

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Mrs Nasreen Patel^{1*}

ABSTRACT

The present research is an exploratory research study done with the intention of examining the effect of emotional intelligence of senior college teachers on their job satisfaction and family relationships. Emotional Intelligence is an important factor for teacher's success. Thus, the present study is based on the assumption that Emotional Intelligence of the senior college teachers may help them to gain maximum job satisfaction and ultimately it will lead to develop and maintain their good family relationships. On the other hand, education plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and paving way for enhancing their quality of life. So the education is the illumination. With this viewpoint, the teacher's role in society is extremely important as well as possesses moral responsibility of creating next generation with maximum human values.

Participants in the study were 151 teachers from senior colleges in Pune city of Maharashtra State. Job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in females than males. . However, statistical significance (using independent t-test) was seen in all family relation dimensions. In general, job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in participants with higher income than those with lower income. However, statistical significance was seen in all family relation dimensions and emotional intelligence.

Participants average score for job satisfaction is 220.5 (sd 17.5) and for emotional intelligence is 106.15 (sd 16.3). There average score for various relationship dimension like, for Cohesion is 53.9 (SD 6.1); for Expressiveness is 35.9 (SD 5.6); for Conflict is 45.9 (SD 6.5) and for Acceptance and Caring is 49.4 (SD 5.4).

Keywords: *Emotional Intelligence, Job Satisfaction, Family Relations, College Teachers.*

¹ Lecturer and Counsellor, Sinhgad Institute, Pune, Maharashtra, India

*Responding Author

Education plays extremely significant role in the lives of individuals for enhancing the quality of life. At the same time Emotional Intelligence (EI) also plays vital role in an individual's personal and professional life. It is defined as “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” (Salovey & Mayer, 1990, p. 189). So, our main focus in this study is also to find the impact of those skills which are known as emotional intelligence on teachers’ job satisfaction and their family relationships.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. Education also provides a stepping stone to the real world, offering many different courses on proper financial techniques, life planning and personal development. Education plays an important role in shaping an individual’s career. The level of education helps people to earn recognition and respect in the society. Undoubtedly education is both socially & personally an indispensable part of human life. Education helps build social skills, problem solving skills, decision making skills and creative thinking skills. Hence, the college teachers with as per their Emotional Intelligence level may gain job satisfaction and will be able to maintain level of family-relationships.

Hence, education is not only restricted to study hard and score good results, but it also means to conquer new things towards the betterment of mankind. An educated individual can create a big difference between wrong and right or evil and good. Education is a big social responsibility of every nation. And in this process, teachers play very important role.

Role of Teacher in Education

In the fast changing world of the early 21st century public education is also changing. As part of the changes the role of schools and education will also be different both in the educational system and in the society. Together with them the role of teachers will also change. Our most influential and life-changing role models are teachers. A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. Sarvepalli Radhakrishnan says, “The teacher’s place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also, so to say, the destiny of the nation.”

Teachers are founts of experience. They have already been where their students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding subject matter, but lessons on life too. A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the day runs smoothly and all students receive a quality education. For this, he/she has to be able to form a balance between family and work, the success of which depends on his/her level of Emotional Intelligence.

Emotional Intelligence

Goleman describes emotional intelligence 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.

Emotional Intelligence is defined as "an ability to recognize the meaning of emotions and their relationships and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them" (Mayer, Caruso & Salovey, 2000, p.267). According to this definition of emotional intelligence, information about relationships in one part of emotions and it is a standard intelligence that enriches discussions of human capacities (Mayer, Salovey, Caruso & Sitarenios, 2001). There is empirical evidence which suggest that only the intelligence cannot explain our achievements at work or life; it is the emotion as well which plays a key role in organizational success (George, 2000; Goleman et al., 2002; Wong & Law, 2002; Law et al., 2004; Sy & Cote, 2004; Suliman & Al-shaikh, 2006).

Job Satisfaction

Job satisfaction is one of these important factors. Disgruntled teachers who are not satisfied with their job will not be committed and productive. "Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits." (Williams). Teacher job satisfaction is defined as "an affective response to one's job as a whole or to particular facets of it" (Cooley & Yovanoff, 1996, p. 341).

Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as "affective orientations on the part of individuals toward work roles which they are presently occupying" (Vroom, 1964). Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile,

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis et al.,1985)

Family Relationship

Systemic thought points out the predictable desire of people to be in an environment that fits with their personal level of emotional and relational development (Bowen, 1978).

Family has been defined in the Oxford Dictionary as -

- i. The body of the persons who live in the house or under one head including parents, children, servants etc.
- ii. The ground consisting of parents and their children, whether living together or not.
- iii. A person's children reared collectively.
- iv. Those descended, or claiming descent from a common ancestry.

Thus, for any human being, his/her family and work represent as most important aspects of his/her life and for many employed adults, balancing the demands of both the areas is the most important daily task. Traditionally, these two domains of human life have been studied independently, but in recent period, a number of researchers have shown their interest in observing and studying the interaction between the family and work of employees. From such research work, it has been observed that the impact of work on the personal lives of people is so far reaching, affecting not only the employees themselves, but their family relations as well (Barling 1990, Menaghan, 1991 and Parcel, 1990). This inspires the present study researcher to see also the effect of one's level of Emotional Intelligence and its effect, if any, on his/her work and family.

OBJECTIVES OF THE STUDY

1. To study the level of emotional intelligence of the college teachers.
2. To find out level of job satisfaction of college teachers.
3. To explore the type of family relationships of the college teachers.
4. To examine the interdependency of the job satisfaction, family relationships with emotional intelligence of college teachers.

METHODS

Research design:

An exploratory method of research was used in this research.

Participants & procedure:

Total 151 participants were involved in research from 13 senior colleges of different faculties in Pune city located in Maharashtra. Sample was incidental. For collecting the data permission from respective college authorities as well as the consent from participants were taken.

Measures:

1. Teachers Job Satisfaction Scale by Muhar, Mudgil and Bhatia.

The present scale was developed with a view to provide a handy instrument for the for the measurement of the degree of job satisfaction enjoyed by the college and university teachers. The final version of the scale has 75 items based on likert scaling technique. They are presented in five point scale.

2. The Schutte EI Test (SEIS; Schutte et al., 1998)

The Schutte EI test is one of the most widely used trait EI scales in the literature. This is partly because the measure was one of the first freely available self-report EI measures that mapped onto an existing EI model. The test includes 33 items that assesses global trait EI and four facets: 1.optimism/mood regulation, 2.appraisal of emotions, 3.social skills and 4.utilisation of emotion. Participants respond using a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree”.

Family Environment Scale by Bhatia and Chadha.

This family environment scale is based on the family environment scale by Moos (1947). This scale consists of three dimensions which are taken from Moose's scale. Although the concept of dimensions were taken from Moos's scale, all the subscales in each dimension were operationally defined with certain modifications of original definitions. These dimensions are:

Relationship Dimension:

1. Cohesion
2. Expressiveness
3. Conflict
4. Acceptance and Caring

RESULT AND DISCUSSION:

Participants in the study were 151 (73 males, 78 females) consisting of 49% below 35 yr and 51% above 35 yr. 49% of them have annual income between 10,000-30,000 Rs. And 51% between 30,000-55,000Rs.

Scores were developed such that higher scores will reflect good quality of job satisfaction, better emotional intelligence as well as better interpersonal relationships. Although, conflict is ideally negative quality, scores were developed in reverse direction so that higher scores will indicate good quality i.e. lower conflict.

Participants average score for job satisfaction is 220.5 (SD 17.5) and for emotional intelligence is 106.15 (SD 16.3). There average score for various relationship dimension e.g.for Cohesion is 53.9 (SD 6.1); for Expressiveness is 35.9 (SD 5.6); for Conflict is 45.9 (SD 6.5) and for Acceptance and Caring is 49.4(SD 5.4).

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Job satisfaction, emotional intelligence as well as all relation dimension parameters were observed to be higher in females than males. However, statistical significance (using independent t-test) was seen in all family relation dimensions. (Table 1).

Table 1

Group Statistics							
	Gender	N	Mean	SD	SE	T- value	p
Job Satisfaction	Female	78	222.47	16.914	1.915	1.443	0.150
	Male	73	218.38	17.916	2.097		
FR- Cohesn -Relationship Dimension	Female	78	56.37	5.432	.615	5.586	0.000
	Male	73	51.27	5.781	.677		
FR- Expres-Relationship Dimension	Female	78	36.91	4.870	.551	2.284	0.028
	Male	73	34.85	6.184	.724		
FR- Conflict- Relationship Dimension	Female	78	47.40	5.669	.642	2.796	0.006
	Male	73	44.49	7.060	.826		
FR- Acc-care- Relationship Dimension	Female	78	50.94	4.349	.492	3.746	0.000
	Male	73	47.79	5.885	.689		
Emotional Intelligence Score	Female	78	107.40	17.343	1.964	0.968	0.335
	Male	73	104.82	15.183	1.777		

Between age (below & above 35 yrs) differences was significant, only in case of Acceptance and Caring dimension being higher among older subjects (Table 2).

Table 2

Group Statistics							
	Agegp	N	Mean	SD	SE	T- value	p
Job Satisfaction	Below 35 yr	74	222.22	16.692	1.940	1.187	0.237
	Above 35 yr	77	218.84	18.138	2.067		
FR- Cohesn -Relationship Dimension	Below 35 yr	74	53.41	5.640	.656	-0.984	0.327
	Above 35 yr	77	54.39	6.590	.751		
FR- Expres-Relationship Dimension	Below 35 yr	74	35.72	5.199	.604	-0.421	0.675
	Above 35 yr	77	36.10	6.028	.687		
FR- Conflict- Relationship Dimension	Below 35 yr	74	45.72	6.678	.776	-0.511	0.67
	Above 35 yr	77	46.26	6.402	.730		
FR- Acc-care- Relationship Dimension	Below 35 yr	74	48.24	5.457	.634	-2.689	0.008
	Above 35 yr	77	50.55	5.064	.577		
Emotional Intelligence Score	Below 35 yr	74	105.81	15.774	1.834	-0.251	0.802
	Above 35 yr	77	106.48	16.947	1.931		

In general, job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in participants with higher income (30,000 to 55,000 Rs) than those with lower income (10,000- to 30,000). However, statistical significance (using independent t-test) was seen in all family relationship dimensions and emotional intelligence (Table 3).

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Table 3

Group Statistics							
	Incomegp	N	Mean	SD	SE	T- value	p
Job Satisfaction	10,000 to 30,000 Rs	74	218.38	18.438	2.143	-1.466	0.145
	30,000 to 55,000 Rs	77	222.53	16.345	1.863		
FR- Cohesn -Relationship Dimension	10,000 to 30,000 Rs	74	52.96	5.974	.694	-1.874	0.063
	30,000 to 55,000 Rs	77	54.82	6.202	.707		
FR- Expres-Relationship Dimension	10,000 to 30,000 Rs	74	34.86	5.002	.582	-2.277	0.024
	30,000 to 55,000 Rs	77	36.92	6.020	.686		
FR- Conflict- Relationship Dimension	10,000 to 30,000 Rs	74	44.73	6.883	.800	-2.37	0.019
	30,000 to 55,000 Rs	77	47.21	5.950	.678		
FR- Acc-care- Relationship Dimension	10,000 to 30,000 Rs	74	48.26	5.544	.645	-2.656	0.009
	30,000 to 55,000 Rs	77	50.53	4.978	.567		
Emotional Intelligence Score	10,000 to 30,000 Rs	74	103.49	16.733	1.945	-1.986	0.049
	30,000 to 55,000 Rs	77	108.71	15.617	1.780		

When correlation matrix was examined for all these variables, job satisfaction was significantly ($p < 0.01$) correlated with emotional intelligence ($r = 0.632$) as well as with all relationship dimensions except expressiveness while emotional intelligence was significantly correlated with all relationship dimensions. (Table 4).

Table 4

	Correlations					
	Job Satisfaction	FR- Cohesn -Relationship Dimension	FR- Expres-Relationship Dimension	FR- Conflict-Relationship Dimension	FR- Acc-care-Relationship Dimension	Emotional Intelligence Score
Job Satisfaction	1					
FR- Cohesn -Relationship Dimension	.542**	1				
FR- Expres-Relationship Dimension	.150	.380**	1			
FR- Conflict- Relationship Dimension	.470**	.518**	.230**	1		
FR- Acc-care- Relationship Dimension	.352**	.525**	.363**	.619**	1	
Emotional Intelligence Score	.632**	.378**	.329**	.530**	.510**	1

Association between job satisfaction & relationship dimension, emotional intelligence was examined using Chi-square (Table 5). There was significant association between job satisfaction & emotional intelligence indicating higher the EI higher is the job satisfaction. There was also significant association between job satisfaction & relationship dimension, except expressiveness. This is suggestive of the fact that higher the cohesion or higher the acceptance & caring, higher is the job satisfaction. On the contrary, lower the conflict, higher is the job satisfaction.

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Table 5

Job Satisfaction Category		FR- Cohesn				FR- Expressiveness				FR- Conflict				FR- Acceptance & caring				Emotional Intelligence Score							
		Below 45 - Low Cohesio n	46-60- Average Cohesio n	Above 61-High Cohesio n	Total	Below 27- Low Expressi veness	28 to 39 Average Expressi veness	Above 40 -High Expressi veness	Total	Above 52 -Low Conflict	38 to 51- Average Conflict	Below 37- High Conflict	Total	Below 40 -Low	41 to 54 Average	Above 55 - High	Total	Below 98	99 to 107	Above 108	Total				
Job Satisfaction Category	Above 2.01 Very high satisfaction	0	1	3	4	1	3	0	4	3	1	0	4	0	3	1	4	0	1	3	4	0	1	3	4
	1.26 to 2.0 High Satisfaction	0	8	5	13	0	7	6	13	10	3	0	13	0	8	5	13	0	2	11	13	0	2	11	13
	0.51 to 1.25 Above Avg	1	19	9	29	1	18	10	29	12	16	1	29	0	20	9	29	1	13	15	29	1	13	15	29
	-0.5 to 0.5 Moderate	2	28	6	36	2	24	10	36	9	20	7	36	1	31	4	36	11	16	9	36	11	16	9	36
	-0.51 to -1.25 Below Avg	4	27	2	33	0	26	7	33	5	24	4	33	2	26	5	33	13	12	8	33	13	12	8	33
	-1.25 to -2.0 Dis-satisfaction	8	15	1	24	4	16	4	24	2	13	9	24	4	18	2	24	18	4	2	24	18	4	2	24
	Below -2.01 High Dis-satisfaction	2	10	0	12	2	8	2	12	1	6	5	12	3	9	0	12	9	3	0	12	9	3	0	12
	Total	17	108	26	151	10	102	39	151	42	83	26	151	10	115	26	151	52	51	48	151	52	51	48	151
		11.3%	71.5%	17.2%	100.0%	6.6%	67.5%	25.8%	100.0%	27.8%	55.0%	17.2%	100.0%	6.6%	76.2%	17.2%	100.0%	34.4%	33.8%	31.8%	100.0%	34.4%	33.8%	31.8%	100.0%
	Chi Square = 39.2 p=0.000				Chi Square = 17.67 p=0.12				Chi Square = 44.9 p=0.000				Chi Square = 25.5 p=0.013				Chi Square = 64.1 p=0.000								

Similarly association between emotional intelligence & relationship dimensions was examined using chi-square (Table 6). Again EI was not associated with expressiveness but remaining three dimensions were significantly associated with EI. Results indicated that higher the cohesion or higher the acceptance & caring, higher is the emotional intelligence. On the contrary, lower the conflict, higher is the emotional intelligence.

Table 6

Emotional Intelligence Score		FR- Cohesn				FR- Expressiveness				FR- Conflict				FR- Acceptance & caring							
		Below 45 - Low Cohesio n	46-60- Average Cohesio n	Above 61-High Cohesio n	Total	Below 27- Low Expressi veness	28 to 39 Average Expressi veness	Above 40 -High Expressi veness	Total	Above 52 -Low Conflict	38 to 51- Average Conflict	Below 37- High Conflict	Total	Below 40 -Low	41 to 54 Average	Above 55 - High	Total				
Emotional Intelligence Score	Below 98	9	41	2	52	6	38	8	52	1	29	22	52	9	43	0	52	9	43	0	52
	99 to 107	4	36	11	51	2	36	13	51	15	33	3	51	1	40	10	51	1	40	10	51
	Above 108	4	31	13	48	2	28	18	48	26	21	1	48	0	32	16	48	0	32	16	48
Total	17	108	26	151	10	102	39	151	42	83	26	151	10	115	26	151	10	115	26	151	
	11.3%	71.5%	17.2%	100.0%	6.6%	67.5%	25.8%	100.0%	27.8%	55.0%	17.2%	100.0%	6.6%	76.2%	17.2%	100.0%	6.6%	76.2%	17.2%	100.0%	
	Chi Square = 11.98 p=0.018				Chi Square = 8.53 p=0.07				Chi Square = 55.75 p=0.000				Chi Square = 31.08 p=0.000								

Further, multiple regressions (stepwise) analysis was carried out to examine which are determinant factors of job satisfaction & relationship dimensions. Regression analysis carried out considering job satisfaction as dependent variable and age, gender, income (all 3 categorical variables) and relationship dimensions (continuous variables) as independent variables showed that (Table7), among all independent parameters, emotional intelligence & cohesion FR dimension were the positive predictive factors while age & expressiveness FR dimension are the negative predictive factors of job satisfaction.

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Stepwise Regression Analysis considering age, gender, income, EI & all Family relationship parameters as independent parameters.

Table 7

Coefficients ^a						
Dependent Var	Independent Var	Unstandardized Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Job Satisfaction	(Constant)	122.737	9.779	55.2	12.551	.000
	Emotional Intelligence Score	.574	.066	p=0.000	8.748	.000
	FR- Cohesn - Relationship Dimension	1.191	.178		6.672	.000
	FR- Expres-Relationship Dimension	-.563	.191		-2.953	.004
	Agegp	-4.711	1.936		-2.433	.016

Similarly all four family relationship dimensions, one by one, were considered as dependent variables and age, gender, income (all 3 categorical variables) and emotional intelligence along with remaining relationship dimensions (continuous variables) as independent variables.

Results indicated that higher cohesion is dependent on higher expressiveness, higher acceptance & caring, lower conflict and is higher among females (Table 8).

Table 8

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Cohesion Relationship	(Constant)	27.079	4.505	43.6	6.011	.000
	FR- Acc-care- Relationship Dimension	.227	.096	p=0.000	2.367	.019
	FR- Expres-Relationship Dimension	.212	.073		2.893	.004
	FR- Conflict- Relationship Dimension	.276	.075		3.692	.000
	Gender	-3.148	.800		-3.932	.000

Expressiveness is seen more if cohesion and emotional intelligence is more. (Table 9)

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

Table 9

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Expres-Relationship Dimension	(Constant)	13.273	3.954	18.5	3.357	.001
	FR- Cohesn - Relationship Dimension	.273	.073	p=0.000	3.725	.000
	Emotional Intelligence Score	.074	.028		2.699	.008

Higher Conflict score (i.e. lower conflict) were determined higher emotional intelligence, higher cohesion & higher acceptance & caring (Table 10).

Table 10

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Conflict-Relationship Dimension	(Constant)	-.020	4.046	48.2	-.005	.996
	FR- Acc-care-Relationship Dimension	.449	.092	p=0.000	4.868	.000
	Emotional Intelligence Score	.102	.028		3.668	.000
	FR- Cohesn - Relationship Dimension	.240	.075		3.207	.002

Acceptance & caring was predicted by older age participants, higher EI, higher expressiveness, higher cohesion and lower conflict (Table 11).

Table 11

Coefficients ^a						
Dependent var	Independent Var	Coefficients		R ² (%)	t	Sig.
		B	Std. Error			
Acc-care-Relationship Dimension	(Constant)	11.945	3.170	51.9	3.768	.000
	FR- Conflict- Relationship Dimension	.315	.061	p=0.000	5.151	.000
	FR- Cohesn - Relationship Dimension	.167	.062		2.689	.008
	Emotional Intelligence Score	.061	.023		2.653	.009
	Agegp	1.876	.618		3.034	.003
	FR- Expres-Relationship Dimension	.129	.061		2.108	.037

CONCLUSION:

- Job satisfaction, emotional intelligence as well as all relation dimension parameters was observed to be higher in females than males.
- Between age (below & above 35 yrs) differences was significant only in case of Acceptance and Caring dimension being higher among older subjects.
- Job satisfaction was significantly ($p < 0.01$) correlated with emotional intelligence.

Teachers' Emotional Intelligence: A Function of Job Satisfaction and Family Relationships

- There was significant association between job satisfaction & relationship dimension, except expressiveness.
- When higher is the emotional intelligence, lower conflict is observed.
- Higher cohesion is dependent on higher expressiveness, higher acceptance & caring, lower conflict and is higher among female.

RECOMMENDATIONS:

According to the results of this research, it could be said that one of the determinants of job satisfaction is emotional intelligence. As a result, one's family relationships also get affected. Therefore, it is recommended that actions should be taken to boost teachers' job satisfaction and training programs on stress coping strategies should be provided. Besides, further research might focus on finding out other factors that affect job satisfaction.

REFERENCES:

- Cooley, E., & Yovanoff, P. (1996). Supporting professionals-at-risk: Evaluating interventions to reduce burnout and improve retention of special educators. *Exceptional Children*, 62(4), 336-355.
- Davis, K. and Nestrom, J.W. (1985). *Human Behavior at work: Organizational Behavior*, 7 edition, McGraw Hill, New York, p.109.
- George, J.M. (2000). Emotions and leadership: the role of emotional intelligence. *Human Relations*, 53 8, 1027-55.
- Goleman, D. [1998]. *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 259-298. Goleman
- Spector, P. E. (1994). Using self-report questionnaires in OB research: A comment on the use of controversial method. *Journal of Organizational Behavior*, 15, 385-392. doi:10.1002/job.4030150503
- Mayer, Caruso & Salovey, 2000, p.267
- Mayer, Salovey, Caruso & Sitarenios, 2001
- Davis, B. (2004). Does Shared Leadership have a positive Impact on teacher Job Satisfaction? <http://www.prism ltd.com/commit.htm@yahoo.com>
- Locke, E. A., The nature and causes of job satisfaction. Book Chapter in *Handbook of industrial and organizational psychology* (1990). Consulting Psychologists Press, 1976, p. 130
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C.J., and Dornheim, L. (1998). Development and validity of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177
- Suliman, A. and Al-Shaikh, F. (2006). Emotional Intelligence at Work: links to conflict and Innovation. *Employee Relations*, 29 2, 208-220.
- Sy, T. and Cote, S. (2004). Emotional intelligence: a key ability to succeed in the matrix organization. *Journal of Management Development*, 23 5, 437-55.
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley.
- Wong, C., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13(3), 243-274.