CHAPTER - 2
LITERATURE REVIEW

The purpose of the present chapter is to review the existing literature on job satisfaction and emotional intelligence and also on the relationship between job satisfaction and emotional intelligence. The studies related to Job Satisfaction and Emotional Intelligence have been discussed in different categories into six sections viz. Section 2.1 describes the study conducted on job satisfaction and employees’ personal variables; section 2.2 depicts the past researches on job satisfaction and HR activities; Section 2.3 describes the previous researches on emotional intelligence and personal variables; Section 2.4 covers the past studies on emotional intelligence and HR activities; Section 2.5 depicts the previous researches on relationship of job satisfaction and emotional intelligence on the basis of personal variables; Section 2.6 explores the studies on relationship of job satisfaction and emotional intelligence on the basis of HR activities; Section 2.7 depicts the research gap. The justification for categorisation of literature review in these six sections in that the most of the studies of job satisfaction and emotional intelligence have been conducted while considering personal variables of respondents and human resource activities.

2.1 Job Satisfaction and Employees’ Personal Variables

Kaur (1984) explored a study on job satisfaction among employee of North Indian Universities, with a view to bringing to the surface some of the conditions which ensure job-satisfaction, and placing these conditions in context of the job categorically. Result revealed that there is no relation between job-satisfaction and age, job experience, gender, job security, job assignment and occupational category etc. In contrast Oshagbemi (1998) who has provided evidence of a strong relationship between age and job satisfaction of university teachers, the findings suggest that job satisfaction decreases with age but at a decreasing rate. Okpara et al. (2005) examined the job satisfaction of college teachers with an equal number of males and females. The study revealed that female teachers were more satisfied with their jobs than male teachers.

Pattanayak (2000) revealed that the nature of duty as well as the hierarchical position of employees influenced organizational commitment. Panda (2001) concluded that extended working hours and fear of loss of job led to maximum dissatisfaction. Also, job satisfaction had a negative correlation with job status. Hunjra and Aslam (2010) investigated the major
Determinants of job satisfaction in Pakistani banking sector, evaluates the level of difference in job satisfaction among male and female employees. The study found that male and female workers have significantly different level of job satisfaction. Neelamegam (2010) indicated that the job satisfaction perceived by the bank employees is medium and the demographic variables such as gender, age, educational qualification, experience, marital status, and income significantly influence the job satisfaction perception of employees. Agarwal and Kapse (2010) in their study focused on revealing demographic characteristics that affect their satisfaction level. The study revealed that satisfaction with policies, compensation, work condition and advancement has a significant relationship with organizational commitment. Rosenblatt and Ruvio (1996) found that there is a relationship between the hard aspects of work like schedules, working hours, type of contract, pay etc. and job satisfaction. Kim (2012) identified the effects of both demographic variables and work environment variables on cadastral workers’ job satisfaction. Study also resulted that public officials overall satisfaction with their job, colleagues, and supervisors was relatively high. Bakan and Buyukbese (2013) revealed that there is a significant relationship between employee’s income level and employee’s job satisfaction. Employees may have reported higher level of satisfaction perhaps because they are motivated by receiving high income for their job effort. Grandey et al. (2013) suggested that people with a moderately higher package reflect an average level of job satisfaction. Money is an important motivator but what motivates is not essentially the same that makes a person satisfied. Job satisfaction is increasingly linked to intrinsic motivation, unlike money. Dave and Raval (2014) focussed to check the validity and importance of job satisfaction factors for MBA faculties of Gujarat. The output of this study is known as a Job Satisfaction Factors for management teachers of Gujarat. Hence to understand and retain valuable and knowledgeable faculties, these factors are essential and employer can use these factors as preventive measures to retain talent and encourage them for performance measuring the validity of various factors influencing job satisfaction. Kumari and Pandey (2011) focused on how a country’s cultural, social, and economic structures contribute to the development of particular forms of private and public schooling and the ways in which these structures seem to influence teacher job satisfaction. Gurbuz (2011) have found a positive relationship between job satisfaction and education level. Furthermore recommended that managers should find new methods to increase education level of their staff and build up work context parallel to education level. Ayranci (2011) determined the job satisfaction of the owners of small and medium-sized business and identified the factors that contribute to job satisfaction and the relations hip between them. It was suggested that job
satisfaction depends on seven factors, two of which are thought to be unique to business owners. It is also found that all of the job satisfaction factors have strong and positive relationships, with the exception of two viz. job characteristics and the owner’s suitability to owning a business.

2.2 Job Satisfaction and HR Activities

Bhatia (1985) emphasized that to improve performance and productivity, it is essential to lay emphasis on intrinsic motivating factor. The majority of the executives are satisfied with the job content factors and derive job motivation. Nazir (1998) concluded that duration of work was perceived as the most important factor determining job-satisfaction followed by nature of work and relation with co-workers, promotion opportunities and management policy were the least important determinants of job satisfaction. Hoque and Rahman (1999) explored a study to assess and compare the quality of working life of industrial workers. The results revealed that workers of private sector textile mills perceived significantly higher quality work life cycle than their counterparts in the public sector; in addition quality work life cycle has significant positive correlation with performance.

Joshi (1999) provided an interrelationship between job-satisfaction job involvement and work involvement and their relationship with age, job experience, monthly income and educational level. Result revealed a significant positive association between job-satisfaction and job involvement. Hossain (2000) identified that the satisfaction of commercial bank employees and its consequences on related issues. Public sector banks employees were in a better position in terms of their job satisfaction than the private sector bank employees and the executives were more satisfied than the non-executives. Job satisfaction had significant positive correlation with performance but significant negative correlation with job stress and propensity to quit the job. Yousef (2002) studied job satisfaction as a mediator of the relationship between role stressors and organizational commitment from an Arabic cultural perspective. Results revealed that job satisfaction directly and positively related to continuance commitment - low perceived alternative.

Katuwal and Randhawa (2007) revealed that the textile workers in Nepal have a high dissatisfaction with the facets of the job that involve the monetary expenditure of the organization, the behavioural aspects of management and the employment policy of the organization. Kaya et al. (2010) explored the influence of human resource management activities and organizational climate on job satisfaction in Turkish banks. The study first
examined the relative influence of HRM activities of behaviour and attitudes, teamwork, training, incentives, performance feedback on job satisfaction. Mudor and Tooksoon (2011) in their study explored that HRM practices positively and significantly correlated with job satisfaction. Study explored that HRM practices and job satisfaction are strong predictors of turnover. Butto et al. (2011) have found that fourteen sub factors of organisational climate out of them three factors; organisational structure, identity and human relations have a positive and significant relation with job satisfaction.

Alamgir (2011) suggested that real estate sector of Bangladesh should continue focusing on the variables such as service climate, supportive management, work effort and job satisfaction to have a consistent and healthy employee service quality. Miao (2011) revealed positive correlations of perceived organisational support and job satisfaction with task performance, and also highlighted positive associations of perceived organisational support and job satisfaction with organisational citizenship behaviour and its four dimensions. Ahmed et al. (2012) have provided an enhance understanding regarding the relationship between organisational ethics and job satisfaction. Kumari (2012) emphasized that each of the work life balance factors on its own is a salient predictor of job satisfaction and there is a significant gap different female and male respondents with job satisfaction with respect to various factors of work life balance.

Jahandoost et al. (2013) revealed a study on relationship between organisational commitment, job satisfaction motivational factors on Government Girls High School in Isfahan with finding that there is a significant positive correlation between job satisfaction motivational factors and organizational commitment. Furthermore find out positive correlation between job satisfaction, motivational factors and organizational commitment. Cherati et al. (2013) investigated the relationship among spiritual intelligence, job satisfaction and organizational commitment of a public Bank in Iran. Result revealed that spiritual intelligence has a positive influence on job satisfaction and also job satisfaction has a significant positive influence on organizational commitment.

Poon (2004) concluded that job satisfaction is negatively related to turnover intention and by conducting an empirical study found that reduced job satisfaction led to greater intentions to quit their jobs. When employees perceived performance ratings to be manipulated because of raters' personal bias and intent to punish subordinates they expressed reduced job satisfaction that, in turn, led to greater intentions to quit their jobs. Manipulations of ratings for motivational purposes, however, had no effect on job satisfaction and turnover intention.
Armstrong et al. (2015) investigated that stress and family—work conflicts were significantly related to both job stress and job satisfaction. Also found family and supervisory support were uniquely related to job stress, whereas supervisory support, education, and ethnicity were individually related to job satisfaction.

Sharma (2015) identified positive significant correlation between communication satisfaction with co-workers and job satisfaction and communication satisfaction with Supervision. Qasim et al. (2012) suggested that to get competitive benefit and adapt to the dramatic changing environment it is important for them to achieve management efficiency by increasing employee satisfaction in the organization. Rauf et al. (2013) examined that organizational commitment and job satisfaction of subject specialists are positively correlated. The strength of relationship is slightly higher in case of rural subject specialists as compared to urban subject specialists. Also found in married and female subject specialists this relationship is much stronger than un-married and male subject specialists respectively.

Saeed et al. (2013) investigated overall job satisfaction of the employees in the telecom sector is at the positive level and conclude that significance of factors such as working conditions, pay and promotion opportunities, job security, fairness, relationship with co-workers and supervisors is affecting the job satisfaction. This research suggested that money and compensation play an important role in the job satisfaction of the employees. The service quality, organizational performance and job satisfaction can all be increased if the employees are given good salaries.

Hakan (2013) examined that the employees working in Karaman Governorship are not satisfied with only 6 items viz. wages, preference, appreciation, participation to decisions, execution of the decisions and unrestraint in the execution of decisions of the job satisfaction items scales, and that they have the satisfaction feeling against their job in general. Bakhtiyari (2015) pointed out employee satisfaction is a measure of how workers are happy with their job and working environment. In their study the variables responsible for employee satisfaction has been discussed such as involvement, growth and career planning, autonomy and freedom given to the workers and its impact on satisfaction.

Malpani and Varshney (2014) concluded that level of dissatisfaction is higher in the reference of pay, promotion opportunities, working hour, leave facilities. Working environment and behaviour are so good in private sector banks the study has shown that ICICI bank employees are motivated by praise and appreciation at the place of promotion opportunities or bonus. In
Private Sector Banks chances of personal growth are high but sometimes they are restricted by favouritisms and corruption which reduces the morale of employees and job satisfaction.

Jain and Kaur (2014) indicated that workload, stress, overtime, fatigue, boredom factors are increasing job dissatisfaction. On the other hand good working condition, refreshment and recreation facility, health and safety facility, fun at workplace increase the degree of job satisfaction.

Neog and Barua (2014) investigated that the job satisfaction level of employees is average and it calls for management attention towards enhancing the employee job satisfaction level. This study concluded the relationship between various factors and puts forth suggestions for improving employee’s job satisfaction level. Thakur (2014) concluded that there is positive relationship between employee engagement and job satisfaction in IT sector or employee engagement effect positively on job satisfaction. This can be concluded that among the former work motivation can be improved through increasing job authority and accountability.

Rizwan et al. (2012) who focus on establish the critical factors of the employee satisfaction and find the impact of employee satisfaction on employee loyalty in the service sector in Pakistan. Satisfaction construct contained four main factors, which are named workplace environment, reward and recognition, teamwork and training and development. Kabir and Parvin (2011) pointed out that importance of job satisfaction factors and their impacts on the overall job satisfaction of employees. It also investigated the impact of experience, age, and sex differences on the attitudes toward job satisfaction, also concluded that the salary, efficiency in work, fringe benefits, supervision and relation with co-worker are the most important factors contributing to job satisfaction.

Resheske (2001) indicated that overall the faculty of the College of Human Development at UW-Stout are satisfied with their current employment. The study determined that group cohesion does play a role in overall job satisfaction. Measures of group cohesion had a significant relationship with overall job satisfaction. The study also determined that job autonomy, working with the students and fellow colleagues and supervisors were the top three best reasons for working. Aziri (2011) identified large impact of job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of business organizations. Khan and Ahmed (2014) found that diversity is positively and significantly related to job satisfaction and indicates that most satisfied employees work in the organization.
Judge et al., (2001) conducted a study on qualitative and quantitative review of the relationship between job satisfaction and job performance. The qualitative review is organized around seven models that describe past research on the relationship between job satisfaction and job performance. Ghafoor (2012) conducted a study and found that academic staffs with high income were found more satisfied than those who were earning less monthly income. The experienced faculty members were more satisfied than less experienced. Result also revealed that age and job satisfaction was not positively correlated with each other. The academic staff from private sector universities was comparatively more satisfied with overall job satisfaction than that of public sector universities. This study is helpful for administration of the concerned universities, Ministry of Education and Higher Education Commission of Pakistan for policy formulation regarding human assets.

2.3 Emotional Intelligence and Employees’ Personal Variables

Schutte et al. (1998) have predicted and found that gender differences in their measure of trait in emotional intelligence with female scoring higher than males. Constantine and Gainor (2001) reported that females do display higher degree of emotional intelligence than their male counterparts. Vakola et al. in their study (2004) provided a relationship between personality trait and employees’ attitude towards organisational change. Khokhar et al., (2009) in their study explained the performance of executives on different level of emotional intelligence and provided a link between emotional intelligence and effective work performance. The findings of the study revealed that female executives having higher emotional intelligence showed better quality of work performance as compared to their male counterparts. Sternberg (2004) revealed that emotional and social intelligence competencies are found to represent a practical and theoretically coherent, reliable and valid approach for assessing and developing individuals in diverse cultures.

Karim (2009) in his study used covariance based structural equation modelling indicated that only negative affect fully mediated the relationship between emotional intelligence and psychological distress. Negative affect had a significant direct influence on psychological distress, but the relationship between positive affect and psychological distress was not significant. Cakan and Akbaba (2005) conducted a study on adaptation of emotional intelligence scale for Turkish educators. Exploratory and Confirmatory factor analyses were performed to confirm the authors’ model and findings of the previous study. The validity and internal consistency showed with the help of one, two, three and four factor model. The result revealed that there is no significant difference between male and female emotional
intelligence score. Study also discovered that emotional intelligence scores of the respondent were not increased in proportion to their age and job experience. Shipley et al. (2010) investigated that emotional intelligence is positively associated with experience. But emotional intelligence was not significantly associated with age and academic achievement. Ishak et al. (2011) found that there is no significant relationship between emotional intelligence with social adjustment and academic adjustment. The study also tested the moderating effect of age on the relationship between exogenous and endogenous variables and the result suggested that age is an important moderating variable for the relationship between emotional intelligence with social adjustment, as well as for the relationship between emotional intelligence and academic adjustment. Kose (2013) examined that the emotional intelligence of female students were higher than the male student’s and structural equation analysis, showed a significant positive relation between communication skills and emotional intelligence of students.

Erdogdu (2008) identified that emotional intelligence scores of students have significant difference depending on parental approach, so the children who were grown up in democratic family environment have higher emotional intelligence scores. Chaudhry et al. (2013) investigated that more emotional intelligence in business administration students then Telecom students and higher emotional intelligence found in females regarding love and happiness and more anger and sadness found in males with low emotional intelligence. Romanelli et al. (2006) concluded that students with high emotional intelligence were more likely to adopt reflection and appraisal, social and intrapersonal, and organization and time-management skills. Students with low emotional intelligence were more likely to engage in health damaging behaviours viz. procrastinating, social withdrawal, use of tobacco products. Yuksekbilgili et al. (2015) focused on to analyze the emotional intelligence according to generations. Result suggested that there is a no significant difference about emotional intelligence in different generations.

### 2.4 Emotional Intelligence and HR Activities

Cooper (1997) revealed that the significant evidence that higher emotional intelligence level were related to more flexible managers as they are able to understand the reasons behind stress and thereby plan ahead to avoid the resultant unconstructive outcome of stress. Mayer et al., (2004) in their study suggested that emotional intelligence positively contributes to job performance when the maintenance of positive personal commitments is important. Bhalla and Nauriyal (2004) reported that emotional intelligence is extremely important in Indians as
they have high affiliation need and emotional intelligence can lead to significant gain in productivity.

Lyons and Schneider (2005) examined that high level of emotional intelligence would promote challenge appraisals and better performance, whereas low emotional intelligence level would foster threat appraisals and worse performance. Results revealed that certain dimensions of emotional intelligence were related more to challenge and enhanced performance, and that some emotional intelligence dimensions were related to performance after controlling for cognitive ability, demonstrating incremental validity. Punia (2005) conducted a study on 250 executives in the NCR and found that leaders with higher emotional intelligence see changes as opportunities for betterment and they cherish not stability but ongoing development of individual workers and of the organisation itself.

Ofarrill (2015) investigated the relationship between emotional intelligence and conflict management styles of management students. The study found that different problem situation, demand different styles of handling emotionally intelligent students seem to be capable of applying the different style of conflict management as the situation demands. Cote and Miners (2006) have found that cognitive intelligence moderates the association between emotional intelligence and job performance. Emotional intelligence became a stronger predictor of job performance and organizational citizenship behaviour directed at the organization as cognitive intelligence decreased. Shanker and Sayeed (2006) study established a relation between emotionally intelligent managers and managers’ professional development. The managerial scores on various dimensions of emotional intelligence were correlated with professional development indicators of managers, conceptualized in terms of number of promotions attained and the rated job success. Grant (2007) in his study compared the impact of a long-term with a short-term coaching skills training programme on participants’ coaching skills and emotional intelligence.

Quoidbach and Hansenne (2009) investigated the relationship between emotional intelligence, performance, and cohesiveness in twenty three nursing teams in Belgium. Nursing team performance was measured at four different level job satisfaction, chief nursing executives’ rating, turnover rate, and health care quality. Emotional regulation was also positively correlated with group cohesiveness. Guillen et al. (2009) revealed that both emotional and social competencies and personality traits are valuable predictors of job performance. Leary et al. (2009) suggested that behaviours associated with extroversion and feeling preferences are closely related with the presence of emotional intelligence.
Langley (2000) explored whether emotional intelligence is a useful yardstick in measuring and understanding the promotion opportunities readiness of middle managers in a global organisation. EI may contribute to developing managers in the new century. Singh (2011) emphasized that emotional intelligence with its importance, applications and relationship with performance in retailing, how it can be used as a soft tool in developing sales force and helping organization to gain competitive advantage via excellent people skills or emotional intelligence skills of salespersons.

Platsidou (2013) conducted a study on emotional intelligence trait and happiness and revealed that focusing on developing the basic emotional intelligence dimensions is a key to designing effective training programs enhancing the happiness of respondents. Davies et al. (2015) examined a study on validity and reliability of emotional intelligence scale (BEIS-10) and found that The BEIS-10 is proposed to be mainly helpful in situations where brevity is important and may help to maintain ecological validity. Lenaghan et al. (2007) pointed out that possession of emotional intelligence will act as a protector of one’s wellbeing in the face of work-family conflict. The results revealed that higher emotional intelligence positively influenced the well-being. Generally, those individuals in the study who had high emotional intelligence with low work-family conflict reported the highest well-being while those with low emotional intelligence and high work-family conflict reported the lowest well-being.

Lee and Lee (2008) made a study revealed that emotional intelligence has a significantly positive influence on job satisfaction and found both nurses’ emotional intelligence and organizational climate have a significantly positive influence on job satisfaction.

Entezar et al. (2014) identified the distinct role for social support and emotional intelligence in relationship with mental health. Both emotional intelligence and social support have significant influence on mental health. The result showed that the relationship between mental health and emotional intelligence is significant and emotional intelligence has an influence on mental health. Gignac (2015) made a study on higher-order 7-factor model of emotional intelligence and found to be adequately well-fitting, in comparison to a competing global EI single-factor model and a five-factor model of EI. The Internal consistency reliabilities and validity of the subscale largely supportive for the 7-factor models of emotional intelligence scale.
Neophytou (2012) identified that the internal reliability and validity of the Greek version of the emotional intelligence instrument is very high. The instrument reliability and construct validity was examined by a combination of exploratory and confirmatory factor analysis. Exploratory factor analysis testing different factorial structure concerning the instrument’s subscales from the structure suggested in the technical manual. Confirmatory factor analysis revealed that all goodness of fit indexes were appreciative for all the EQ-i composite scales but not for the general-total scale of emotional intelligence. Finally, study concluded that the EQ-i is a reliable instrument to be used across different population samples.

Antony (2013) revealed a study on correlation of emotional intelligence with organizational commitment and organizational citizenship behaviour. The study found positive correlation between emotional intelligence and organizational commitment as well as emotional intelligence and organizational citizenship behaviour and also pointed out that higher the level of emotional intelligence within an individual, greater will be his commitment towards the organization and his citizenship behaviour. Shahamiri and Namdari (2013) identified that there was a significant difference between emotional intelligence and organisational commitment. Also indicated that women have higher emotional intelligence and organizational commitment than men, and this difference was significant. Rathi and Rastogi (2009) explored the relationship between emotional intelligence, occupational self-efficacy, and organizational commitment. Study found that emotional intelligence significantly predicts occupational self-efficacy in such a way that employees with a high level of emotional intelligence exhibit a high level of occupational self-efficacy.

Tok et al. (2013) concluded that emotional intelligence is a predictor of teachers’ classroom management preferences, and suggested that emotional intelligence and classroom management can be theoretically and practically included in the programs of institutions educating teachers and in-service training activities. Teacher educators can act as role models to teacher candidates for the development of emotional intelligence.

Chughtai and Lateef (2015) emphasize that emotional intelligence is important tool in achieving organizational success. It applies both on managers and employees in organization. And concluded that there is a positive correlation between social awareness and relationship management and a negative correlation have been observed between self-awareness and self-management. Nowack and Learning (2008) concluded a study and found emotional intelligence played a vital role in corporation success. Emotional intelligent managers influence employee commitment, retention, gratification and stress at work. Employees with
higher emotional intelligence play an important role in organization while employees with low emotional intelligence create problems. High emotional intelligent managers are more competent at work than other managers.

Mohd (2015) determined a direct and significant relationship between emotional intelligence and project team members in an organization. This intensifies the important role that emotional intelligence may have in retaining valuable organization members. Results indicate that emotional intelligence augments both contextual task performances.

Mohan and Prasad (2013) concluded a study on role of emotional intelligence and self motivational factors for managerial success in corporate world. Result showed that emotional intelligence help managers to understand the emotion & abilities of their employees. Study also focused on measurement of emotional intelligence and managerial effectiveness, facial expressions to convey emotions and importance of emotional intelligence at work etc.

### 2.5 Relationship of Job Satisfaction and Emotional Intelligence on the Basis of Personal Variables

Salami (2008) investigated the relationships of demographic factors, emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers. The 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. Naderi (2012) have found that training of interpersonal skills of emotional intelligence effects on job satisfaction and organisational commitment of male employees. Ghoniem et al. (2011) have discovered that emotional intelligence and gender could be used as a predictor of job satisfaction. Result revealed that respondents’ with high emotional intelligence are more satisfied with their job than respondents’ with low emotional intelligence.

Akhtar and Naureen (2012) investigated the relationship between emotional intelligence and job satisfaction among female secondary school teacher. They used two standard scales viz. Bar-on emotional quotient inventor and job satisfaction scale. Study reveals that there exist a positive correlation between emotional intelligence and job satisfaction.

Ealias and George (2012) analysed how designation, experience and marital status of an employee’s affect their emotional intelligence and job satisfaction. Result revealed that there is a very high positive relationship between emotional intelligence and job satisfaction. But
Jorfi et al. (2010) in their study investigated the emotional regulation and expressions are essential when dealing with social and educational interactions such as job satisfaction. Badawy and Magdy (2015) have found that emotional intelligence did not affect the level of Job Satisfaction. Gender did not have a significant effect on emotional intelligence or Job Satisfaction. Also concluded older employees had higher level of emotional intelligence; however, age had no effect on reported Job Satisfaction. Gender did not have a moderating effect in Emotional Intelligence-Job Satisfaction relationship. Sandhu (2015) focused that there is significant positive impact of type of college, age group, gender, teaching experience, emotional intelligence and attitude towards teaching on the job-satisfaction of teacher educators. Study also indicated that teacher educators of government aided colleges, females, senior teachers, high emotionally intelligent and teachers with favorable attitude towards teaching were found to possess higher job satisfaction level.

Seyal and Afzaal (2013) explored that emotional intelligence and Job Satisfaction recognized as an important factor in understanding and predicting the academic job satisfaction. Found a significant correlation between the overall constructs of emotional intelligence, organizational commitment and job satisfaction, and suggested that the combination is not only ideal but could further lead to the institution’s productivity and would encourage the staff turnover and staff satisfaction that is considered as necessary measure to deal with the issue of understaffing in the newly established technical university. Emdady and Bagheri (2013) concluded a study on relationship between emotional intelligence and job satisfaction of men and women employees and found that there is a relation between emotional intelligence and job satisfaction. But relation between job satisfaction and each of the emotional intelligence variables, self-awareness, self-control, and social skills were not significant. Hence there are no significant difference between men and women’s emotional intelligence and job satisfaction.

Tripathi et al. (2013) pointed out that emotional intelligence is a key analyst for employees to supervise their own emotions. Especially in corporate sector job satisfaction is more than public sector in regard with high perks. It has been commonly noticed that in Indian manufacturing industry job satisfaction factor more enhance the employee social life and also productivity of organization, due to appreciation and reward. Manager plays a key role for organizational development, must be emotionally competent so that they can manage the workers and their work life. It is concluded that managers having high emotional intelligence
can manage each level of employees. Emotionally intelligent individual employees enjoy more satisfaction from their employment. Sura na and Rawat (2014) identified that there is significant correlation between emotional intelligence and job satisfaction of primary teacher. Emotional intelligence level of primary teacher is high and they are satisfied in their job. Correlation between emotional intelligence and job satisfaction of primary teacher is positive but it is in slight proportion. Miller (2011) investigated the relationships between emotional intelligence of managers and the job satisfaction, affective organizational commitment and turnover intent of their subordinates. In this study emotional intelligence assessment score of managers used independent variables using the Mayer-Salovey-Caruso emotional intelligence test and the dependent variables were the job satisfaction, affective organizational commitment and turnover intention scores of the employees who report to these managers. Result revealed that relationships between managers' EI branch scores of perceiving emotions, understanding emotions, using emotions, and managing emotions with subordinate outcomes was not statistically significant.

2.6 Relationship of Job Satisfaction and Emotional Intelligence on the Basis of HR Activities

Seligman (1990) stated that training on some components of emotional intelligence increases employees' productivity. Kim (2002) investigated that a leader's display of negative emotions can cause the leader's effectiveness and lowers the job satisfaction. George (2000) suggested that managers' emotional intelligence makes an important difference to employees who possess lower level of emotional intelligence. Employees who have high emotional intelligence are more likely to perform well and enjoy high job satisfaction regardless of their managers'. Results indicate that emotional intelligence makes a difference in the lives of their employees, especially, the ones who may be struggling with their own lack of self-awareness, self-regulation, empathy, and interpersonal skills, i.e., emotional intelligence. Gardner and Stough (2003) conducted a study on the relationship between workplace, emotional intelligence, job satisfaction and organizational commitment. They recommended that emotional self regulation and emotional control were the strongest predictors.

Cobb (2004) has found that emotional intelligence does play a significant role in how teachers perceive their jobs based on self-report measures. If teachers' emotional intelligence is low, perhaps remedial and in-service trainings can be implemented to assist teachers in increasing their emotional intelligence which will ultimately increase their job satisfaction.
Sy et al. (2006) examined that the relationships among food service employees’ emotional intelligence, their managers’ emotional intelligence, employees’ job satisfaction, and employees’ job performance, as assessed by managers. The results showed that employees’ emotional intelligence was positively associated with job performance and satisfaction. In their study Bar-On et al. (2006) emphasized that managers’ emotional intelligence had a stronger positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. In addition, recruiters with high level of emotional intelligence had a greater ability to place recruits in positions that closely matched their knowledge and skills. Hasankhoiyi (2006) investigated that there is a significant relationship between emotional intelligence and job satisfaction, and also pointed out that emotional intelligence skill can be used in order to increase job satisfaction in educational environment.

Adeyemo (2007) critically analysed that emotional intelligence could be used as an intervention to enhance organisational commitment. But without a good understanding of the relationship between job satisfaction and organisational commitment and the moderating influence of emotional intelligence, what intervention is used to enhance organisational commitment. Chiva and Alegre in their (2008) study explored that organisation life cycle plays a significant role in determining the effects of emotional intelligence on job satisfaction. More emotionally intelligent people tend to derive greater satisfaction from their jobs, through certain working conditions that facilitate organizational learning. Hossein et al. (2008) investigates the effect of training of some components of emotional intelligence on job satisfaction and productivity of employees so that organizations realize human capabilities and ways to develop them by paying attention to psychological issues.

Kafetsios and Zampetakis (2008) identified a link between emotional intelligence; affect at work and job satisfaction. Emotional intelligence is an important predictor of work affectivity and job satisfaction. The results also indicated that positive and negative affect at work substantially mediate the relationship between emotional intelligence and job satisfaction with positive affect exerting a stronger influence. Afolabi et al. (2010) pointed out that police officers who are of high emotional intelligence are more satisfied and perform better than police officers who are of low emotional intelligence.

Allameh et al. (2011) revealed that there is a significant positive relation between organizational learning capability and job satisfaction and also between organizational learning capability and emotional intelligence. But no reliable and significant results have
been found about the impact of organizational learning capability on the relation between emotional intelligence and job satisfaction. Shinde and Patil (2011) explored that there is a significant difference between job satisfaction of college teachers in terms of emotional intelligence and personality type. In addition there is significant difference in opinion of job satisfaction of teachers in term of their high and low emotional intelligence scale. Khanifar et al. (2012) have found that there is a negative meaningful relationship between emotional intelligence and employee’s burnout of Ghom Public Universities. The result showed that in selected universities, there is a negative meaningful relationship between self control, social skills with reducing of success feeling that with due attention on theory.

Mousavi et al. (2012) emphasized that among five components of emotional intelligence viz, social skills, empathy, motivation, self awareness and self-control were predictors of teacher’s job satisfaction. Suggested that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and by satisfying their needs. Agarwal and Chaudhary (2013) concluded that emotional intelligence is an essential factor responsible for determining success in life and psychological wellbeing. It plays an important role in shaping the interaction between individuals and their work environment. The Emotional intelligence helps society also. Finally, the practical application of emotional intelligence skills and behaviors can enhance not only the outcome of a decision but also the process associated with decision-making also helps in job satisfaction.

Sapta et al. (2012) who analyzed the effects of spiritual intelligence on organizational commitment and job satisfaction also analyzed the effects of emotional intelligence on organizational commitment and job satisfaction. The result revealed that spiritual intelligence and emotional intelligence affects to organizational commitment and job satisfaction directly.

Moradi et al. (2012) have found that a significant association between emotional intelligence, subscale self-awareness, subscale empathy, and subscale social skills with job satisfaction. Conversely, there was not significant association between subscale self-motivation and subscale self-control with job satisfaction. Self-awareness, empathy, and social skills predicted job satisfaction significantly.

Psilopanagioti et al. (2012) investigated that emotional intelligence was significantly and positively correlated with job satisfaction whereas a significant negative correlation between surface acting and job satisfaction was observed. Self-emotion appraisal was found to influence job satisfaction both directly and indirectly through surface acting, while this indirect effect was moderated by gender. Apart from its mediating role, surface acting was
also a moderator of the emotional intelligence-job satisfaction relationship. Hierarchical multiple regression analysis revealed that surface acting could predict job satisfaction over and above emotional intelligence dimensions. Emotionally intelligent physicians were more satisfied with their job. Orhan and Dincer (2012) identified that there is a significant positive relationship between employees’ emotional intelligence and job satisfaction but not so strong. The study also revealed that there is a significant difference between state-owned and private banks in terms of emotional intelligence competency but emotional intelligence level of private bank employees is higher when compared to state owned bank employees. In case of job satisfaction there is no significant difference between state-owned and private bank employees except for the working environment factor. Private bank employees get higher satisfaction from the working environment provided for them.

Taboli et al. (2013) investigated a study on relationship between emotional intelligence, job satisfaction, and organizational commitment and revealed that job satisfaction has mediate relationship between emotional intelligence and organizational commitment, and emotional intelligence has positive significant relationship with organizational commitment. Chiva and Alegre (2008) identified that organization life cycle plays a significant role in determining the effects of emotional intelligence on job satisfaction. Result revealed that job satisfaction is affected by the correlation between individual EI and certain working conditions. Sy et al. (2006) examined that employees’ emotional intelligence was positively associated with job satisfaction and performance. The result also revealed that manager’s emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence.

Shooshtarian et al. (2013) examined a significant relationship between emotional intelligence, job satisfaction and job performance, so employees with higher emotional intelligence and skills in emotions control, have more job satisfaction and desirable job performance, because they were more adapt at appraising and regulating their own emotions and aware about the influence of emotions on behaviour and outcomes. Hence it is concluded that emotional intelligence was positively correlated with job satisfaction. Study also focused on important role of emotional intelligence and its effect on work situations. Naderi (2012) examined a study on relationship between emotional intelligence and job satisfaction among high school English teachers. Result revealed that there is a positive significant correlation between emotional intelligence and job satisfaction, and emphasized that higher level of emotional intelligence associated with higher level of job satisfaction.
Khanifar (2012) emphasized that there is a positive and meaningful relation between emotional intelligence (self-control, self-consciousness, sympathy, social skill and self-stimulation) and job satisfaction of the private banks staff in Kermanshah. Sebaradar and Asadi (2013) examined the relationship between Emotional Intelligence and job satisfaction in Ardabil educational organization and found that there was a significant relationship and emotional intelligence has an impact on job satisfaction. Hazrati et al. (2011) explored that there is a significant relationship between three emotional intelligence and personality features with job satisfaction variables. Found that some components of emotional intelligence and personality features can predict the job satisfaction and its components. Alam (2009) confirmed that job satisfaction is significantly positively correlated with the appraisal of emotions, regulations of emotion and also with the utilization of emotions, and concluded that emotional intelligence has positive effect on job satisfaction of employees at university. Samadi and Emamgholizadeh (2016) concluded that there is a significant positive relationship between job satisfaction and organizational commitment, and showed that the feelings and emotions transparency component in predicting organizational commitment and job satisfaction is significant.

2.7 Research Gap

From the present review of literature it is concluded that job satisfaction and emotional intelligence separately have been studied with regard to various factors such as job satisfaction with various personal variables and also with organisation HR activities like organisational commitment, job satisfaction with employee’s performance, productivity, personality, motivation, career development. Similarly on emotional intelligence many studies have been conducted like emotional intelligence with various personal variables, and also with (various HR activities) leadership style, organisational climate, workplace outcomes, personality, productivity. But very few studies have examined corporate sector in general and no study was conducted on the relationship between job satisfaction and emotional intelligence in Indian automobile sector. So the present study is developed with the intention of filling this research gap. On the basis of literature reviewed it is concluded that job satisfaction and emotional intelligence are correlated with each other. The study further reveals that job satisfaction influence emotional intelligence directly and positively.