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Research Article

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG DIFFERENTLY ABLE EMPLOYEES OF GOVERNMENT AND PUBLIC SECTORS

Ramkumar T* and Ramesh M

¹Department of Business Administration, Muthurangam Govt. Arts College, Vellore

²Department of Business Administration, Annamalai University

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ABSTRACT

Emotional Intelligence and Job Satisfaction are closely related concepts in today's competitive business environment which have drawn the interest of Research Scholars considerably. Although both concepts equally influence personal and organizational life of employees equally, there are finger counted studies on both the concepts in the area of human capital development. The main objective of this study is to comprehend the association between Emotional Intelligence and Job satisfaction. The study also attempts to analyze how age, marital status, education experience of employee in a working environment influences his job satisfaction and emotional intelligence. Data pertaining to this study was gathered from 100 differently able employees who have working in Govt. and public sectors in Cuddalore district. Findings were drawn by applying statistical tools, such as correlation, ANOVA, multiple regressions. The study concluded that there were ample evidences of significant relationship between job satisfaction and emotional intelligence with working experience and marital status influencing it considerably.

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INTRODUCTION

In this complex scenario organization both Govt. and public have to manage change in an effective way. Emotional Intelligence plays an important role in helping the differently able employees and coworkers to cope with this dynamic change in the working environment. Dalip Singh, (2001) mentioned that application of emotional intelligence supports the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and his/her relationship with others.

The application of emotional intelligence in the organization includes the areas like personnel selection, development of employees, teams and the organization. The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization. (Reuven Bar-On *et al*, 2007). Differently able Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members. Organization's to be successful, need to develop employee's

emotional intelligence skills to work effectively in the organisation. (Bob Wall, 2008).

Numerous reasons can turn the workplace to average team interaction, retention issues, struggling morale, and others that can adversely impact on Job Satisfaction (Lynn, 2002). Job Satisfaction is an essential part of managerial environment and a significant factor in organization employee relationship. It is an optimistic psychological condition that happens when an employee's work appears to accomplish pivotal job values assigned; such values are in alignment with personal needs (Jorfi, Yaccob, & Shah, 2011). The researcher felt it would be really interesting to share findings on the study of, association between job satisfaction of the employees and EI. This study aims at incorporating designation, education, age, marital status, gender, and job experience as independent variables of job satisfaction and Emotional Intelligence. Moreover the EI dimensions Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood has also been made part of this study.

REVIEW OF LITERATURE

In the past fifteen years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered

*Corresponding author: Ramkumar T

Department of Business Administration, Muthurangam Govt. Arts College, Vellore

definitions and models to understand the concept of emotional intelligence and its impact on employee's life and work. The theory of emotional intelligence is developed and conceptualized into three models ability model, traits model and mixed model.

According to John Mayer and Peter Salovey emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively.

Further, Reuven Bar-On defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

Daniel Goleman defined emotional intelligence as a capacity for recognizing our own and others feeling for motivating our self and for managing our emotions, both within ourselves and in our relationship. (Neal M. Ashkanasy *et al*, 2000). The above definitions indicate that, for an employee to perform effectively on the job emotional intelligence abilities are required by the employee. The employees who have the ability to manage their emotions in an effective way are more successful on the job.

Models of emotional intelligence have been developed on three aspects that is, ability, traits and combination of ability and traits called as mixed model of emotional intelligence.

Ability model of emotional intelligence described emotional intelligence 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 actions.

Traits model of emotional intelligence viewed emotional intelligence and included non-cognitive competencies such as self-esteem, self-actualization, general mood, and general well-being. As would be expected, measures based on trait approaches to emotional intelligence do not correlate highly with measures of intelligence. However, they strongly correlate with personality measures, leading researchers to refer to this approach as emotional intelligence -as-personality.

Mixed Model of emotional intelligence is a combination of ability model and traits model of emotional intelligence. The mixed model denotes the idea that emotional intelligence assesses aspects of personality and cognitive intelligence in addition to the emotional intelligence. (Schutle, 2006).

Research Model

On the basis of extensive literature review, a model can be developed that Emotional intelligence and Job Satisfaction influences many elements of HR practices such as employee's commitment, employee's performance, his/her decision making and motivation. In this study, Emotional Intelligence and Job Satisfaction have been focused. While reviewing the related literature, ample evidences emerged to reveal that emotional intelligence has a significant impact on job satisfaction. A number of researchers have identified Intrapersonal, Interpersonal, stress management, adaptability, and general mood as dimensions of Emotional intelligence. This study is going to investigate all said dimensions and their relation to

other constructs. In order to bring uniqueness from other studies, this study has also incorporated demographic variables in Govt. and public sector of Cuddalre district context. Fig. 1 shows the research model for the study

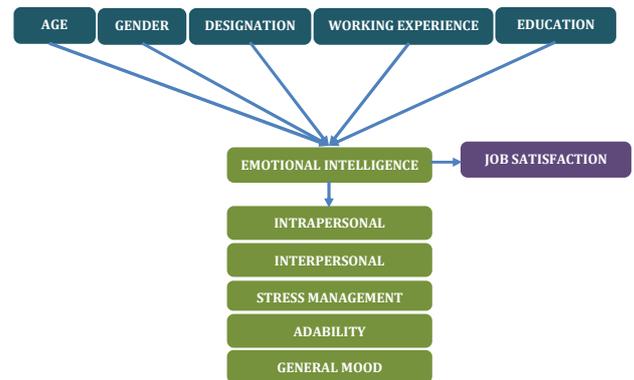


Figure 1 Proposed Research Model

Emotional Intelligence and Job Satisfaction

Various researches have been conducted on association between Employees' EI and level of job satisfaction in their working environment. Some of the studies have linked both EI and Job satisfaction to job productivity (Gunduz & Gunse, 2012; Mousavi & Yarmohammadi, 2012 & Law, 2002). There is also a study which concluded that employees with sound EI hold their workplace satisfying and this state makes them to put their satisfaction into organizational productivity (Patra, 2004). To sum up, most of the researches have produced significant amount of evidences pertaining to affirmative alliance between higher emotional intelligence and job satisfaction. The studies found higher emotional intelligence among more adaptive managers as they use it to comprehend the causes of stress and plan accordingly so that unconstructive consequences may be avoided (Cooper 1993). Moreover, all these researchers have found that adaptive managers can manage the emotions of the people working with them very well. The EI ability of an employee makes him really useful in peer setting environment, -as sound EI ability promotes healthy interaction which in turn help him to boost up his/her self esteem, as well as of others, and ultimately leads him to job satisfaction as a whole (Shimazu, & Odahara, 2004). Whereas people having low level of emotional intelligence makes themselves vulnerable to dissatisfaction with job and emotional disorder at the work place. Such workers eventually establish the incapability to cope up with the complicated instances. Therefore following hypothesis has been proposed:

H1- Emotional intelligence is significantly related to job satisfaction

The Relationship between Emotional Intelligence and Age

Way back in late 1990s, several researches exhibited that older subjects had elevated level of Emotional Intelligence as compared to their younger counterparts. Such findings made scholars to presume that emotional intelligence could rise with age (BarOn, 1997). A study declared that emotional intelligence should groom with age and experience. Such study compared the productivity of adults and adolescence on the emotional intelligence multifactor scale and exhibited that older group performed at a significantly higher level of emotional intelligence than their younger peers. Mayer, Caruso,

& Salovey, (2000) & Van Rooy, (2005) has investigated association between emotional intelligence and age applying emotional intelligence scale of 33 items. All these studies returned with positive correlation between emotional intelligence and age. Though a number of studies showed positive association between emotional intelligence and age, but in Indian context, particularly servicing sector, it has not been studied much. Hence an investigation to test the following hypothesis was needed:

H2- Age is significantly associated with emotional intelligence

The Relationship between Emotional Intelligence and Gender

Gender refers to "an intricate measure of interlinked cultural beliefs that intentionally or unintentionally impacts how an individual pictures him/herself as a male or female, what he/she normally expects in men and women, and the types of transformations s/he tries to develop in that gendered behavior" (Wood, 2003.p.38). Some studies argued that this concept of gender affects people's premises, expectations, and attitudes (Scherer & Petrick, 2001; Wood, 2003). The literature review pertaining to relationship between EI and gender exhibited mixed assumptions associated to gender differences in EI. Some of them reported that male workers are less socially handy compared to female workers (Hargie, Sauders, & Dickson, 1995). Other studies endorsed this assumption too like Mayer, J.D., Caruso, Dr., and Salovey (1999). Some other studies recapped that male emotional experience is less clearly expressed than their female coworkers (Barret, Lane, Secherst, & Schwartz, 2000; Naghavi & Redzuan, 2011). Besides that, some more scholars also reiterated similar assumptions (Lopes, Salovey, & Straus, 2003). Ghoniem, ElKhouly, Mohsen, & Ibrahim, (2011) have investigated the impact of emotional intelligence and gender on job satisfaction in Egyptian context on the basis of evidences taken from three different companies. The study concluded that emotional intelligence and gender could be used as predictor of job satisfaction. On the basis of extensive literature review, the hypothesis is proposed as under:

H3. Gender is significantly associated with emotional intelligence

The Relationship between Education Level and Emotional Intelligence

The probable significant effect with regard to the comprehension and development of emotional intelligence among students on academic excellence has drawn the attention of education managers and policy makers (Mayer & Cobb, 2000). The studies of a team of curriculum mangers like Elias, (2009); Zins, Weissberg, Wang, & Walberg, (2004); & Payton, et al., (2008) have shown that emotional intelligence is the pivotal notion behind wining learning. Consequently research made a forecast of more than 80% of an individual's achievement in life is affected by emotional intelligence. In this regard a study also exposed that insignificant emotional intelligence is directly linked with remedial issues, and recommended that educators should categorize badly behaved students and strengthen their emotional intelligence. Some researchers have laid emphasis on the importance of considering students both from cognitive and emotional perspective, but these two constructs have so far been less

studied (Mayer, Caruso, & Salovey, 2000). The hypothesis in this regard is proposed as under:

H4. Education level is significantly related with emotional intelligence

The relationship between Job Experience and Emotional Intelligence

Job experience is the comprehension that an individual accumulates from the environment where s/he works. The component of job experience is the most significant element that can affect on emotional intelligence in any working environment. Judge and Bretz, 1994; Judge et al., 1995; Aryee, Wyatt-stone, 1996; Nabi, 1996 can be presented as a sample of studies which exhibited that job experience can be incorporated as an important variable that could impact on emotional intelligence. There are studies which have established significant association between job experience and emotional intelligence too (Adams & Hancock, 2000; Kumar & Muniandy, 2012). Keeping these substantial evidences the following hypothesis is proposed:

H5. Job experience is significantly related to emotional intelligence

Emotional Intelligence and Job Designation

The job designation or a position that an employee holds is highly important in influencing emotional intelligence in servicing sector. This study focuses on Job Designation which means various job positions of the employees working in Govt. and Public sector of Cuddalore district. People working in Govt. and Public sector of Cuddalore District at different perks can exhibit significant impact on emotional intelligence. The objective of this section is to investigate the relationship between employee designation and emotional intelligence. Therefore, a hypothesis is proposed as under:

H6. Job Designation is significantly related with emotional intelligence

Reliability Test

Cronbach's a was performed to test reliability of constructs used in the questionnaire for this study. Cronbach's Alpha testing is most frequently used reliability testing tool by management science researchers. The reliability test for this study for over all 47 items showed cronbach's a reliability coefficient at .93 which is a healthy one hence highly appropriate. The reliability can be considered appropriate if cronbach's alpha returns 0.6 to 1.0, and if its > .9 that is excellent (Hair, Babin, Money, & Samouel, 2003). The reliability performed for this study is depicted in Table 1.

Table 1 Cronbach's Reliability Statistics

Variables	Number of Items	Cronbach's Alpha
Intrapersonal	23	.871
Interpersonal	12	.858
Stress Management	4	.798
Adaptability	4	.688
General Mood	4	.739
Job Satisfaction	7	.687

Analysis of the Data

Table shows that 66 per cent of the respondents were male. The respondents were asked to choose their age group from three

choices; hence 8 per cent of the respondents were up to the 25 years of age.

Table 2 Demographic Characteristics of Respondents

Demographics	Description	N.	Percentage
Gender	Male	66	66
	Female	34	34
Age	Up to 25 years	8	8
	Up to 35 years	38	38
	Above 35 years	54	54
Academic Qualification	Graduate	24	24
	Post Graduate	72	72
	MS/M.Phil	4	4
Designation	Top Mgt	8	8
	Middle Mgt	73	73
	Lower Mgt	19	19
Experience	Up to 5 Years	27	27
	Up to 10 years	31	31
	More than 10	42	42
Marital Status	Married	70	70
	Unmarried	30	30

With regard to the academic qualification, three options were placed in the questionnaire; therefore the responding rate, pertaining to the education, from graduates was 24 per cent, 72 Per cent were Post Graduates while 4 per cent of the respondents were MS/M.Phil. The respondents were also asked to choose appropriate option pertaining to their position in the organization; thus respondents had three choices to choose from, 8 per cent of the respondents were engaged in top management position, 73 per cent were working at middle level management, and 19 per cent of the respondents were the employees of lower level management. As far as the job experience of the respondents was concerned, the respondents were also required to choose from the options provided; 27 per cent of them had work experience of up to 5 years, 37 per cent of the respondents were there with a job experience of up to 10 years, and 42 per cent of respondents stuck to the same working environment for 10 years formed the greatest chunk.

Correlation and Regression Analysis

Both correlation and regression statistical tools were applied to analyze the strength of relationship among responses and explanatory variables. The objective for applying correlation analysis was to test whether measurement variable co-vary and quantify the strength of association between the variables. On the other hand, the objective behind regression analysis was to explain the association in the form of equation. Correlation is an extent of association between variables, which made base the strength of correlation guide proposed for absolute value of r (Evans, 1996). Hence this study has applied standard to interpret the correlation analysis for the study suggested by Evans, (1996). On the basis of the following criteria, the extent of alliance between variables has been interpreted.

Table 3 Correlation analysis of Emotional Intelligence and Job Satisfaction

Variables	Job Satisfaction	Intrapersonal	Interpersonal	Stress Mgt	Adaptability	General Mood
Job Satisfaction	-					
Intrapersonal	.58**					
Interpersonal	.74**	.62**				
Stress Mgt	.69**	.52**	.66**			
Adaptability	.68**	.44**	.60**	.42**		
General Mood	.67**	.55**	.53**	.42**	.60**	—

The correlation between variables is: $-1 < r < 1$, if r lies between .00 to .19 the association is said to be very weak, if it lies between .20 to .39, the correlation is considered to be weak, .40 to .59 is moderat relationship, .60 to .79 is an evidence of strong correlation, proceeding ahead to 1.0 is believed to be a very strong correlation.

The Pearson Correlation of the data (Table 3) depicts that there was a positive association between emotional intelligence and job satisfaction along with five related components of emotional intelligence, and the relationship is significant at 0.01 levels. The frequency of intrapersonal and Job satisfaction were strongly correlated, $r(100) = .589, p < .001$. Whereas the frequency of interpersonal dimension of emotional intelligence and job satisfaction depicted more strength of association, $r(100) = .744, p < .001$. Similarly the correlation analysis further more exhibits that the frequency of stress management and job satisfaction was $r(100) = .694, p < .001$. The fourth dimension of emotional intelligence adaptability, as part of this study, appeared to be at $r(100) = .680, p < .001$. The frequency of general mood and job satisfaction was $r(100) = .678, p < .001$. Thus hypothesis 1 was substantiated. It was found that higher emotional intelligence among differently able employees of Govt. and public sector in Cuddalore District, guided to higher level of job satisfaction.

Table 4 Correlation Analysis between Emotional Intelligence and Demographic Variables

Variables	Emotional Intelligence	Age	Education	Designation	M/Status	Gender	Job Experience
Emotional Intelligence	—						
Age	.257**						
Education	.061**	.294**					
Designation	-.093**	.029**	-.032**				
M/Status	-.081**	.232**	.178**	-.202**			
Gender	-.165**	-.418**	-.095**	-.155**	-.221**		
Job Experience	.365**	.672**	.150**	.057**	.147**	-.313**	--

The Pearson Correlation between emotional intelligence and demographic variables (see Table 4) showed significant association; so the frequency of emotional intelligence, age, and job experience variables $r(100) = .352, p < .001$ and $r(100) = .365, p < .001$ respectively, were strongly correlated. The correlation result showed that two variables age and job experience out of seven were highly correlated with emotional intelligence

Table 5

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	19.325	5	3.865	55.085	.000
Residual	6.595	94	.070		
Total	25.920	99			

a. Predictor: (Constant), General Mood, Stress Mgt, Adaptability, Interpersonal, Interpersonal
 b. Dependent variable: Job Satisfaction

The F-ratio in the ANOVA table (see table 5) examines the overall fitness of the regression model for the data. The table given above shows F ratio as $(5, 94) = 55.085, p < .005$ is less than by chance, hence the regression model is fit enough for the data.

Table 6 Regression Analysis of Job Satisfaction and Emotional Intelligence

Model	Coefficients			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1.736	.184		9.427	.000
Intrapersonal	.031	.072	.031	.428	.669
Interpersonal	.182	.065	.237	2.788	.006
1 Stress Mgt	.175	.040	.311	4.373	.000
Adaptability	.152	.048	.228	3.154	.002
General Mood	.165	.045	.265	3.690	.000
R-Squire	0.746	F-Statistic	55.085	P-Value	<.0001

Based on table 6 the regression model equation can be:

$$\text{Job Satisfaction} = (0.31) \text{ Intrapersonal} + (0.182) \text{ Interpersonal} + (0.175) \text{ Stress Management} + (0.152) \text{ Adaptability} + (0.165) \text{ General Mood} + (1.736)$$

Keeping in view Table 6 for regression analysis intrapersonal, the dimension of emotional intelligence as a response variable intrapersonal $0=0.31$, $p<.05$), explains that every single unit enhancement in intrapersonal brought 0.31 unit enhancement in Job satisfaction making other variables constant. The variable interpersonal reading ($P=0.182$, $p<.05$) in the regression analysis shows that each single unit increase in relation management can cause the positive change in job satisfaction by 0.182 holding other variable stand still. The stress management in aforesaid Table 6 shows that ($P=0.175$, $p<.05$) substantiates the hypothesis 1 by exhibiting p-value less than .05. It shows that with every positive change in each unit, the positive change would be experienced by 0.175 holding other response variables unchanged. The fourth response variable for this study was adaptability. The cited above regression Table 6 shows that ($P=0.152$, $p<.05$) provides the evidence for explaining each single unit change in ability, to accept the change among the employees of service based organization, can cause the change in job satisfaction by 0.152 holding other variables constant. The general mood, the ability of self reliance and general contentment during the situation experienced by the employees could be seen as ($P=0.165$, $p<.05$), which means every single unit increase in general mood ability among employees can cause positive and significant change in job satisfaction holding other variables constant.

Table 7 Regression Analysis of Demographic variables and Emotional intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	(Constant)	5.045	.431		
Age of Employee	.117	.060	.222	1.957	.053
Academic Qualification	.014	.107	.014	.134	.894
1 Position in Org	-.216	.106	-.216	-2.042	.044
Marital Status	-.182	.116	-.163	-1.563	.121
Gender of Employee	-.159	.117	-.148	-1.360	.177
R-Squire	0.45	F-Statistic	44.00	P-Value	< 0.05

The regression analysis (Table 7) shows that demographics is based on five components, two of them namely Age ($p<0.05$) and Position in organization ($p<0.05$) were found to be

statistically significant at p-value <0.05 and exhibited 45.4% of variance explained in emotional intelligence. Whereas the Beta weights of two components i.e. age ($P = 0.117$) and position in organization ($P = -0.216$) showed significant predictability towards emotional intelligence. On the other hand Academic qualification ($P = 0.014$), marital status ($P = -0.182$) and gender of the employees ($P = -0.159$) working in service based Govt. and public sector in Cuddalore District, the respondents did not significantly added to the variance in the emotional intelligence; thus, the emotional intelligence level of employees is expected to be concluded by the dimensions in their working environment where workers put their efforts towards organizational productivity.

CONCLUSION

The results of Correlation between emotional intelligence and job satisfaction, the study showed that there was weak correlation between intrapersonal dimension of emotional intelligence and job satisfaction. Whereas interpersonal dimension of emotional intelligence was found be strongly correlated, hence it can be concluded that communal acquaintance and relationship management among the differently able employees of Govt. and public sectors in Cuddalore district is strongly associated with job satisfaction. The stress management as a dimension of emotional intelligence established strong association with job satisfaction, thus the ability of managing work related stress among differently able employees found to be significantly correlated. Adaptability and general mood have also showed strong association with job satisfaction. Overall emotional intelligence is positively and strongly correlated with job satisfaction of the differently able employees working Govt. and public sectors. The Pearson's Correlation analysis pertaining to analysis of association between demographic variables and emotion intelligence looked weak. While association between age, gender, job experience, academic qualification and emotional intelligence of differently able employees working in Govt. and public sectors exhibited weak relation. The Pearson's Correlation analysis between demographics and emotional intelligence showed positive association but weak. Thus it can be concluded that demographics i.e. age, job experience, academic qualifications, gender and marital status had positive relation with emotional intelligence among differently able employees. The regression analysis results of both emotional intelligence and demographics revealed that all the dimensions of emotional intelligence significantly predicted job satisfaction level differently able employees, thus it can be concluded that the higher the emotional intelligence, the higher the job satisfaction. The demographics also showed positive predictability; however, the result showed that two factors of demographic variable out of five showed significant predictability towards emotional intelligence.

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