THE RELATIONSHIP BETWEEN DEMOGRAPHICS VARIABLES, EMOTIONAL INTELLIGENCE, COMMUNICATION EFFECTIVENESS, MOTIVATION, AND JOB SATISFACTION

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Abstract

What seems to still be the main concern for managers and employees in the organization world across the globe is communication effectiveness. The problem to be addressed in this study was the lack of motivation and job satisfaction in educational administrations of Iran. Upon reviewing various literatures on this subject, it was found that emotional intelligence is one of the most vital factors that help sustain communication effectiveness and job satisfaction. The researcher upon having a detailed discussion on the possible areas associated with the present body of knowledge has discovered gaps in the studies that have been undertaken on emotional intelligence and communication effectiveness. This is because motivation in relation to emotional intelligence, communication effectiveness, and job satisfaction has been ignored in the previous studies. As a result, this research proposes a relationship between demographic variables, emotional intelligence (i.e., intrapersonal, interpersonal, adaptability, general mood, and stress management), Communication Effectiveness, Job Satisfaction, and Motivation.

Keywords: Emotional Intelligence, Communication Effectiveness, Job Satisfaction, Motivation, and Demographic Factors.

1. Introduction

Today emotional intelligence is a popular topic of many discussions among academic scholars and corporate executives. What exactly is emotional intelligence, and what role does it play in business and in education? In this paper, I will attempt to answer these questions by providing definitions and a brief history of emotional intelligence (EQ); by discussing the key components of emotional intelligence. This paper seeks to accomplish four objectives. The first is to provide meaning of emotional intelligence (EI),
communication effectiveness, motivation, job satisfaction, and demographic variables. The second is to develop an integration model showing the relationships among EI, communication effectiveness, motivation, job satisfaction, and demographic variables. The third is to invest in people through EI activities, communication effectiveness and motivation, job satisfaction, and demographic variables programs. Lack of recognition of the interconnection among EI, communication effectiveness, motivation, job satisfaction, and demographic variables in the literature motivated the authors to write this paper. At present, there is very little empirical literature on EI within the context of the educational administrations, particularly on relationships EI, communication effectiveness, motivation, job satisfaction, and demographic variables and how manager's EI is affected on communication effectiveness and job satisfaction, that have attracted considerable attention in the organizational literature. In the next section, we review the literature on theories of EI, communication effectiveness, motivation, and job satisfaction, and of the link between them. This review leads to the development of the hypotheses in this study. Finally, we discuss our conclusions. Emotional intelligence in organization setups has undergone dramatic switches in the last few decades. All over the world, organization environments have seen drastic changes as a result of the late 1990s developments in organizational behavior. The beginning of the 20th century saw the emergence of the notion of emotional intelligence. By the 1990s it became a topic of great interest. The first author on EI as a science was, Daniel Goleman, a psychologist who wrote for the New York Times. He modeled and extended the concept of EI in his book, ‘Emotional Intelligence: Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement’ which he wrote in 1995. Emotional Intelligence transformed progressively from a mere notion into a dominant theory in many research areas within which its effects on human behavior were analyzed. Recently, EI received much interest in effective communication. Results of these studies indicated that emotional intelligence played a pivotal role in human communication. The need to establish the relationship between EI and effective communication was recognized. This relationship was further emphasized by many EI theorists who asserted that managers who are emotionally intelligent communicate well with people (Goleman, 1995; Mayer, Salovey & Caruso, 2004; Weisinger, 1998).

There is a significant gap in the quantity of literature examining the relationship among emotional intelligence, job satisfaction, communication effectiveness, and motivation. One study, the first of its kind, examined the interaction effect of managers' EI and employees' EI on job satisfaction (Sy, Tram, & O'Hara, 2005). Further, empirical support is limited that gives special attention to how managers with high EI offer unique contributions to their organizations (Carmeli, 2003). More research is needed to further examine the relationships between emotional intelligence and the work environments that affect job satisfaction and performance (Sy et al., 2005). Concerning job satisfaction, existing research has examined the relationship between present-tense emotions and job satisfaction (Niklas & Dormann, 2005), self-esteem and job satisfaction (Alavi & Askaripur, 2003), self-esteem, generalized self-efficacy, emotional stability upon job satisfaction and job performance (Judge & Bono, 2001), and finally, the effect of EI upon job satisfaction and performance (Sy, et al.). Concerning organizational commitment, one study was done examining the relationship between EI and occupational stress and organizational commitment (Nikolaou & Tsousis, 2002). Two research studies, however, were found that examined the three components of EI, job satisfaction, and organizational commitment (Carmeli, 2003; Petrides & Furnham, 2006). But no study has examined the relationship among emotional intelligence, communication effectiveness, job satisfaction, and motivation together. On the other hand, no study has examined the interaction effect of managers’ EI and employees’ EI on job satisfaction and communication effectiveness. The combination of these four variable will invariably lead to higher levels of both success and life satisfaction. This comprehensive study will seek to expand our understanding and identify the nature of the relationships among the four factors of emotional intelligence, communication effectiveness, motivation, and job satisfaction within the educational administrations.
Even though, emotional intelligence is crucial for the sustainment of communication effectiveness and job satisfaction, there have been very limited studies done on this subject, resulting in vital aspects like motivation to go on unnoticed. In order to fill in this gap, this study will be conducted in Iran-based educational administrations.

1.1 Problem Statement

The problem to be addressed in this study was the lack of communication effectiveness and job satisfaction in educational administrations of Iran. Sharma (2006) reported that attrition rate and absenteeism are major problems in the organizational environment due to ineffective communication and lack of job satisfaction. Also, In 2000, statistics from the Society for Human Resource Management (SHRM) 2000 Retention Practices Survey revealed a turnover rate of 21 to 26% in organizations due to lack of communication and job satisfaction. Voluntary turnover increased across the board for 2003 to 2004 from 19 to 20% (NOBSCOT Corporation, 2006). Twenty-one percent of respondents reported poor communication and unsatisfied conditions of job as major reasons for the problem of turnover rate. Smaller organizations experienced a national turnover rate of 17% in the United States (SHRM, 2000). If individuals are not satisfied with their jobs and communications are not effective, problems often arise in effectiveness and satisfaction throughout the organization (Herzberg, 1974). Ineffective communication, lack of communication or inadequate communication causing disturbance, employee turnover, disorder, failure to achieve goals, and damage to the image of the organization (Chang, 1993). Another study illustrates that lack of effective communication may lead to; misunderstandings, lack of information, decrease in employees’ performance, and decrease in company’s turnover in organizations and on the other hand lead to incompetence, poor teamwork and disrespect (Maxfield et al., 2005). Also lack of communication effectiveness and job satisfaction in organizations led to high stress, monotony, poor fit between employees and the job, inadequate training (Missouri Small Business Development, 2002). On the other hand, lack of job satisfaction also lead to lower productivity, higher absenteeism, increased work errors, poor judgment, defensive behavior, hostility, reduction in creativity, and job turnover. Hinshaw, Smeltzer, and Atwood (1987) view low turnover as the product of job satisfaction and commitment, which are in turn influenced by organizational factors such as routinization, instrumental communication, and integration within the organization as well as demographics and the environmental factor of alternate job opportunities. Another example shows lack of job satisfaction in organizations due to absent and leaves the job (Hackett & Guion, 1985, Carsten & Spector, 1987). A 2003 study conducted by Grebner et al. (2003) involving 234 call center agents revealed lower job satisfaction primarily due to lower levels of job control and task complexity. This finding is consistent with earlier research by Victor Vroom (1964), which established that a distinct inverse relationship exists between job satisfaction and attrition. Locke’s (1976) value theory also proves instructive when considering workplace attrition, as this theory differentiated between needs and values and suggested that needs are inborn and exist separate from an individual’s desires. Mobley’s research (1977) also linked job dissatisfaction to attrition, suggesting that employees typically progress through a series of steps prior to quitting: thinking about quitting, considering the cost of quitting, looking for a new job, and eventually quitting. The question arises, what factors influence job satisfaction and communications effectiveness in organizations? A review of the literature indicated that there are numerous factors such as job performance (Sy et al., 2005; Judge & Bono, 2001), organizational commitment (Carmeli, 2003; Petrides & Furnham, 2006), emotional intelligence (Bar-On, 2005; Schein, 2004), communication (Pettit et al., 1997; Pincus, 1986), and motivation (Anthony and Govindarajan, 1998; Edmondson, 2003). Also literature review showed that emotional intelligence- one of effective factors- is a considerable factor in
today's volatile environment and additionally studies on this factor very limited and we found that motivation that it is very vital with regard to emotional intelligence with communication effectiveness and job satisfaction have not seen in previous studies. According to Mathews (2002), numerous professions showed a dire need for some levels of emotional intelligence. The education system is one of those within which, the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that existed among them. Also, the administrative centers of these education administrations sense a need for both the managers and employees to create working associations with others. This is because, the administration centers have to deal with important people and matters related to key professions. These managers and employees, according to Matthews (2002), partake in a profession in which there exists a high probability that a high level of emotional intelligence is required due to their everyday interaction with their customers, educators, supervisors and co-workers. In line with all reasons above, the objective of this research was to study emotional intelligence on communication effectiveness and job satisfaction; on the other hand, identifying motivation – existent gap- which may impact the relationship between emotional intelligence with communication effectiveness and communication effectiveness with job satisfaction. We believe that this research will provide additional insight on this topic.

1.2 Gap of Study

Both communication effectiveness and job satisfaction researches are considerable researches domain for emotional intelligence. Studies of this domain can be categorized into two fields: the first field regarding factors which influence communication effectiveness and job satisfaction, the second field with regard to communication effectiveness and job satisfaction impact on emotional intelligence. The majority of communication effectiveness and job satisfaction researches studies investigate by; Rivers, 2004; Luftman, 2004; and for job satisfaction major areas explored are such as: Spector, 1997. The review of literature showed much study on the relationship communication effectiveness and job satisfaction with emotional intelligence like: Sy, 2006; Güleryüz, 2008; Chiva & Alegre, 2008; Kafetsios & Zampetakis, 2008. Research done till date in the field of education administration show a keen interest in knowing all about effective communication and job satisfaction. The resulting knowledge gain on human nature could lead to important elucidations and assumptions about effective skills to improve communications and job satisfaction among managers and employees. As an example, if a person is able to identify the communication signals of another, this could improve the quality of communication between them. Also, managers and their employees could be taught to identify various communication indicators others express. If the level of emotional intelligence is identified within each employee by the education administration executive, he/he could aid them more profitably. Various perspectives of human behaviors such as communication and job satisfaction can be illustrated by this study of emotional intelligence. Certain occupational areas are implementing the measures of emotional intelligence measures to foresee employees’ performance. Yet, in specific professions such as the teaching profession, specific emotional skills are exceptionally significant to job satisfaction. Other occupations exist where specific skills may be attractive but not imperative. A brain surgeon or mechanical engineers, for example, do not need the same emotional intelligence participation with others than the emotional intelligence the managers and employees in education administrations require to possess so as to surpass in job satisfaction. The formal appraisal of these skills would appear important for professions in which emotional abilities are clearly essential. Thus recognizing the fact that, different jobs do call for different levels of social and emotional involvement and activity, is of dire importance.
Administrators in several jobs sense an increasing need to have recurrent interchanges that is both emotionally positive and supportive with employees and teachers. Even in educational administrations, one generally tends to interact emotionally with others, teachers not only need to assess the reactions of others and attempt to influence other’s emotions and motives but they also need to talk with others face to face and exhibit optimistic behaviors.

Numerous communal establishments, such as corporations and organizations, are commencing explorations with EI, even though it is a fairly innovative concept and it continues to advance in the research arena. It is supposed that, by recognizing the manager and employee’s level of emotional intelligence, a difference in corporations and organizations could be achieved companies attempt to develop the quality of the executives and co workers’ lives which is said to affect their output level, which, in turn, amplifies profits (Brophy, 1996). However, it should be stressed here that, emotional intelligence should be recognized as early as in the educational setting when these prospective social contributors are not yet key administrators or workers in the educational management. After completing the research illustrated above, several apparent gaps were found to exist in the area of the proposed research topic: relationship between emotional intelligence, communication effectiveness, job satisfaction, and motivation in educational administrations of Iran. As well, there are gaps in the literature due to a lack of investigation into a potential relationship between emotional intelligence, communication effectiveness, job satisfaction, and motivation in educational administrations of Iran.

The main gaps of this study including:
1. There is not any study related to relationship between emotional intelligence, communication effectiveness, job satisfaction, and motivation together. In current research, the researcher combines four main variables together for examine them.
2. Observing little studies on relationship between emotional intelligence and communication, but no study has examined relationship between emotional intelligence and effectiveness of communication. According to the process improvement literature, there are a small number of previous research papers studied the area of emotional intelligence with communication skills, styles, interpersonal, verbal and non verbal, and competence concept. Research that is published helps to address the gaps of not having information on emotional intelligence and communication effectiveness.
3. Another gap is that there has been no study on communication effectiveness as mediator in relationship between emotional intelligence and job satisfaction.
4. Another gap in this study refers to motivation as moderator variable. There has been no study on motivation as moderator variable on relationship between emotional intelligence and communication effectiveness.
5. Another gap in this study refers to motivation as moderator variable. There has been no study on motivation as moderator variable on relationship between communication effectiveness and job satisfaction.
6. Observing little studies on relationship between demographic factors, emotional intelligence, and job satisfaction together. The gap in the current research is that there are limited studies due to the emotional intelligence and job satisfaction with usage control variable.

Thus, there are obvious gaps in the literature for an emotional intelligence, communication effectiveness, job satisfaction, and motivation in educational administrations of Iran. The current study was developed with the intention of filling that research gaps. Due to these gaps, in educational administrations research, the study was absolutely necessary and certainly timely. For these reasons, the researcher believes that there is benefit in conducting this research.

It is worthy to note motivation in current study is very vital in existing literature and have been studied with regard to various factors such as organization performance, leadership, and arguments imply the influence this factor on the relationship between emotional intelligence and communication effectiveness; on the other hand, relationship between communication effectiveness and job satisfaction...
satisfaction. As a result, the researcher will fill the mentioned gap with focus on motivation as moderating factor on the link between emotional intelligence and communication effectiveness and job satisfaction.

2. Literature Review

2.1. Definitions of Emotional Intelligence


These theorists and many others defined and explained the concept of emotional intelligence. In the course of this research, I found at least a dozen definitions of emotional intelligence (EQ). Here I will include the four most popular ones. Emotional intelligence (EQ) can be defined as:

- “The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide one’s thinking and action” (Mayer & Salovey, 1993).

- “The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results” (Weisinger, 1998).

- “The ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions” (Schmidt, 1997).

- “the ability to: 1) be aware of, to understand, and to express oneself; 2) be aware of, to understand, and to relate to others; 3) deal with strong emotions and control one’s impulses; and 4) adapt to change and to solve problems of a personal or a social nature (Reuven Bar-On, 1988).

Thus, the definition of emotional intelligence as the range of abilities, talents and skills that are non-cognitive but can affect a person’s ability to manage the environmental demands and pressure successfully by Bar-on was found to be suitable for this study.

2.2 Bar-On Theory of Emotional-Social Intelligence and the EQ-i

Researchers like Darwin, Thorndike, Wechsler, Sifneo, and Applebaum had influenced development of the emotional-social intelligence (Bar-On, 2005). The central constituents in the emotional-social intelligence meaning and concepts were founded on the works of these researchers. Recognizing the various abilities in EI, Bar-On divided them into five sets which he considers as:

(a) Ability to distinguish, recognize and communicate emotions and feelings
(b) Ability to recognize how others sense and relate with them
(c) Ability to deal with and manage emotions
(d) Ability to transform, adjust and unravel problems of an individual and interpersonal nature; and
(e) Ability to create positive influences and be self-motivated (Bar-On, 2005, p.3).

Thus, emotional-social intelligence, then, is a cross-section of interconnected emotional and social capabilities, skills and catalyst that establishes how successfully we comprehend and articulate ourselves, recognize others and communicate with them while managing our daily demands (Bar-On, 2005, p.3). Consequently, the theoretical framework for the Bar-On model and its measurement called the EQ-I, are based on these sets of abilities. Bar-On (2000) asserts that the EQ-i was framed to gauge a person’s emotional and social intelligence and not personality traits or cognitive capacity. Yet, research has shown that the EQ-I has a somewhat reasonable relationship with other personality trait measures (e.g. Conte, 2005). Other research stated that, Bar-On’s model of emotional intelligence focused on non-cognitive personality traits (Newsome et al., 2000). Meanwhile, Bar On reiterated that his construct had sufficient empirical evidence to prove its validity as he had based the concept of his model on the results of various researches conducted around the world during a period of 17 years (Bar-On, 2000). Finally, he developed his theory of Mixed (trait) theory by identifying five variables

- **Intrapersonal**: The intrapersonal score is a value which represents the Manager’s ability to know how he acts or responds to emotions. It includes the measurements for the subscales of self-awareness, assertiveness, independence, and self-regard.

- **Interpersonal**: The interpersonal score is a value which represents the Manager’s ability to identify or know how his emotions affect, or is perceived by, others. It includes the measurements for the subscales of empathy, social responsibility, and interpersonal relationships.

- **Adaptability**: The adaptability score provides insight into the Manager’s ability to be flexible and realistic. It includes the measurements for the subscales of reality testing, flexibility, and problem solving.

- **Stress management**: As expected, this score reflects the Manager’s ability to deal with, and adapt to, stress. It includes the measurements for the subscales of stress tolerance and impulse control.

- **General mood**: General mood evaluates the Manager’s attitude and perceptions of life and people. It includes the measurement for the subscales of optimism and happiness.

Several reasons can be delineated for the choice of the Bar-On EQ-i model for this study comprising;

i) It has been considered as an optimal and well tested instrument to gauge emotional intelligence.

ii) It is the most comprehensive and certified self-reported psychometric instrument available to gauge emotional intelligence.

iii) The theory underlying this instrument has a direct and positive effect on the development of effective communication and communication plays a key role in increasing emotional intelligence in managers and promoting effectiveness in organizations (Bar-On, 2000a; Matthews et al., 2002)
2.3 Research on Emotional Intelligence (EQ-i) Components

The researcher has studied five components of Bar-On-EQ-i which are interpersonal, intrapersonal, general mood, stress management and adaptability in the current study. Thus, these components would be explained in detail subsequently.

2.3.1 Bar-On’s EQ-i: Interpersonal Component

In the social context, during a conversation, those who are conversing demonstrate various types of interpersonal skills encased in their personalities. Some may exhibit exceptional speaking skills while others, superior listening skills. These are called interpersonal skills. Research has proven that people in various occupations can benefit from the presence and existence of both skills (Northon, 1983, Matthews et al., 2002). These skills matter a great deal to managers who wish to practice effective interpersonal relationships in their workplace. These managers are expected to possess certain traits: dominance and nurture.

2.3.2 Bar-On’s EQ-i: Stress Management Component

Much research data frequently reported source of work-related stress (Matthews et al., 2002; Knapp & Miller, 1994). These were related to people who felt dissatisfied due to lack of interpersonal recognition which eventually led to stress. Thus, poor emotional intelligence was expected to be a chief feature at play in aggravating this source of stress (Matthews et al., 2002). The main local on stress faced by people working in offices is when dealing with individuals that are undergoing various, simultaneous neurophysiologic, body, and emotional changes. and managing an office is considered and labeled to be a stressful occupation (Wubbels & Levy, 1993; Wong & Wong, 1998; Wang et al., 1994). In an academic setting, office management is somewhat more sensitive as managers are expected to regulate their mood with caution so as not to damage the interpersonal relationships they develop with others in this setting (Wang, 1994).

2.3.3 Bar-On’s EQ-i: Intrapersonal Component

Intrapersonal intelligence can be conveyed tangibly as a poem or painting or intangibly as rage or joy and so not recognized easily from the outside (Gardner, 1983). This component is related to the way one reaches within oneself to make sense of the information collected from the environment and how that information is embodied in outward appearances. Bar-On states that intrapersonal intelligence is the skill of probing one’s own feelings, to recognize, and distinguish among them, and to represent them characteristically (Bar-On, 1997). In this way, one is able to achieve a better understanding of the self. This is thought to be the basis for understanding a person, his urges and ambitions (Gardner, 1983). The knowledge of intrapersonal intelligence also aids in realizing one’s strengths and weaknesses which when managed, could lead to more successful, more fulfilled individuals (Bar-On, 1997).

2.3.4 Bar-On’s EQ-i: Adaptability Component

Research has shown that those who are emotionally intelligent are adapted effectively and can continuously adapt in such a way as to be competent enough to deal with fresh challenges in life (Bar-
On, 1997; Matthews et al., 2002). Bar-On states that adaptability can be classified into problem solving, reality testing, and flexibility. These three subsets are essential to the managing profession because of the high degree of stress involved in this field and thus require high levels of adaptability. Even in the educational scene, managers encounter many different challenges in diverse situations that vary in complexity levels that are not only demanding but also stressful. Thus, in order to avoid unpleasant criticism, it is imperative that education managers possess a superior level of adaptability.

2.3.5 Bar-On’s EQ-i: General Mood Component

Confidence and contentment comprise the meaning of general mood. To be content, one has to be satisfied with his life in such a way as to enjoy living and being with others (Bar-On, 1997). This type of satisfaction, according to some researchers holds the essence of effective communication (Golemn, 1995; Matthews et al., 2002; Wubbels et al., 1997). They believe that, when one is not feeling content or confident of what one is doing, though, one tends to search for a change voluntarily. As a result, it can be assumed that man is continuously finding ways to change their moods in the process of seeking an optimal one. Since moods can affect the way people relate to others, in the arena of management, this issue is of great importance managers especially in times of crisis (Wubbels et al., 1997).

2.4 Definitions of Communication Effectiveness

According to Campbell (1989) communication effectiveness is deliberate behavior aimed at augmenting the result of an interpersonal meeting. Similarly, the expression “communication effectiveness” is often replaced by, “effective communication” (Gudykunst, 1993, 1995, 2005a). In other words, communication becomes valuable when the people involved in the communication can augment understandings and decrease misunderstandings.

Fisher reiterated that effective communication is an important factor in any workplace, relationship as well as in everyday life but difficult to attain (Fisher, 1999). Since communication is the means by which any manager can increase his knowledge and skills of communicating effectively, it can be used to unite the manager to his workers and decision making to induce teamwork in organizations (Thamin, 1992). Each concept possesses certain limitations to effective communication but according to the literature review, six factors that could help improve communication effectiveness were: effective listening, feedback, understanding, influencing, oral and written, and clarifying. All these aspects would be discussed in detail henceforth.

- Effective listening: An effective listener is one who pays attention to what the speaker saying without interruptions noting all the details while listening for key words of interest to enquire about later and retains his verdict until this speaker has presented all of his or her ideas (Greenberg, 1999).

- Feedback: Feedback takes place when the receiver of a communication sends a message back to the sender. The best method to receive the message properly is through a feedback (Greenberg, 1999).

- Understanding: The extent to which people make sense of what they see and hear to participate completely in a communication and respond shrewdly, according to the conditions is based on understanding.
Influencing: the meaning of influence is being able to move things ahead, without pushing, forcing or telling others what to do.

Oral and written: Communication consists of oral communication, body language, listening, inflection, and written communication and thus, multi faceted.

Clarifying: The extent to which a person uses cautious and penetrating questioning methods to effectively interpret the words and actions of the other person in order to understand his/her meaning is called clarifying.

2.5 Definitions of Job Satisfaction

Job satisfaction is a recurrently researched subject in work and organizational literature and has been investigated by several disciplines such as psychology, sociology, economics and management sciences. An employee’s affective reaction to his job in terms of how much it satisfies his desired outcome is called job satisfaction. He compares it with the actual outcome (Cranny et al., 1992). Overall, job satisfaction is actually how much a person likes his/her job (Spector, 1999). It may also relate to a person’s emotional attachment to one’s job “... viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet satisfaction; e.g. the employees’ view of the quality of supervision” (Tett & Meyer, 1993, p. 261).

2.6 Definitions of Motivation

Motivation has been defined as the inner condition of man that swells in vigor to become active. It is also defined as something that encourages a person toward certain goals or that which influences a person’s learning strategies and cognitive process (Ormrod, 1995). It is very essential to comprehend and maintain the motivation in a job, since it will influence employees and managers in deciding the time and energy spent in work action. At an individual level, occupational motivation is defined as the intrinsic enthusiasm that promotes the continuous engagement in one’s occupation or the “exceptional moments” (Csikszentmihalyi, 1997, p. 29) in one’s career. Central to this definition is the notion that motivation involves voluntary actions that are goal directed (Halbeslem & Bowler, 2007).

2.7 Relationship between Emotional Intelligence, Communication Effectiveness, Job Satisfaction, Motivation, and Demographic Variables

Both communication effectiveness and job satisfaction researches are considerable researches domain for emotional intelligence. Studies of this domain can be categorized into two fields: the first field regarding factors which influence communication effectiveness and job satisfaction, the second field with regard to communication effectiveness and job satisfaction impact on emotional intelligence. Research done till date in the field of education administration show a keen interest in knowing all about effective communication and job satisfaction. The resulting knowledge gain on human nature could lead to important elucidations and assumptions about effective skills to improve communications and job satisfaction among managers and employees. If the level of emotional intelligence is identified within each employee by the education administration executive, he/she could aid them more profitably. Various perspectives of human behaviors such as communication and job satisfaction can be illustrated by this study of emotional intelligence. Certain occupational areas are implementing the measures of
emotional intelligence measures to foresee employees’ performance. Yet, in specific professions such as the teaching profession, specific emotional skills are exceptionally significant to job satisfaction. Administrators in several jobs sense an increasing need to have recurrent interchanges that is both emotionally positive and supportive with employees and teachers. Even in educational administrations, one generally tends to interact emotionally with others. Teachers not only need to assess the reactions of others and attempt to influence other’s emotions and motives but they also need to talk with others face to face and exhibit optimistic behaviors. Numerous communal establishments, such as corporations and organizations, are commencing explorations with EI, even though it is a fairly innovative concept and it continues to advance in the research arena. It is supposed that, by recognizing the manager and employee’s level of emotional intelligence, a difference in corporations and organizations could be achieved companies attempt to develop the quality of the executives and co workers’ lives which is said to affect their output level, which, in turn, amplifies profits (Brophy, 1996). However, it should be stressed here that, emotional intelligence should be recognized as early as in the educational setting when these prospective social contributors are not yet key administrators or workers in the educational management. After completing the research illustrated above, several apparent gaps were found to exist in the area of the proposed research topic: relationship between emotional intelligence, communication effectiveness, job satisfaction, and motivation in educational administrations of Iran. As well, there are gaps in the literature due to a lack of investigation into a potential relationship between emotional intelligence, communication effectiveness, job satisfaction, and motivation in educational administrations of Iran.

3. RESEARCH MODEL

Based upon the studies and researches, it can be concluded that communication effectiveness and job satisfaction are affected by many factors. To name a few factors, job performance, organizational commitment, emotional intelligence, motivation and leadership can influence communication effectiveness and job satisfaction. For this study, we have focused on emotional intelligence due to some reasons that we have mentioned previously. By reviewing much literature, it was found that emotional intelligence brought about a positive effect on communication effectiveness and job satisfaction. In relation to communication effectiveness and job satisfaction, many researchers have categorized intrapersonal, interpersonal, stress management, adaptability, and general mood as components of emotional intelligence. We are going to examine all the mentioned components against other constructs. Additionally, we have found a gap after examining and reviewing the literature on this subject. In order to fill in the gap, we have included motivation construct in relation to emotional intelligence with communication effectiveness and job satisfaction. Also, we studied relationship between demographic variables (i.e., age, gender, job position, work experience, educational level) and emotional intelligence. We will discuss the arguments and support for the construct in more detail in next section. Figure 1 shows the research model.
4. Results and Discussion

4.1 The relationship between Emotional Intelligence and Communication Effectiveness

Theorists who advocate emotional intelligence reiterated that EI leads to enhanced effectiveness in communication (Goleman, 1998; Mayer et al. 2004; Weisinger, 1998). To demonstrate their point; one instance was pointed out wherein salesman required a high degree of emotional intelligence to be successful. They either consciously or unconsciously relied upon some dimensions of emotional intelligence to accurately understand and respond appropriately to customers’ verbal and nonverbal signs (Deeter-Schmelz and Sojka, 2003). In another instance, it was indicated that workers sensed a better and nicer manager when he was trained in emotional intelligence (Ikemi and Kubota, 1996, p.116). There has been clear evidence of some similar essential factors that bond emotional intelligence with communication effectiveness in the field of EI theories. One of these similarities is the construct of cognitive complexity which has been referred to, in Hale’s research, as being effective in promoting communication effectiveness. Also, Saine believed cognitive complexity could lead to the transfer of information while Watson & Behnke realized its effectiveness in group problem solving activities (Hale, 1980, Saine, 1976, Watson & Behnke, 1994). Bar-On (2005) “to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges, and pressures.” (p. 3). Goleman (2001) the social awareness of emotional intelligence has directly relationship with people and groups precisely and communication such as “the empathic individual can read emotional currents, picking up on nonverbal cues such as tone or facial expression” (p. 35-36), while the relationship management focus on inducing attractive responses in others tune their own responses to move relations in the best way “… effective in give-and-take of emotional information …skills at handling difficult people…” (p. 37). Mayer et al. (2004) “the high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions better than others … tends to be more open and agreeable …” (p. 210). As shown, these theories focus on the significance of understanding and relating with others which has near connection with case of communication where adaptation and proper use of knowledge and skills are essential when interacting with other person.

Recent research in the area of emotion intelligence has also led to a link to communication. Andersen & Guerrero (1998) suggest that emotions intelligence are inherently communicative and provide six principles that illustrate how communication is necessary to the process of emotional experience. These six principles include: (a) Emotions evolve as communicative actions, (b) emotional expression is shaped through socialization processes, (c) the primary elicitor of most emotion is interpersonal communication, (d) schemata affect how and when emotions are communicated, (e) an inherent feature of emotional experience is emotional expression, and (f) emotion generates other emotions and interaction chains.

The above literature demonstrates that emotions and communication are often associated with interpersonal interactions. Anderson and Guerrero believe that the future welfare of the human race, may depend somewhat on a better understanding of emotions and communication and thus it is essential to expose the future managers to the concept of emotional intelligence and communication so as to ensure the prosperity of mankind (Anderson & Guerrero, 1998, p.89). The focus of this study will continue with emotional intelligence and communication effectiveness in the educational administrations. In summary, a communication view of emotional intelligence on the interaction and relationship components of the process. The view holds that emotional intelligence is outcomes of the communicative process. It follows that to improve manager effectiveness requires a significant emphasis
on communication effectiveness since according to this view; it is through communication effectiveness that emotional intelligence occur. Figure 2 show his relationship:

As a result of this, the following hypothesis is proposed:

H1: Emotional intelligence is positively associated with communication effectiveness.
H1a: Intrapersonal (as an aspect of emotional intelligence) is positively associated with communication effectiveness.
H1b: Interpersonal (as an aspect of emotional intelligence) is positively associated with communication effectiveness.
H1c: Adaptability (as an aspect of emotional intelligence) is positively associated with communication effectiveness.
H1d: Stress management (as an aspect of emotional intelligence) is positively associated with communication effectiveness.
H1e: General mood (as an aspect of emotional intelligence) is positively associated with communication effectiveness.

4.2 The relationship between Emotional Intelligence and Job Satisfaction

Several studies have been conducted on the relationship between workers EI and their satisfaction at their workplace especially during the 21st century. Some of the significant studies that related these two constructs to job performance were by Sy et al, (2006), Wong and Law (2002) and Villard (2004). Another research on this relationship is by Patra who proved that those employees with EI find their place of work satisfying and this influenced their satisfaction and overall productivity that led to efficient management and organization development (Patra, 2004). To conclude, most studies provided significant evidence that higher emotional intelligence levels 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 consequences of stress (Cooper & Sawaf, 1997). Furthermore, Shimazu, Shimazu, & Odahara all feel that these managers will probably control emotions in others too. Their ability is very useful in group settings where employees with high EI can use their skills to promote constructive interactions that help increase their own self-esteem, as well as the self-esteem of the group, and add positively to the experience of job satisfaction overall (Shimazu, Shimazu, & Odahara, 2004). On the other hand, those with lower emotional intelligence levels are probably less conscious of their emotions and quite incapable of managing their emotions in complicated circumstances. These workers ultimately augment their level of stress and thereby reduce their level of job satisfaction. As a result of this, the following hypothesis is proposed:

H2: Emotional intelligence is positively associated with job satisfaction.
H2a: Intrapersonal (as an aspect of emotional intelligence) is positively associated with job satisfaction.
H2b: Interpersonal (as an aspect of emotional intelligence) is positively associated with job satisfaction.
H2c: Adaptability (as an aspect of emotional intelligence) is positively associated with job satisfaction.
H2d: Stress management (as an aspect of emotional intelligence) is positively associated with job satisfaction.
H2e: General mood (as an aspect of emotional intelligence) is positively associated with job satisfaction.

4.3 The relationship between Emotional Intelligence and Motivation

Many research like those of Goleman and Lanser have showed a relationship between emotional...
intelligence and motivation (Goleman, 1998b, Lanser, 2000). They reiterated that through the positive and negative aspects of working life we can comprehend motivation which is an essential factor of emotional intelligence. Also, Dijk and Freedman proved the relationship between emotional intelligence and motivation in a study that concluded that those who require extrinsic support for motivation are always helpless without the consent or reward system of other (Dijk and Freedman, 2007, p.17). Some of the studies that dealt with emotional intelligence and have examined the role that emotional intelligence play in motivation, self regulation and variety of achievement behaviors were by Frijda 1994 and Zurbriggen & Sturman 2002. Most of these studies showed a relationship between emotional intelligence and motivation. For example, a study by Wong and Law showed that workers EI influenced their job satisfaction and performance (Wong and Law, 2002). Thus, the literature review concluded that emotionally intelligent employees are efficient enough to distinguish emotions, control them and employ them to improve performance in others as compared to those employees that possessed lower emotional intelligence capabilities. In addition, employees who possessed EI were found to be able to look at their responsibilities in a constructive manner so as to enhance motivation. As a result of this, the following hypothesis is proposed:

**H3:** Motivation is positively associated with relationship between emotional intelligence and communication effectiveness.

H3a: Motivation is positively associated with relationship between intrapersonal (as an aspect of emotional intelligence) and communication effectiveness.

H3b: Motivation is positively associated with relationship between interpersonal (as an aspect of emotional intelligence) and communication effectiveness.

H3c: Motivation is positively associated with relationship between adaptability (as an aspect of emotional intelligence) and communication effectiveness.

H3d: Motivation is positively associated with relationship between stress management (as an aspect of emotional intelligence) and communication effectiveness.

H3e: Motivation is positively associated with relationship between general mood (as an aspect of emotional intelligence) and communication effectiveness.

**4.4 The relationship between Communication Effectiveness and Job Satisfaction**

Many public and private organizations have started to study their communication systems in order to appraise their effects on the effectiveness of their companies. This initiative commenced with studies related to communication effectiveness and its relationship to job satisfaction (Weigel, 1994). Among the earliest analysts who conducted significant research into the connection between communication satisfaction and job satisfaction was Herzberg in 1960s (Downs and Hazen, 1977). From then on, many other related studies such as those conducted by Faicione, McCroskey, & Daly, 1977 and Wheeless, & Howard, 1984 have been recorded. In the 1970s, more substantial results into this area of research were produced. One such study revealed that the employment of effective communication by the employees and managers in an organization as well as their job satisfactions are vital features that contribute to the success of any organization whether public or private (Druker, 1988). Kim believed that when the relevant individuals in an organization participate in strategic planning process with the influence of effective communications, job satisfaction is amplified (Kim, 2002). Other researchers have mentioned over 500 studies where there were significant associations found among communication, productivity and job satisfaction within working environments (Downs, Clampitt and Pfieffer ,1988). Thus, it can be concluded that, the two variables of communication and job satisfaction are directly related to a
company’s efficiency and achievements (Young, Worchel, & Woehr, 1998). As a result of this, the following hypothesis is proposed:

H4: Communication effectiveness is positively associated with job satisfaction.

4.5 The relationship between Communication Effectiveness and Motivation

In this day and age, motivation and communication have been found to possess a significant relationship in the majority of establishments. Literature revealed that, though motivation has played an important role in the enhancement of communication effectiveness the relationship between the two construct were rarely studied. Some of these studies, have concluded those who were inherently motivated had the habit of looking at an organization’s communication environment as being more honest than externally motivated ones (Krivonos, 1975). Thus, motivation, in a later study was recognized as one of the ways to for attain communication effectiveness (Locke, 1976). To reiterate this point, another study concluded that without an adequate measure of motivation, communication probably would not take place effectively (Scott, 2008).

4.6 The relationship between Job Satisfaction and Motivation

Literature review revealed that primary study into the complex nature of satisfaction and motivation and provided knowledge into many general predicaments. For one, the relationship that exists between job satisfaction and motivation has often misinterpreted. Though in past literature, job satisfaction and motivation were not the same, they were shown to be related and somewhat depended upon one another in recent literature. One researcher linked basic psychological issues to organizational and industrial settings when dealing with motivation and job satisfaction (Wofford, 1971). It was also assumed that these two constructs were both simple and complex at the same time. The main element that assesses a person’s performance in organizations which is vital to accomplishing its objectives is motivation.

While, job satisfaction is a key variable in people’s level of performance and motivation, the concepts are related but contain basic differences because factors influencing satisfaction and motivation vary from individual to individual and between people from similar groups. One difference is that job satisfaction is related to the amount of pleasure an employee gets while working whereas motivation focuses on a different set of factors including behaviors, goal, and feedback. Another difference is that job satisfaction deals with the job and the employee while motivation addresses the complex nature of making (Steers and Porter, 1979). Results of these investigations revealed that motivation is related to overall job satisfaction and thus provided a guideline to other researcher investigating the relationship between employee’s motivation and job satisfaction. Thus, this was also chosen as a variable to be tested in this study. As a result of this, the following hypothesis is proposed:

H5: Motivation is positively associated with relationship between communication effectiveness and job satisfaction.

4.7 The relationship between Emotional Intelligence and Age

In the late 1990s, some studies showed that the subjects who were older possessed higher levels of emotional intelligence as compared to those who were younger which made the researchers presume that emotional intelligence may increase with age (Bar-On & Handly, 1997). Later, the results of
numerous significant studies conducted on EI by Bar-On, 1997, 2002; Mayer, Caruso, & Salovey, 1999; Mayer, Salovey, & Caruso, 2002 supported this assumption. As a result of this, the following hypothesis is proposed:

**H6: Age (as demographic variable) has positively associated with emotional intelligence.**

### 4.8 The relationship between Emotional Intelligence and Gender

Gender, according to Wood, comprises an intricate measure of interconnected cultural ideas that consciously or unconsciously affect how a person pictures him/her self as a woman or man, what he/she commonly anticipates in women and men, and what kinds of transformations he/she attempts to create in this gendered behavior (Wood, 2003.p.38). Some believe that this idea of gender influences peoples’ postulations, anticipations, and behaviors (Scherer & Petrick, 2001; Wood, 2003). The literature review showed diverse assumptions supporting gender differences in EI. The first few studies using prevalent EI tests, reported women to be more socially skillful as compared to men (Hargie, Saunders, & Dickson, 1995). Other researches supporting this assumption are those by Mayer, J. D., Caruso, D.R., and Salovey (1999). Some other researchers reiterated that emotional experience of women were more complex and clearly expressed than the experience of men (Barrett, Lane, Secherst, & Schwartz, 2000). Supporting these assumptions, other researchers added that the higher levels of emotional intelligence in women may be associated to the connections between the mother and her child wherein which the female children are likely to obtain more emotional expression from their mothers than male children (Lopes, Salovey, and Straus, 2003). As a result of this, the following hypothesis is proposed:

**H7: Gender (as demographic variable) has positively associated with emotional intelligence**

### 4.9 The relationship between Emotional Intelligence and Education Level

The potential positive impact that the understanding and development of emotional intelligence in students can have on academic achievement have interested educational administrator and policymakers for years. The work of a group of curriculum leaders such as Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shiver, 1997 and Pool, has also exposed the idea that emotional intelligence is the integrative notion behind successful learning as the results of his research showed a prediction of about 80% of a person’s success in life is affected by emotional intelligence (Pool, 1997.p.12). Another study revealed that low emotional intelligence is directly connected to remedial troubles, and suggested that teachers should identify disobedient students and reinforce their emotional intelligence. However, some researchers highlighted the importance of looking at learners as both cognitive and emotional people as these two constructs have been ignored so far. They also indicated that much of the studies carried out on education and emotional intelligence were related to personality traits, or a broad mixed-mode of emotional intelligence, than on the ability based model and thus much research is clearly lacking on education and emotional intelligence (Mayer and Cobb, 2000). As a result of this, the following hypothesis is proposed:

**H8: Education level (as demographic variable) has positively associated with emotional intelligence.**
4.10 The relationship between Emotional Intelligence and Work Experience

Work experience is the knowledge a person gains while working in a specific field or occupation and it also provides a student with some real life work experience while studying. The factor of work experience is the most important factor that can impact on emotional intelligence in the educational administrations. Aryee, Wyatt and Stone,1996; Judge and Bretz ,1994; Judge et al., 1995; Nabi, 1999 are all samples of research work that have found factors such as educational level, work experience , age and gender to affect perceived job success .The results of these studies have shown that work experience could be considered an important variable that could affect emotional intelligence. Also, there is some evidence that the more parallel the work experience is to the new learning experience, the more successful, the final outcomes (Adams & Hancock, 2000). Taking this substantial proof into consideration, these variables were included as control variables in current study. As a result of this, the following hypothesis is proposed:

\[ H9: \text{Work experience (as demographic variable) has positively associated with emotional intelligence.} \]

4.11 Emotional Intelligence and Job Position

Job position factor is the most significant factor that can impact on emotional intelligence in educational administration. Job position in current study plays a vital role in emotional intelligence. In current study job position includes manager and employee in educational administrations. Each of manager and employee can impact emotional intelligence differently. The purpose of this section studied relationship between job position and emotional intelligence. As a result of this, the following hypothesis is proposed:

\[ H10: \text{Job position (as demographic variable) has positively associated with emotional intelligence} \]

5. Conclusions

Upon reviewing various literatures on this subject, it was found that emotional intelligence is one of the most vital factors that helps sustain communication effectiveness and job satisfaction in today's environments, but unfortunately the studies on this subject is very limited. At present, organizations are looking at emotional intelligence as the main and fundamental competency that is required in order for organizations to exist and grow in the present-day environments. Also, reviewing the literature showed that intrapersonal, interpersonal; adaptability, general mood, and stress management are the most important dimensions of emotional intelligence. The researcher upon having a detailed discussion on the possible areas associated with the present body of knowledge has discovered gaps in the studies that have been done on emotional intelligence, communication effectiveness, and job satisfaction. This is because, motivation in relation to emotional intelligence, communication effectiveness, and job satisfaction have been ignored in the prior studies. On the other hand, in this study demographic variables (i.e., age, gender, job position, educational level, and work experience) have positive relationship with emotional intelligence. To fill this gap, it is argued that motivation influenced by dimensions of emotional intelligence (i.e., intrapersonal, interpersonal; adaptability, general mood, and stress) and influences communication effectiveness and job satisfaction. As a result, this research proposes the relationships between emotional intelligence (i.e., intrapersonal, interpersonal; adaptability, general mood, and stress), communication effectiveness, motivation, and job satisfaction.
7. Future Research

Emotional intelligence, as an important area of Social sciences needs a lot of research in the developing countries like Iran. As it directly influence the employees behavior working in any organization, the decision making power and the abilities related to handle the contingency situations, which may arise out of blues. There is also need to carry out research regarding intrinsic and extrinsic factors which have impact on the employee behavior and emotional intelligence of the employees. Sector wise research may also be carried out to see the emotional intelligence level of employees in different sectors of the country, to make country prosper by having intellect human capital with in the country. On the other hand, further studies with respect to impact of Emotional Intelligence on communication effectiveness, job satisfaction, motivation, and demographic variables by different organization variables, are required in this field especially in the Iran whether it’s manufacturing industry or service industry.

Figure 1. The research model
REFERENCES


