

## Impact of Emotional Intelligence and Gender on Job Satisfaction among Egyptian Government Sector Employees

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**Abstract:** This research article was conducted to measure the effect of emotional intelligence and gender on job satisfaction in three different governmental organizations in Egypt (Information and Decision Support Center (IDSC), Ministry of Communications and Information Technology (MCIT) and (NBE). A survey method was used to gather 48 questionnaires from employees who have worked in the three organizations. It employs a linear regression with emotional intelligence and gender as the independent variable. The results lead that employees who are of high emotional intelligence are more satisfied with their work more than the employees who are of low emotional intelligence. The result exploratory factor analysis confirmed that the measurement scales used in this research article met the standards of validity and reliability analyses. The outcomes of testing the research hypotheses showed three major findings: First, gender has insignificantly influenced with job satisfaction, second, emotional Intelligence significantly influences with job satisfaction. Third, emotional intelligence and gender interact to influence with job satisfaction.

**Key words:** Emotional intelligence, gender, job satisfaction

### INTRODUCTION

Information and research governmental organizations in Egypt are trying to enhance operational efficiency and team collaboration to enhance their performance so; some employees have a lot of duties and responsibilities in terms of workload. They work longer hours under stress, which affect their job satisfaction's level and their performance as a result. Emotional intelligence play role in this matter by managing the person's emotions and other employees emotions to keep an appropriate performance and to increase the ability to cope with physiological and psychological stresses in implementing job. As a result, it may lead to a higher job performance and satisfaction.

The idea of "emotional intelligence (EI)" initially appeared in two academic journal articles (Mayer, *et al.*, 1990) They gave their first definition of EI as "the part of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to differentiate among them and to use this information to guide one's thinking and actions".

Then the concept of (EI) reach deep into the study of psychology in the past century (Goleman, 1995). Thorndike (1920) who introduced the concept of "social intelligence" and defined it as "the ability to understand and manage men and women, boys and girls-to act wisely in human relations" was the startup of the EI concept and

interpersonal intelligence, which "builds on a core capacity to notice the distinctions among others; in their moods, temperaments, motivations and intentions" (Gardner, 1993).

Referring to (Goleman, 1998) EI has five major components: self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness refers to the ability of a person to perceive his strengths, emotions, worth and capabilities. Self-regulation is often seen as the ability of a person to control emotional automatic interactions and think before implementing behavior. Motivation is sometimes related to the internal force that drives to enable a person to focus on the task on hand and continue to reach his goals. Empathy is viewed as the power of a person to perceive the other's feelings and this may help them to act on those feelings and meet others' needs. Social skills are needed to develop and create good working relationships.

Afolabi *et al.* (2010) in a study for examining the influence of emotional intelligence and gender on job performance and job satisfaction among Nigeria Police Officers, He found that police officers who are of high emotional intelligence are more satisfied and perform better than police officers who are of low emotional intelligence.

Then a variety of models on the relationship between EI and a variety of outcomes, such as creativity, procession success, mental and physical health, are apace

appearing in the literature (Bar-On, 1997). Furthermore, there is some evidence that EI is related to job satisfaction in Chinese's samples (Wong *et al.*, 2007).

Interpersonally, emotion knowing and regulatory processes related with EI are supposed to benefit people's social relationships thus moving the wave of emotion and stress at the workplace. Interpersonally, use of emotion and existence sensible of one and others' emotions can evidence to regulating stress and pessimistic emotion so that one can perform change at work. Furthermore, being healthy to perceive, comprehend and express emotions in an appropriate way can conclude whether a person is successful or not.

In the context of the emerging 'affective revolution' in social and organizational psychology (Barsade and Gibson, 2007) Emotional Intelligence (EI) is proposed as an important predictor of key organizational outcomes including job satisfaction (Daus and Ashkanasy, 2005); (Van Rooy and Viswesvaran, 2004). There is accumulating evidence that EI abilities and traits influence job satisfaction (Carmeli *et al.*, 2009; Sy *et al.*, 2006).

Emotional intelligence may contribute to work for satisfaction (as reflected in salary, salary increase and company rank) by enabling people to nurture positive relationships at work, work affectively in teams and build social capital. Work performance often depends on the support and advice (Seibert *et al.*, 2004). The ability to manage emotions can help people avoid being overwhelmed by negative effect, and cope with stress (Mayer and Salovey, 1997).

Investigate that has examined relationships between EI and job satisfaction has returned deferential findings on the impact of emotional intelligence and job performance, few studies advisable that emotional intelligence and job performance are positively direct, (Tans, 2003) recovered a confirming relationship between emotional intelligence and other factors like job satisfaction and contextual performance. However, emotional intelligence can integrate with other variables like gender, personality and personal reckon to predict job satisfaction and job performance. It is a fact that it takes statesman than conventional cognitive intelligence to be Prosperous in creating dismissive feelings such as emotion and self-doubt, and rather focalize on positive ones such as confidence to be successful at work.

Numerous of studies make observed enervated to overmodest relationships between trait EI measures and job satisfaction (Carmeli *et al.*, 2009; Kafetsios and Loumakou, 2007); a European trait EI leaf, (Vacola *et al.*, 2003).

The implication from evidence on emotional intelligence is that employers should consider it as the core factor in the selection of employees, especially in jobs that demand a high degree of social interaction such as in the governmental services. Recent findings suggest

that emotionally intelligent persons are outmatching performer than their counterpart (Law *et al.*, 2004; Van Rooy and Viswesvaran, 2004) but most of these associations are based on self-report measures of emotional intelligence.

Other studies also suggested that their insignificant yarn between emotional intelligence and job satisfaction. These studies arise no individual or contradictory between the two variables on the particular task (Austin, 2004; Day and Carroll, 2004), academic performance (Afolabi *et al.*, 2009) and supervisory ratings (Janovics and Christiansen, 2001). These researches have focused on a limited number of criteria, and little is known about how emotional is cognate to the outcome such as salary and affects at work much as job satisfaction.

Relying on the perspectives, EI components may be cleft in the two major dimensions: firstly, an intrapersonal ability (how well individuals manage themselves) consists of three elements, i.e., self-awareness, self-regulation, and motive. Secondly, interpersonal competencies (how intimately individuals interact with the separate group) include two elements, i.e., empathy and social skills (Goleman, 1998). EI here is rattling heavy to incite employees to properly handle external demands and pressures and affect their abilities to contend with physical and psychological stresses in implementing (Bar-On, 1997; Salovey and Meyer, 1990; Stacciarini, 2004). As a result, it may give evidence to higher job satisfaction (Guleryuz *et al.*, 2008; Sy *et al.*, 2006; Thiebaut *et al.*, 2005).

Job satisfaction refers to a collection of attitudes, which workers know about their jobs. There are a variety of factors that influence person's job satisfaction; some of these factors include the pay level and other compensations, the perceived impartiality of the promotion system within a company, the quality of the working condition, leaders and sociable relationships and the job itself (the variety of tasks implicated, the interest and dispute the job generates and the limpidity of the job statement responsibility).

Gender plays a main role in a set of behavior and norms associated particularly with males or females in a given social group or system. The rejection of gender role stereotypes by women who pursue traditionally construed male careers can be suggestive of the fact that women in those positions have needs, motives and value similar to men who also are in similar positions.

Hulin and Smith (1964) contend that gender is not relevant to either high or low satisfaction; rather, when gender is matched with separate factors like the pay, job level and promotional possibility, they can affect job satisfaction. This was shown in a study by (Zaleznik *et al.*, 1958) in which. Women were much satisfied than men. They explained that the women in the group were receiving the same pay and also had the same social position as the men. (Varca *et al.*, 1983) contended

that women and men are most probable to dissent in satisfaction with organizational rewards-namely, pay and promotion.

Sauser and York (1978) test the hypothesis that observed gender differences in job satisfaction, the result that not exclusive the gender can influence, but several variables make influence with gender. (Herzberg *et al.*, 1957) advanced that; the greater variability in the attitudes of women can be attributed to the variability roles by women when they take the position outside the home. They suggested that, for women, job satisfaction depends on factors varied from those of men.

From the previous literatures, the objective of research forms the body of analysis and tries to answer the questions.

- Does emotional intelligence influence job satisfaction?
- Does gender influence job satisfaction?
- Does emotional intelligence and gender interact to influence job satisfaction among government employees?

Three hypotheses emerged. They are:

H1: Gender will have a significant influence on job satisfaction.

H2: Emotional intelligence will have a significant influence on job satisfaction.

H3: Gender and Emotional intelligence will interact to influence job satisfaction.

## MATERIALS AND METHODS

**Setting:** The first step in obtaining the sample was to identify the population of interest. Population consists of governmental employees. These local governmental organizations located in Cairo, Egypt and include different governmental organizations in 3 different industries, Communications and Information Technology, Statistics and Research Institute and Governmental Bank.

**Participants:** A total number of 48 participants took part in the research article. From the sample, respondent sample stated below in Table 1 The data used for this research was collected in September 2010; methodology of collecting data was a face to face interview.

**Instrument:** The instrument used was a questionnaire, which tapped different measures like demographic information, gender, emotional intelligence, management level, years of experience and job satisfaction. The questionnaire was divided into (2) sections.

Wong and Law (2002) Emotional Intelligence Scale (WLEIS) is a popular self-report measure of EI. WLEIS was designed to be used for self and other ratings. This EI

Table 1: Participants Description

Gender	Frequency	Management level	Frequency
Male	24	Top	4
Female	24	Middle	21
		Low	23
Total	48		48

scale is based on (Davies *et al.*, 1998) four-dimensional definition of EI. The scale consists of 16 items with each sub scale measured with four items. The Self Emotion Appraisal dimension assesses individuals' ability to recognize and express their own emotions. The scale was measured with a 5-point Likert-type, ranging from 1 (totally disagree) to 5 (totally agree).

We adapted Job Satisfaction questionnaire (Brayfield and Rothe, 1951). The scale comprises of 18 items (Cronbach's  $\alpha = 0.92$ ). Based on the results of an exploratory factor analysis we created four parcels of this construct. We assigned items to indicators on the relative size of their factor loadings in order to evenly distribute items across indicators.

**Design:** The design used for this research was expo facto design/predictive design, the reason for the design was due to the fact that there was no manipulation of independent variable rather the independent variable was manipulated by nature. Therefore, the researchers went to measure their influence on the dependent variable. This means that the behavioral phenomenon was studied, and attempts were made to explore the conditions under which the phenomenon occurred. The research had two independent variables, they are emotional intelligence and gender with two levels each (high and low) and (male and female), respectively. The research also had one dependent variables; the job satisfaction.

**Procedure:** The researchers sought and got permission to conduct the research from the direct managers in each target organization. Managers give their support and assistance to undertake the study in his department. Before the questionnaire was administered, respondents were given relevant information relating to the nature and purpose of the research. A guarantee of information's confidentiality and an appreciation of respondents' time were also expressed. In order to ensure a good response, respondents' were given one day to fill the questionnaire.

## RESULTS AND DISCUSSION

Statistical analyses reported here were based on a sample of 48 employees who participated in this research,

Table 2: Excluded variables in the regression model

Excluded variables in the model	Beta in	Sig.
Gender	1.329 <sup>b</sup>	0.113
Management level	- 0.124 <sup>b</sup>	0.358
Years of experience	0.069 <sup>b</sup>	0.625

b: Predictors: (Constant), EI, EI\*Gender

Table 3: Results for regression analysis

Coefficients <sup>a</sup>								
Included variables in the model	Unstandardized coefficients		Standardized coefficients $\beta$	Sig. ( $\beta$ )	F	Sig. (F)	R	R <sup>2</sup>
	B	SE						
(Constant)	35.683	8.836		0	6.148	0.004 <sup>b</sup>	0.463 <sup>b</sup>	0.215
EI	0.706	0.202	0.539	0.001				
EI*Gender	- 0.116	0.055	-0.322	0.043				

a: Dependent variable: Job satisfaction

Table 4: Comparison of job satisfaction between male and female

Descriptive	Male		Female	
	Statistic	SE	Statistic	SE
Job satisfaction	Mean	64.333	60.208	2.253
	95% Confidence interval for mean			
	Lower bound	60.058	55.548	
	Upper bound	68.608	64.869	
	5% Trimmed mean	64.556	60.593	
	Median	67.000	63.000	
	Variance	102.49	121.82	
	Std. Deviation	10.100	11.000	
	Minimum	41.000	38.000	
	Maximum	85.000	75.000	
	Range	44.000	37.000	
	Interquartile Range	11.500	17.000	

which is intentional to measure the effect of emotional intelligence and gender on job satisfaction. First hypothesis which predicted that will have a significant influence on job satisfaction was not supported  $F(1, 48) = 1.821; p > 0.05$ , Table 2, shows clearly that the variables selected to test and predict job satisfaction did not reach a significant level when gender is only considered. Hereby the hypothesis is rejected.

The second hypothesis which predicted that emotional intelligence will have a significant effect on job satisfaction was confirmed as shown in Table 3,  $F(1, 47) = 6.148; p < 0.01$ . The third hypothesis predicted that gender and emotional intelligence interact to influence job satisfaction. The hypothesis was endorsed,  $F(1, 47) = 6.148; p < 0.05$  as shown in Table 3. An examination of the job satisfaction of the two groups (Male and Female) is presented in Table 4. There is a significant difference between male and female respondents, mean of job satisfaction for male is 64.33 while female is 60.2; variance for men satisfaction = 102.493 where variance for women satisfaction is 121.82. This implies that male respondents are more satisfied with their job than female respondents.

### CONCLUSION

This research has shown that emotional intelligence and gender could be used as a predictor of job satisfaction. The result indicated that respondents with high emotional intelligence are more satisfied with their job than a respondent with low emotional intelligence. In the government sector which critical success, routine work and complexity of work environment are existing.

It could be the motive to enable training on emotional intelligence to enhance the job performance and job satisfaction that lead to increasing employee's productivity and success.

The research has implications for government sector employees, especially given the importance of the profession in maintaining governmental work. Ministry of State for Administrative Development (MSAD) gives plenty of training for the government employees in different areas like soft skills, leadership management and other managerial skills. MSAD should consider the importance of emotional intelligence as a core course for enhancing daily employees' interaction with citizens for providing plenty of services, the more employees with high EI score the more they satisfied with their job that lead to high job performance and better service quality. MSAD should do everything possible to provide a healthy psychological environment to make governmental work an interesting career, as modern governmental services are not determined by only physical capabilities. The following recommendations can be useful to the government sector employees.

Emotional intelligence is not inherent and could be learned, government employees (men and women) must be learning how to control their emotions and others emotions:

- Government sector should introduce the Problem Based-Learning (PBL) as it is the case all over the world as part of a training program. The program helps to improve Learning is driven by challenging, open-ended, ill-defined and ill-structured problems
- Students generally work in collaborative groups
- Teachers take on the role as "facilitators" of learning

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