A Qualitative Analysis of the Motivation Investigation of Emotional Intelligence (EI) in dealing with Job Satisfaction (Case Study in Education of Dubai)

Hassan Jorfi (Corresponding author)  
Universiti Teknologi Malaysia (UTM), Malaysia  
DO6- Postgraduate Office (FPPSM)- Management Faculty- Skudi- Johor Bahar. 81310- Johor- Malaysian  
Tel: 006-0176125344   E-mail: haassan_jorfee@yahoo.com

Hashim Fauzy Bin Yaccob  
Universiti Teknologi Malaysia (UTM), Malaysia  
DO6- Human Resource Management - Management Faculty- Skudi- Johor Bahar. 81310- Johor- Malaysia  
Tel: 006-0176122557   E-mail: hfauzy@utm.my

Ishak Mad Shah  
Universiti Teknologi Malaysia (UTM), Malaysia  
DO6- Human Resource Management - Management Faculty- Skudi- Johor Bahar. 81310- Johor- Malaysia  
Tel: 006-075532175   E-mail: ishak@utm.my

Mohsen Jorfi  
Islamic Azad University, Branch of Kerman researches and Science  
Education of Iran, Ahwaz-Iran  
E-mail: m_jorfi@yahoo.com

Abstract

The major aim of this study was to examine the role of emotional intelligence in education. In today's world competitive setting, motivation in education plays a main role in the relationship between emotional intelligence and job satisfaction. This paper is undertaken to understand the influence of motivation in the relationship between employees’ emotional intelligence and job satisfaction in education of Dubai. The goal is to improve job satisfaction in that context. Studies indicate the emotional regulation and expression are essential when dealing with social and educational interactions such as job satisfaction. Research supports the necessity for investigation of the relationship of emotional intelligence as a swaying factor in the areas of satisfaction predominantly as it relates to job satisfaction. While researching the literature on
emotional intelligence and job satisfaction is construct which has the potential to be conceptually in current study emerged. The construct, job satisfaction, is often studied in the communication literature as an individual ability which contributes to emotional intelligence. Therefore, motivation was studied as moderator variable for current study in relationship between emotional intelligence and job satisfaction. This investigator examines the relationship between emotional intelligence and job satisfaction in a group of education. The result of the paper shows a strong correspondence between in education of Dubai.

Keywords: Emotional Intelligence, Job Satisfaction, Motivation, Education

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 and the importance of EQ in the business world; and, finally, by presenting definitions of job satisfaction and motivation and relationships between them. In this complex scenario organization both public and private sector have to manage change in an effective way. Emotional intelligence plays an important role in helping the managers and employees to cope with this dynamic change in the business setting. The importance of the understanding one has about his emotions and of those around him to gratify not only his life but also his work has been supported by many psychologists (Orioli & Cooper, 1997). Also, researchers like Matthews, Zeidner, and Roberts (2002) state that those who possess awareness of their feelings are more successful in handling trying times better. These people are characterized as being benevolent, sociable and affectionate with a tendency of making friends readily. On the other, those who overlook their feelings face a difficult journey through life filled with misinterpretations, irritations, and futile relationships. These people are characterized as being antagonistic, stressed, offensive, and bad-tempered. Both these groups are prevalent in our society and distinguished by being either emotionally literate or emotionally illiterate. Since, knowing the levels of a person’s emotional awareness is important to interpersonal relationship, EI came into effect. EI measures how a person experiences his/her emotions and the way they manage these emotion when they interrelate with other people (Matthews et al., 2002). EI is important in order to understand a person’s conduct and his relationship with others (Goleman, 1995: Matthews et al., 2002). Further research has proven that the level of EI of a person shows the quality of his/her that is created with (Matthews et al., 2002). By means of a scientific understanding of EI, methods of training people to sharpen their EI skills could be formulated so that their lives could be more rewarding and fruitful (Matthews et al., 2002). 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 satisfaction of job. Results of these studies indicated that emotional intelligence played a pivotal role in human satisfaction. The need to establish the relationship between EI and job satisfaction was recognized. There is a significant gap in the quantity of literature examining the relationship among emotional
intelligence, job satisfaction, 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 & Tsaousis, 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, 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. The combination of these three variables 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 three factors of emotional intelligence, motivation, and job satisfaction within the education. Even though, emotional intelligence is crucial for the sustainment of 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 Dubai-based education.

**Significant to Academic Study**

After observing several apparent gaps were found to exist in the area of the proposed research topic: relationship among emotional intelligence, job satisfaction, and motivation in education of Dubai. As well, there are contributions in the current research. This study hopes to make the following contributions to knowledge:

1. The main contribution in current study is motivation that this researcher for filling these gaps, used motivation factor as a mediator variable in the relationship between emotional intelligence and job satisfaction. In light of this contribution, it is assumed that if one has a high degree of emotional intelligence, one through motivation will have a higher degree of job satisfaction.

2. Another contribution in current study is that the issues of conceptual and construct validity make this study important. In conducting this study, it is hoped that the findings will add to the accumulation of empirical evidence on the determination of the discriminant validity of emotional intelligence. With claims that emotional intelligence is important in job
satisfaction, a study employing job satisfaction and motivation variables will be useful in providing evidence for the predictive validity of the construct.

3. Performing this research in education domain. This contribution in current study is that needs to be addressed is that there has been no study on the relationship between emotional intelligence, job satisfaction, and motivation in education domain. There are studies in different domains such as: political, social, economic, and etc. This research studied in education domain. A review of the existing literature for the four associated areas of study revealed that there was no previous research into domain of education.

4. Since this study was done in Dubai, the data collected will contribute to the intercultural component of the emotional intelligence and job satisfaction data set. Results from this study may also contribute to the enrichment of the intercultural job satisfaction literature.

5. The current study can promote the implementation of district job satisfaction factor that could potentially enhance or improve the level of emotional intelligence in managers and employees.

Literature Review

Emotional Intelligence

Emotional intelligence consist of the capacities to comprehend the feelings people feel for each other and in relation with others and adjust emotionally to a altering situations and stress. Though, several emotional intelligence proponents have contradictory definitions, the interpretations of the construct in invariably, the same. Daniel Goleman, Dr. Salovey, Reuven Bar-On, Esther Orioli and Robert Cooper have all rendered valuable contributions towards the improvement and popularization of emotional intelligence, such as, and countless others. Nonetheless, this research focused on Reuven Bar-On’s definition and measuring instrument for emotional intelligence because of its statistically proven base its innumerable use in human advancement researches. Nevertheless, the contributions of other emotional intelligence researchers are described in the chapter that follows. Furthermore, Bar On has collaborated continuously with education institutes to aid in the research into emotional intelligence in the field of education. The Bar-On EQ-i instrument was used to establish validity of results. Incidentally, Bar On delineates emotional intelligence as, “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 2002, p.14; Matthews et al., 2002, p.15).

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: (1) Intrapersonal EQ (comprising self-regard, emotional self-awareness, assertiveness, independence, and self-actualization), (2) Interpersonal EQ (comprising empathy, social responsibility, and interpersonal relationships), (3) Stress management EQ (comprising stress tolerance and impulse control), (4) Adaptability EQ (comprising reality testing, flexibility, and problem solving), and (5) General Mood EQ (comprising optimism and happiness) (Bar-On, 2000).

1.1 The Bar-On EQ-i

An instrument to measure emotional intelligence, that has been known to be the most mature as it has been around for 17 years, is the Bar-On EQ-i. This self-report instrument was devised out of a need felt in the clinical context and not in the occupational one (Cherniss, 2000). It was primarily designed to gauge the individual capacity that could foster emotional well-being in some people (Bar-On, 1997). Bar-On EQ-i comprises 15 emotional intelligence subscales that characterize five higher order dimensions (Bar-On, 2000a). Thus Matthews et al. (2002) called it the most comprehensive self-report measure of emotional intelligence. His model of emotional intelligence provides the following five dimensions within which lie groups of subscales that provide a detailed evaluation of the compositions: (a) intrapersonal (b) interpersonal (c) adaptability (d) stress management and (e) general mood. Since this instrument has been used to evaluate a lot of people till date, a great deal of information related to its reliability and its convergent and discriminate validity is available.
Table 2.2 EQ-i Scales and Descriptions

<table>
<thead>
<tr>
<th>Construct/Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>Total EQ score</td>
<td>This value reflects the overall EQ of the Managers.</td>
</tr>
<tr>
<td>Intrapersonal score</td>
<td>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.</td>
</tr>
<tr>
<td>Interpersonal score</td>
<td>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.</td>
</tr>
<tr>
<td>Stress management score</td>
<td>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.</td>
</tr>
<tr>
<td>Adaptability score</td>
<td>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.</td>
</tr>
<tr>
<td>General Mood score</td>
<td>General mood evaluates the Manager’s attitude and perceptions of life and people. It includes the measurement for the subscales of optimism and happiness.</td>
</tr>
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</table>

Job Satisfaction

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).

Motivation

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).
Research Model

In order to examine the relationship between emotional intelligence, job satisfaction, and motivation among the managers and employees in education in Dubai, this study employed the model of emotional intelligence proposed by Bar-On (2005). Although, several studies have neither personality traits nor cognitive capacity, other research has shown moderate relationship with other personality trait measures when analyzed with EQ-i (e.g. Conte, 2005). The works of Locke, 2005, Matthews et al., 2002, Daus and Ashkanasy, 2005, Jordan, Ashkanasy & Hartel, 2003, Landy, 2005 and Sternberg, 2002a; demonstrated the predictive and measurement validities of the ability model. These researchers not only acknowledge but also showed optimism on the potential of the model. In addition, the job satisfaction variable present in the conceptualization of this model corresponds with the conceptualization of the emotional intelligence construct introduced earlier in the paper. Also, the inherent relationship between emotional intelligence, job satisfaction, and motivation constructs makes the trait model better suited for this study. The Mixed (trait) theory by Bar-On (2005) (see in the Figure 2.3) underlying this instrument has a direct and positive effect on the development of job satisfaction (Bar-On, 2000a;Matthews et al., 2002). It has been considered as an optimal and well tested instrument to gauge emotional intelligence. It is the most comprehensive and certified self-reported psychometric instrument available to gauge emotional intelligence (Bar-On, 2000a; Matthews et al., 2002). Thus, it was found to be suitable for this study. Bar-On (2005) theory of mixed (trait) was chosen because it helped shape the conceptual framework of this study which involved the following component: emotional intelligence – Bar-On structures (intrapersonal, interpersonal, adaptability, stress management and general mood) as independent variable, job satisfaction (personal factors , organizational factors, environmental factors) as dependent variable, and motivation (self-concept – external, self-concept – internal, intrinsic process, instrumental, and goal internalization ) as moderator variable for current study.

Figure 2.3 Research Model
Hypotheses

Emotional Intelligence and Job Satisfaction

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 and 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.

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 are helpless without the consent or reward system of other (Dijk and Freedman, 2007, p.17). 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 job satisfaction.

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

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

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

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

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

**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 (Rikich et al., 1992). 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). As a result of this, the following hypothesis is proposed:

**H5:** Motivation is positively associated with relationship between emotional intelligence and job satisfaction.

**Education**

Education in Dubai encompasses the many levels of primary, secondary and collegiate education catering to various ethnic and linguistic groups. The school system in Dubai does not differ from education in the United Arab Emirates. There are many public and private schools serving Emiratis and expatriates. The Ministry of Education of the United Arab Emirates is
Responsible for accreditation of schools. The Knowledge and Human Development Authority (KHDA) was established in 2006 to develop education and human resource sectors in Dubai, and license educational institutes. Primary and secondary education is free of cost for all Emiratis and compulsory for boys and girls from age 5 until 15. Upon graduating from secondary school, students are awarded with either a Secondary School Leaving Certificate or Technical Secondary Diploma. The medium of instruction in public schools is Arabic with emphasis on English as a second language. There are no co-educational primary or secondary public schools. A list of Public Schools in Dubai. As of March 2010, there are 131 private schools in Dubai that offer one of the following curricula: American, British, French, German, Indian, International Baccalaureate, Pakistani, Filipino and Russian. American, British and International Baccalaureate curricula are taught in English. All students not of Arab heritage must take Arabic language classes. Muslim and Arab students must also take Islamic studies. Primary education is compulsory from the age of 5 by the Ministry of Education in the UAE. Most schools offer both primary and secondary instruction so students do not need to transfer to a separate school location upon graduating from primary school. (Swan, 2010)

Limitations and future research

The present research is concerned with the study of emotional intelligence and its impact on job satisfaction. As such, there are many areas for improvement and for further research. In particular, we recognize that our study is subject to some important limitations. The first and most obvious limitation of the present study is limited by cost and time. A second limitation concerns the suggestions made by the study may require policy decisions and top management support for implementations. Finally, the findings of the study can be generalized only to likewise industry and organization of the same size.

The findings from the current study have important implications on application of emotional intelligence on employee job satisfaction. The subsequent are those other areas in relation to emotional intelligence and employee, firstly, the emotional intelligence has a direct impact on the employee job satisfaction, as employees who are able to manage emotional are able to perform effectively on the job and there by derive satisfaction on the job. Studies on the effects of the emotional intelligence of team managers may also be of interest to understand the development of effective team in the organization.

Conclusion and Implications

Emotional intelligence plays an important part in every aspect of people’s lives. In everyday life, having a high EQ may help us develop stable and trusting relationships, understand others better, and interpret actions of others more clearly. In today’s complex world, the issue of emotional intelligence is widely emphasized. EQ is seen as an important element in life based on the research finding of this study. All responsible party especially teachers, parents and ministry of education should take certain actions so that the student’s EQ level will be at a better level in order to ensure academic excellencies and individual carrier in the future.
Researchers study its effects on employee productivity, commitment, leadership style, organizational success, and well-being in general. The emotionally intelligent manager promotes qualities that are instrumental in guiding an organization to job satisfaction. Emotionally intelligent manager foster intrapersonal, interpersonal, stress management, general mood, adaptability and effectively guide employees through the use of these skills. Managers who display these qualities promote working environments in which employees feel comfortable voicing their opinions, thereby promoting an environment that is successful and stable. In the academic world, the topic of emotional intelligence is still relatively new; therefore, many studies should be done before researchers establish clear and unambiguous relationships between the degree of emotional intelligence and success.
References


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