). The researchers investigated that there is very high positive relationship between Emotional Intelligence and Job Satisfaction. In a relationship study, the author demonstrated that designation of the employee doesn’t affect his job satisfaction and emotional intelligence while experience and marital status has significant effects on the two concepts (Abi Ealias, Jijo George 2012). One of the studies shows the results and indicated that emotional intelligence of principals had a significant positive relationship with job satisfaction of teachers. It was recommended that emotional intelligence of the principals should be enhanced to improve the job satisfaction of the teachers (U.W.M.R.Sampath Kappagoda). It was further distinguished that Manager’s Emotional Intelligence had a significant positive relationship with Non Managerial employee’s Job Satisfaction (U.W.M.R. Sampath Kappagoda).

Based on literature review, following hypothesis with respect to impact of Emotional Intelligence on Job satisfaction

H 1: There is a significant impact of Emotional Intelligence on Job Satisfaction for the managers of manufacturing industry.
Job satisfaction and Organizational Commitment:

Jen-Te Yang (2008) analyzed and found that employee turnover intent is greatly influenced by his/her commitment to the organization and that can be reinforced by providing job satisfaction. Some authors find that job satisfaction causes commitment. Studies like those published by Lincoln and Kalleberg (1990), Mowday et al. (1982), Gaertner (1999) and Wallace (1995) are examples of the work supporting this perspective. Lincoln and Kalleberg (1990) reveal a stronger connection between lagged satisfaction and commitment than they find between lagged commitment and satisfaction. A group of studies found no any link between organizational commitment and job satisfaction. These authors include Curry et al. Rayton: Interconnection of job satisfaction and organizational commitment (1986), Dougherty et al. (1985), and Currivan (1999). These authors suggest that there may be no causal relationship between satisfaction and commitment, and that the explanation for the presence of such mixed results in the existing body of work might be explained by the existence of a spurious relationship between commitment and satisfaction. (Rose, Raduan che, Kurnar naresh, Ong Gua Pak, 2009) portrays that there is a relationship between organizational learning organizational commitment, job satisfaction and work performance. The research concludes that Organizational learning was found positively related to organizational commitment, job satisfaction, and work performance. At the same way Organizational commitment and job satisfaction are also positively related with work performance and these variables partially mediate the relationship between organizational learning and work performance.

Neeru Malhotra, Avinandan Mukherjee, (2004) conducted a study together and

Tested the relationships organizational commitment and job satisfaction have with service
quality of customer-contact employees. The researcher investigated how different forms of organizational commitment and job satisfaction influence the service quality delivered by contact employees. The results indicated that job satisfaction and organizational commitment of employees have a significant impact on service quality delivered. The affective component of commitment was found to be more important than job satisfaction in determining service quality of customer-contact employees. Rastied Al-Ajmi, (2006) studied in kuwait and explored the impact of gender on employees' perception of job satisfaction and organizational commitment. The researcher analyzed and portrays that there is no significant differences were found with regard to gender. Bruce A. Rayton, (2006) measured the connections between job satisfaction and organizational commitment. This paper is the first to make use of the bivariate probit approach in this context, and it improves our understanding of the connections between HR policy and these important employee attitudes. The approach taken allows a direct test of the hypothesis that job satisfaction and organizational commitment are jointly determined by demographic and policy factors. The results are compared with the results from the more traditional binomial probit approach to illustrate the degree of bias corrected by the bivariate approach. Shu-Hsien Liao, Da-Chian Hu and Hui-Ying Chung August, (2009) explored that there is a mediating effect of job satisfaction between organization commitment and leader-member relations. Jen-Te Yang, (2008) reveals the significance of social interactions and came up with the conclusion that Social interaction enables organizations to increase in commitment to the organization, job satisfaction and a decrease in newcomers’ intent to leave the hotel profession. The employee turnover intent is greatly influenced by his/her commitment to the organization and that can be reinforced by providing job satisfaction. RastiedAl-Ajmi explored the effect of gender on employee’s perception of job satisfaction and organizational commitment in
Kuwait. The author wondered whether Kuwaiti females are, at least, as committed and satisfied with their jobs when compared with their male counterparts. One of the authors notes that several researchers have examined the relationship between job satisfaction and gender, but the results of those studies have been contradictory. However, the author concluded that there are positive relationships between gender and job satisfaction and gender and organizational commitment, but these relationships are not significant. The relationship among these variables was examined using a sample of public service managers in Malaysia. It was found that Organizational learning was found positively related to organizational commitment, job satisfaction, and work performance. Organizational commitment and job satisfaction are also positively related with work performance and these variables partially mediate the relationship between organizational learning and work performance. (Rose, Raduan Che, Kurnar, Naresh Ong Gua Pak, 2009). The research concluded that compensation gap was significantly related to affective commitment and affective commitment is positively related to job satisfaction and performance (Yongsun Paik, K. Praveen Parboteeah and Wonshul Shim, 2007). The results reported in a research reveal that job satisfaction constructs are more strongly related to behavioral intention measures of turnover than to actual turnover behavior measures (Mark W. Johnston, P. "Rajan" Varadarajan, Charles M. Futrell, and Jeffrey Sager, 1987). Mostafa Emami, 2012 determined the normality of data using kolomogrove – sminoroph test and results of tests confirm normality of data so it concludes the meaningful relationship between job satisfaction and professional commitment had approved. A study analyzes cause and effect relationships among leader-member relations, as well as organizational commitment and job satisfaction with the help of structural equation modeling. The study demonstrates that job satisfaction is the mediating
variable between organization commitment and leader-member relations (Shu-Hsien Liao, Da-Chian Hu and Hui-Ying Chung, 2009). Job satisfaction and organizational commitment are jointly determined by demographic and policy factors (Bruce A. Rayton, 2006). Charles Glisson, Mark Durick, 1988 reported in their research that job satisfaction and organizational commitment are each affected by a unique hierarchy of predictors. The Results indicate that two job characteristics, skill variety and role ambiguity, are the best predictors of satisfaction, while two organization characteristics, leadership and the organization's age, are the best predictors of commitment. One worker characteristic, education, was found to be a significant predictor of commitment, while no worker characteristics predicted job satisfaction. Researchers that resistance mediated the cultural value-job attitude relationships, sometimes fully and sometimes partially, depending on which type of resistance (to teams or to self-management) and which type of cultural value was being examined (Bradley L. Kirkman, Debra L. Shapiro, 2001).

Based on literature review the following hypothesis has been generated with respect to impact of Job satisfaction on Organizational Commitment.

**H 2: There is a significant impact of job satisfaction on organizational commitment for the managers of manufacturing industry.**

**Emotional Intelligence and Organizational Commitment:**

Peter i. Jordan and neal m. Ashkanasy and charmine e. J. Hartel studied in his research and found that the Employees with low emotional intelligence will experience more negative emotional reactions to job insecurity than employees with high emotional intelligence which results less commitment and increased stress and ultimately affect individual performance. Loannis Nikolaou, Loannis Tsaouosis, (2002) analyzed a negative correlation between
Emotional Intelligence and stress at work indicating that high scorer on overall EI suffered less stress related to occupational environment. It was also found that there is a positive correlation between Emotional Intelligence and Organizational Commitment. John H Humphreys, Lee E Weyant and Robert D. Sprague, (2003) analyzed the relationship between leader behavior, follower commitment and the emotional and practical Intelligence of each. The research reveals that there is no significant relationship between leader’s behavior or intelligence measures and their follower’s organizational Commitment. Those followers who were judged to be highly committed, however, rated their leaders as more transformational than their lesser committed cohorts. Hassan Rangriz & Javad Maharani, (2010) noted that employees Emotional Intelligence, Organizational Commitment and their performance are significantly related with one another. The managers' EI does not affect on employees' OC and their performance. The employees Emotional Intelligence, Organizational Commitment and their performance are significantly related with one another. The managers' EI does not affect on employees' OC and their performance. Employees with high emotional intelligence, have higher organizational commitment. (Hassan Moradi Fateme Tohidy Ardahaey. It should be noted that leaders are practicing behaviors related to well-being and sociability more frequently than self-control or emotionality. However, the attributes of emotionality and self-control have significant impact on employee commitment (Kerry S. Webb, 2011). The research evidence has shown that emotional intelligence and its four dimensions have a direct impact on organizational commitment. Furthermore, the emotional intelligence and dimensions also has an indirect effect on organizational commitment when self-esteem as mediator factor is controlled. It was also found that Employee self-esteem functions as a partly mediator that affecting the relationship between overall emotional intelligence and four dimensions of emotional intelligence with
organizational commitment. The most important findings are found that emotional intelligence dimension among employees are able to become more relevant with the increasing availability of commitment of employee when there was the element of self-esteem as a mediator factor (Siti Sarawati Hj. Johar, Ishak Mad Shah, 2014). The researchers found that negative correlation between EI and stress at work, indicating that high scores in EI suffered less stress related to occupational environment. A positive correlation was also found between EI and organizational commitment (Loannis Nikolaou, Loannis Tsaousis, 2002). The authors found that there is no significant relationship between leader’s behavior or intelligence measures and their follower’s organizational commitment. Those followers, who were judged to be highly committed, however rated their leaders as more transformational than their less committed cohorts (John H. Humphreys, Lee E Weyant and Robert D. Sprange, 2003).

Based on literature review, the hypothesis with respect to impact of Emotional Intelligence on Organizational Commitment is mentioned as below.

**H3: There is a significant impact of Emotional intelligence on organizational commitment for the managers of manufacturing industry.**

**Relationship between Emotional Intelligence, Job satisfaction and Organizational Commitment:**

(Guldal Guleryuza, Semra Gunevb, Eren Miski Aydinh, Oznur Asanh, 2008) examined in their study, the relationship among emotional intelligence, job satisfaction and organizational commitment of nurses and the mediating effect of job satisfaction between emotional intelligence and organizational commitment. The research reveals that job satisfaction is a mediator between emotional intelligence and organizational commitment. The other finding of
the study was that “SEA” and “UOE” have direct effects on organizational commitment whereas job satisfaction is a mediator between “regulation of emotion” and organizational commitment. (D.A. Adiyemo, 2007) examined the mediating effect of emotional intelligence on the relationship between job satisfaction and organizational commitment. The research concludes that there was significant impact of job satisfaction on organizational commitment and that emotional intelligence mediates the relationship between job satisfaction and organizational commitment. Based on the findings, it is suggested that emotional intelligence could be used as an intervention to enhance organizational commitment. Managers utilize behaviors related to sociability and well-being with a high degree of frequency in the workplace. Unfortunately, well-being does not correlate to worker satisfaction or commitment to the leader or to the organization (Kerry S. Webb 2013). The research indicates that two out of seven dimensions of EI and affective component of organizational commitment strongly predict the job satisfaction (Afzaal H. Seyal & Taha Afzaal, 2013). One of the studies reveals the importance of transformational and transactional leadership on Job satisfaction and organizational commitment. The result showed the relationship , direct and indirect effect of transformational and transactional leadership behavior to subordinate’s job satisfaction, organizational commitment that impact to team effectiveness. The result of individual level found that subordinates’ job satisfaction had higher direct effects from transactional leadership. All variables had significant positive effects to team effectiveness. Subordinates’ job satisfaction and organizational commitment found high significant relationship affect to team effectiveness. Organizational commitment had higher direct effects from transactional leadership. In organization level found different result from individual level. Transformational leadership found higher significant relationship to subordinate’s job satisfaction and high relationship to organizational commitment.
Transactional leadership had direct effect and high relationship to team effectiveness in both groups. Transactional leadership found higher effect to team effectiveness than transformational leadership (Natepanna Yavirach). The results of a research show that employer brand has an influence on voluntary turnover intentions; positive employee’s perceptions lead to create positive employer brand and lower voluntary turnover intentions of the company. Furthermore, this relationship is partially mediated by organization commitment, while job satisfaction is not qualified as a mediator in this study (Astri Wulandari Lelono and Fanny Martdianty). Research evidences approve that considering justice judgments, satisfaction and commitment are casually independent (Martin, Christopher L; Bennett, Nathan, 1996). Good commitment can increase job satisfaction, however locus of control have no significant impact on job satisfaction, High job satisfaction significantly improves employee’s performance (Zubir Syahputra). The results in a research supported a moderating role of emotional intelligence in the relationship between organizational politics and emotional commitment, as well as between organizational politics and employees’ absenteeism. Other direct mediating effects of political perceptions and skills are noted (Eran Vigoda-Gadot Galit Meisler 2010). Research found that managers have varying degrees of influence over these different aspects of work motivation, with greatest influence over job satisfaction and least influence over job involvement. A number of variables are important for work motivation, including public service motivation, advancement opportunities, role clarity, job routineness, and group culture (Donald P. Moynihan Sanjay K. Pandey 2004).

Based on literature review the following hypothesis with respect to impact of Emotional Intelligence on Organizational Commitment in mediation to job satisfaction has been generated.
**H4:** There is a significant impact of emotional intelligence on organizational commitment in mediation to job satisfaction for the managers of manufacturing industry.

**Demographic Hypothesis**

In a relationship study, the author demonstrated that designation of the employee doesn’t affect his job satisfaction and Emotional Intelligence while experience and marital status has significant effect on the two concepts (Abi Ealias, Jijo George 2012). A group of researchers reveals that employees who are of high emotional intelligence are more satisfied with their work than the employees who are of low emotional intelligence First, gender has insignificantly influences with job satisfaction, second, emotional Intelligence significantly influences with job satisfaction. Third, emotional intelligence and gender interact to influence with job satisfaction (Abdulazim Ghoniem, Sayed ElKhouly, Ghada Mohsen and Mohammed Ibrahim 2011). D.A. Adeyemo, (2008) conducted study and investigated that there is relationship between demographic variables and emotional intelligence among workers. In the study it was found that gender and working experience have significant predictive effects on emotional intelligence. There was also significant difference in the emotional intelligence based on gender. The direction of difference was in favor of female. One of the group of researchers Belal A. Kaifi and Selaiman A. Noori (2010) studied on middle managers found that female middle managers have higher emotional intelligence skills when compared to male middle managers, and that those who have more managerial experience have had more time to enhance their emotional intelligence skills. It was investigated that majority of the managers are emotionally intelligent. However, they have moderate knowledge on the concept of emotional intelligence. It was also indicated that the level of Emotional intelligence has been changed according to the
gender, age, educational level and working experience of the managers (U.W.M.R. Sampath Kappagoda).

Adil Adna Amjad Ali Chaudhry Muhammad Imran Malik, 2012 revealed in a study that there is no link between emotional intelligence with academic performance of students, while a positive relationship was found between emotional intelligence and age of the students. A study found that Age and job status also are positively correlated with job satisfaction in some studies (Fournet, Distefano & Pryer, 1966; Rhodes, 1983). Rastied Al-Ajmi, (2006) studied in Kuwait and explored the impact of gender on employees' perception of job satisfaction and organizational commitment. The researcher analyzed and portrays that there is no significant differences were found with regard to gender. Bruce A. Rayton, (2006) measured the connections between job satisfaction and organizational commitment. This paper is the first to make use of the bivariate probit approach in this context, and it improves our understanding of the connections between HR policy and these important employee attitudes. The approach taken allows a direct test of the hypothesis that job satisfaction and organizational commitment are jointly determined by demographic and policy factors. The results are compared with the results from the more traditional binomial probit approach to illustrate the degree of bias corrected by the bivariate approach. RastiedAl-Ajmi explored the effect of gender on employee’s perception of job satisfaction and organizational commitment in Kuwait. The author wondered whether Kuwaiti females are, at least, as committed and satisfied with their jobs when compared with their male counterparts.

One of the authors notes that several researchers have examined the relationship between job satisfaction and gender, but the results of those studies have been contradictory. However, the author concluded that there are positive relationships between gender and job satisfaction and gender and organizational commitment, but these relationships are not significant. The relationship among these variables was
examined using a sample of public service managers in Malaysia. It was found that Organizational learning was found positively related to organizational commitment, job satisfaction, and work performance. Organizational commitment and job satisfaction are also positively related with work performance and these variables partially mediate the relationship between organizational learning and work performance. (Rose, Raduan Che, Kurnar, Naresh Ong Gua Pak, 2009). Job satisfaction and organizational commitment are jointly determined by demographic and policy factors (Bruce A. Rayton, 2006). Ogilvie, 1986; and Meyer and Smith, (2000) showed that organizational commitment is more strongly influenced by employees' perceptions of HRM practices such as fairness of promotion practices than by task or role variables. Results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers.

Ms. M. Eswari and Dr. P. Palanivelu, (2009) investigated in a study that the level of satisfaction perceived by the respondents in their job is influenced by Independent variables selected for the study as Age, Monthly income, Marital Status, Working Experience and working environment.

The study reveals that there is a significant impact of age on organizational commitment (Hassan Moradi, Fateme Tohidy Ardahaey 2011).

Kerry S. Webb, (2011) conducted a study which focused upon employee descriptions of leader behaviors in their organizations and levels of employee commitment to the leader and organization. The impact of demographic variables were also explored which shows that age has a positive significant impact on organizational commitment. One
of the study also shows that the degree of commitment of the organization among senior teachers has shown the differences between the ethnics but no different between the gender. Therefore, organization needs to build up the necessary efforts to encourage and enable the different ethnics to strive their strong commitment to the organization. This will enable the organization to meet future challenges and at the same time maintain employee’s attachment to the organization. (Abd Rahman bin Ahmad, Nek Kamal Yeop Yunus, Norlia Mat Norwani & Kamaruddin Musa, 2012). A group of researchers also attempts to analyze how age, marital status, education experience of employee in a working environment influences his job satisfaction and emotional intelligence. Findings were drawn by applying statistical tools, such as correlation, ANOVA, multiple regressions. The study concluded that there were ample evidences of significant relationship between job satisfaction and emotional intelligence with working experience and marital status influencing it considerably. (Muhammad Ashraf, Nawaz Ahmad, Omar Ahmad Shaikh & Saleem raja Bhatti, 2014).

Thus based on literature review the demographic hypothesizes are proposed as:

H₅: There is no significant difference between the Emotional Intelligence of manager’s on the basis of work experience.

H₆: There is no significant difference between Job satisfactions of managers on the basis of work experience.

H₇: There is no significant difference between Organizational Commitment of managers on the basis of work experience.
H₈: There is no significant difference in Emotional Intelligence of managers among different age group.

H₉: There is no significant difference in Job satisfaction of managers among different age group.

H₁₀: There is no significant difference in Organizational Commitment of managers among different age group.

**Research Gap**

The variety of empirical results available in the literature indicates that there are still some important unanswered questions regarding the connections between Emotional Intelligence, Satisfaction and commitment among managers specifically in manufacturing industry. Some mechanism is required to distinguish between competing views of the link that is helpful in meeting this goal. The Model 2008 tested & suggested for the research that study can be applied in other industry and respondents as well. Therefore the model is tested on different group of population i.e managers of manufacturing industry in the study. Also the impact of selected demographic variables (Age & Work experience has been tested in the study. **Guldal Guleryuza, Semra Gunevb, Eren Miski Aydinh, Oznur Asanb, 2008.**