

# Exploring the Effect of Emotional Intelligence in Sustaining and Progressing in Higher Education Institutions of Pakistan

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**Abstract---**The study brought the phenomena to the limelight that when it comes to happiness and success in professional life, emotional intelligence (EQ) matters just as much as intellectual ability (IQ). Emotional intelligence helps us to build stronger relationships, succeed at work, and achieve our career and personal goals. Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many aspects at the working aura, such as the way we behave and the way we interact with others progress and sustain at the working milieu in higher education institutions of Pakistan. The paper is based on ethnographic study. It is anticipated that the paper will bring positive changes and will suggest ways to sustain and progress in the working environment.

**Keywords---**Emotional intelligence, Pakistani higher education institutions, Progression, sustainability.

## I. INTRODUCTION

THE expression emotional intelligence (EI) had not been coined in 1981, but James Dozier in reality experienced it live and gave us a preliminary outline to make out what it is: "The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer et. al. 2000). Dozier could perceive accurately the emotional reactions of his captors, and he also detected the danger that those responses posed for him. By regulating his emotions and then expressing them effectively, he was able to manage the emotions of his captors. This experience illustrates EI in action. Since then the concept of EI has become so popular in the management literature that it has become imperative to understand and be aware of the research and theory on which it is based. It is also useful to consider how EI is important for effective performance at work place. As the pace of change is increasing and world of work is making ever greater demands on a person's cognitive, emotional and physical resources, this particular set of abilities is becoming increasingly important.

With the passage of time we have noticed dominant values in today's work force which is related to one's emotional intelligence. Attitudes have changed and people have become more efficient, flexible and ambitious have learnt to be stable working on their EI.

Salovey and Mayer (1990) coined the term EI in 1990, while being aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.

John Mayer (1990), a University of New Hampshire psychologist, defines the term more narrowly than Goleman (1995). For Mayer, emotional intelligence is the ability to understand how others' emotions work and to control one's own emotions. By comparison, Goleman defines EI more broadly, also including such competencies as optimism, conscientiousness, motivation, empathy and social competence. According to Mayer, these broader traits that Goleman relates to EI are considered personality traits by other theorists. For example, psychologist Gordonet. (1994) say that emotional Cognitive skill 'can help you get a job' in a company, but emotional skill helps you 'grow in the job' once you're hired. Intelligence deals largely with personality and mood, aspects of the individual that cannot be changed. Gordon, president of a Chicago-based employee-training company, claims that improving employees' literacy and analytical skills, not their emotional skills, is the best way to boost job performance.

## II. OBJECTIVES

This study is focused to evaluate two major factors i.e. to explore the effect of emotional intelligence in sustaining and progressing at higher education institutions of Pakistan. To access the factors connected to emotional intelligence that retards the career growth of the faculty members.

## III. EMOTIONAL INTELLIGENCE AND ITS AFFECTS

Emotional Quotient is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviors, moods, and impulses, and to manage them best according to the situation. Typically, "emotional intelligence" is considered to involve emotional empathy; attention to, and

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discrimination of one's emotions; accurate recognition of one's own and others' moods; mood management or control over emotions; response with appropriate (adaptive) emotions and behaviors in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). Additional, though less often mentioned qualities include selection of work that is emotionally rewarding to avoid procrastination, self-doubt, and low achievement (i.e., good self-motivation and goal management) and a balance between work, home, and recreational life. In essence, EQ is the pattern of how people's biases in their thinking leads them to think one thing or choice is better than another, as well as their clarity in differentiating within those biases to exercise clear and sound judgment. **"People see what they want to see."** —Red Barber

#### IV. THEORETICAL FRAMEWORK

Salovey and Mayer (1990) argued that there is a set of three conceptually related mental processes - appraising and expressing emotions in the self and others, regulating emotion in the self and others, and using emotions in adaptive ways involving emotional information. The following are brief descriptions of the content and importance of these mental processes: Appraising and expressing emotions in the self and others. Individuals differ in the degree to which they are aware of their emotions (appraisal) and the degree to which the latter are verbally and non-verbally being expressed (George, 2000). Individuals who accurately appraise and express (perceive and respond to) their emotions are likely to be better understood by the people they work with, and they also have the potential to better lead and manage people when they are able to perceive the emotions of the people around them and to develop empathy - the ability to comprehend another's feelings and to re-experience them oneself (Salovey and Mayer, 1990). People differ in their ability to manage (monitor, evaluate, and adjust to changing moods) their emotions as well as in their ability to regulate and alter the affective reactions of others (Salovey & Mayer, 1990). Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally, intelligent individuals are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences. Emotionally smart people can induce a positive effect in others those results in a powerful social influence (charisma), an important component of leadership (Wasielewski, 1985). Individuals also differ in the ways (functional vs. dysfunctional) in which they utilize their emotions. et al., (2002). Personal factors include personality disposition, traits, self-esteem, motivation, and emotions (Dormann & Zapf, 2001). Heller et al., (2002) identified that such positive factors as high energy, pleasurable engagement and enthusiasm are positively related to



job satisfaction, while negative factors such as distress, unpleasant engagement, and nervousness are negatively related to job satisfaction. Several studies have confirmed that job satisfaction is directly related to personal affective disposition factors.

#### V. EQ COMPETENCIES THAT CORRELATE TO WORKPLACE SUCCESS

Understanding others an intuitive sense of others' feelings and perspectives, and showing an active interest in their concerns and interests. Customer service orientation: the ability to anticipate, recognize, and meet customers' needs. People development: ability to sense what others need in order to grow, develop, and master their strengths. Leveraging diversity: cultivating opportunities through diverse people. Our adeptness at inducing desirable responses in others. This competency is important in the workplace for the following reasons. Influencing: using effective tactics and techniques for persuasion and desired results. Communication: sending clear and convincing messages that are understood by others. Leadership: inspiring and guiding groups of people. Change catalyst: initiating and/or managing change in the workplace. Conflict resolution: negotiating and resolving disagreements with people. Building bonds: nurturing instrumental relationships for business success. Collaboration and cooperation: working with coworkers and business partners toward shared goals. Team capabilities: creating group synergy in pursuing collective goals, knowing one's internal states, preferences, resources, and intuitions.

#### VI. RESEARCH DESIGN

This is an ethnographic research study, as its major purpose was to gain a better understanding of the employee emotional intelligence and job satisfaction. Interviews and life stories methods were used to collect detailed information regarding the characteristics of the employees in their respective universities. The life stories interpretation technique was used to interpret their perceptions regarding emotional intelligence and its effects on employees working at higher education institutions of Pakistan. The study is aimed at exploring why and how EI effects to sustain and progress. This study will explore the minds of professionals who have suffered and faced due to low EQ. It will also talk about the awareness of professionals regarding different aspects and personality changes that retard their progress. The objective of the study is to address the research question

***"How does emotional intelligence effect faculty working in Higher Education Institutions of Pakistan."***

#### VII. DATA COLLECTION

After seeking permission, samples were assured that the information about their institutes and their designation will be kept confidential, and will be only used for the data analysis of study to help them know the role of EQ in professional career. Samples were interviewed after taking prior appointments and their perceptions helped to complete my data analysis using the thematic data analysis. I used the interview technique for the collection of my data as it results in to the life stories of sample which is essential form of

knowing, its unique system of meaning making to learn....(Atkinson 1998 ,p.22)

The justification for adopting life stories by the use of interviews for data caters for explanation. It's an outstanding technique for knowing the feelings and deciphering their connotations. It also supports our experiences to divulge our connections with the community around us.(Atkinson 2002).The flowing conversations and interviewees focused narratives helped me to analyze my research question. The main objective of my study was to focus on EQ, experiences of the sample, and knowing the role played by EQ to sustain and progress.

I limited myself to only mid-career female professional, who were doing job as faculty in higher education institutions for (12-15) years in Public and Private sector Universities of Rawalpindi and Islamabad. I preferred recording life time stories, which will give me profound data that's why guide lines for semi- structured interviews were made. The indomitable questions for interviews are also considered very easy to change according to the interview proceedings. (Robson 2002).The interview guidelines were taken from works of (Gillet-Karam, 2001; Switzwe, 2006).The interview was focused on the research question to understand aspect, which will help not only the sample but every professional to work without stress and emotional trauma.

#### VIII. DATA ANALYSIS & DISCUSSION

Data was analyzed by using life stories interpretation technique. The data given by the respondents was analyzed for desired out comes.

Thematic analysis is a qualitative investigative process for: "Identifying,analyzing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic."(Braun and Clarke 2006, 79)

"A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set."(Braun and Clarke 2006, 82).Ethnographic study helped to achieve my objectives to a great extent as I believe that

"When used as a method, ethnography typically refers to fieldwork (alternatively, participant-observation) conducted by a single investigator who 'lives with and lives like' those who are studied, usually for a year or more." --John Van Maanen, 1996.

"Ethnography literally means 'a portrait of a people.' ethnography is a written description of a particular culture - the customs, beliefs, and behavior - based on information collected through fieldwork." --Marvin Harris and Orna Johnson, 2000. One of the respondent acknowledged that the rules for work are changing. We're being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted. The new rules predict who is most likely to become a star performer and who is most prone to derailing. And, no matter what field we

work in currently, they measure the traits that are crucial to our marketability for future jobs. These rules have little to do with what we were told was important in school; academic abilities are largely irrelevant to this standard. The new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focuses instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness. Another respondent added that this is no passing fad, nor does just the management nostrum of the moment. The EQ demonstrates which human abilities make up the greater part of the ingredients for excellence at work--most especially for leadership. If you work in a large organization, even now you are probably being evaluated in terms of these capabilities, though you may not know it. If you are applying for a job, you are likely to be scrutinized through this lens, though, again, no one will tell you so explicitly. Whatever your job, understanding how to cultivate these capabilities can be essential for success in your career. If you are part of a management team, you need to consider whether your organization fosters these competencies or discourages them. To the degree your organizational climate nourishes these competencies; your organization will be more effective and productive. You will maximize your group's intelligence, the synergistic interaction of every person's best talents. If you work for a small organization or for yourself, your ability to perform at peak depends to a very great extent on your having these abilities--though almost certainly you were never taught them in school. Even so, your career will depend, to a greater or lesser extent, on how well you have mastered these capacities. The fifth respondent was of the view that in a time with no guarantees of job security, when the very concept of a "job" is rapidly being replaced by "portable skills," these are prime qualities that make and keep us employable. Talked about loosely for decades under a variety of names, from "character" and "personality" to "soft skills" and "competence," there is at last a more precise understanding of these human talents, and a new name for them: emotional intelligence. Talking about the different factors related to emotional intelligence, a respondent narrated that, I had the lowest cumulative grade point average ever in my engineering school," the co-director of a consulting firm tells me. "But when I joined the army and went to officer candidate school, I was number one in my class--it was all about how you handle yourself, get along with people, work in teams, leadership. And that's what I find to be true in the world of work."In other words, what matters is a different way of being smart. She said that I learnt with the passage of time the variables and factors that affect my behavior at my work place, she said that she learnt after paying a heavy price of emotional trauma to value attitude, personality changes. She learnt how to get motivated and change perception about peers and ability to learn and grow by using EQ.

One respondent defined his changed perception that Over and over I heard what a familiar litany became. People like the high-performers at work place with the low GPA told me they found emotional intelligence as stepping towards excellence. A respondent said, Learning to work on my EQ made it safe to speak up about the career, emotional ineptitude, and to question a narrow, expertise-is-all view of capabilities. To be sure, He added, these ideas of sustaining

and progressing are not new to the workplace; how people manage themselves and relate to those around them is central to much classic management theory. What's new is the data: We now have twenty-five years' worth of empirical studies that tell us with a previously unknown precision just how much emotional intelligence matters for success. A respondent explained another strand: In the decades since my own research in psychobiology, I have been tracking cutting-edge findings in neuroscience. This has allowed me to propose a foundation in brain science for the emotional intelligence model. Many business people are traditionally skeptical of "soft" psychology and wary of the pop theories those come and go, but neuroscience makes crystal clear why emotional intelligence matters so much. The ancient brain centers for emotion also harbor the skills needed for managing ourselves effectively and for social adeptness. Thus these skills are grounded in our evolutionary heritage for survival and adaptation. This emotional part of the brain, neuroscience tells us, learns differently from the thinking brain. That insight has been pivotal --and leads me to challenge much conventional wisdom in corporate training and development. I'm not alone in this challenge. For the last two years I have been working as co-chair of the Consortium for Research on Emotional Intelligence in Organizations--a group of researchers from business schools, the federal government, and industry. Our research reveals deplorable weaknesses in how businesses train people in skills from listening and leadership to team building and handling change. Most training programs have embraced an academic model--but this has been a drastic mistake, wasting millions of hours and billions of rupees. What's needed is an entirely new way of thinking about what it takes to help people boost their emotional intelligence. He said that there are less training rather no trainings to help employees sustain and progress in their specific field which results in to stress, trauma, depression and frequent resignations in Pakistani institutions.

A respondent elaborated that, I've toured the world talking and consulting with people in research, I've encountered certain widespread misunderstandings about emotional intelligence. Let me clear up some of the most common at the outset. First, emotional intelligence does not mean merely "being nice." At strategic moments it may demand not "being nice," but rather, for example, bluntly confronting someone with an uncomfortable but consequential truth they've been avoiding. Second, emotional intelligence does not mean giving free rein to feelings--"letting it all hang out." Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals.

Women are not "smarter" than men when it comes to emotional intelligence, nor are men superior to women. Each of us has a personal profile of strengths and weaknesses in these capacities said one of the sample. Some of us may be highly empathic but lack some abilities to handle our own distress; others may be quite aware of the subtlest shift in our own moods, yet be inept socially. It is true that men and women as groups tend to have a shared, gender-specific profile of strong and weak points. Emotional intelligence in thousands of men and women found that women, on average,

are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident and optimistic, adapt more easily, and handle stress better. In general, however, there are far more similarities than differences. Some men are as empathic as the most interpersonally sensitive women, while some women are every bit as able to withstand stress as the most emotionally resilient men. Indeed, on average, looking at the overall ratings for men and women, the strengths and weaknesses average out, so that in terms of total emotional intelligence, there are no sex differences. Finally, our level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experiences--our competence in it can keep growing. In fact, studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old-fashioned word for this growth in emotional intelligence: *maturity*. More and more institutions are seeing that encouraging emotional intelligence skills is a vital component of any organization's management philosophy. He added, head of the department at a very renowned university, told me, "Emotional intelligence is the underlying premise for all management training." The Dean of military college required that he and all his employees be trained in the ubiquitous "quality circle" approach. "They wanted us to work better as a team, which was great" he says. "But we've found it hard--how can you be a team if you're not a group first? And to bond as a group we needed to boost our emotional intelligence."

A respondent argued that each and every one of us feels powerless at some time or another – and all too often such feelings arise in the workplace. It's really important for you to know you are not alone in this. But you also have choices – even if your choice is to stay and do what's being asked of you for whatever reason. (As long as it's legal of course. ) Even if it means being nice to a boss you who drives you crazy. Or being pleasant to a co-worker you think is an idiot. Or staying in a job you don't love. Sometimes there are good reasons to do so. And sometimes not. But it's no small thing for you to recognize you're making the choice – consciously and intentionally. You gain nothing from feeling as if you're a victim of your circumstances. This may seem like a small point, but if we realize we are choosing to do something – even staying in a job we don't love – we release some of the powerlessness of feeling trapped. He added that, when you feel trapped, your power shrinks – as does your ability to see solutions right before your eyes. So even if you're staying in a job because your family depends on you to bring home that paycheck, give yourself credit for making that choice – and for the strength it takes to do just that. Rather than feeling like a victim, you can start to think about ways to use your power to get yourself into a better situation, either with your current company (there are often ways we don't see) or elsewhere. But you won't get anywhere if you feel powerless to affect your own fate.

One of the most important things you can do is to build strong relationships at work – something that can shape your entire work experience and career – is to start to build a strong support network from the first day you begin a job. Slowly, over time, these alliances (kind of like on *Survivor* but I hope less nefarious), will be there to help you move ahead, and also when you need support accomplishing every day assignments. A good tip is to see everyone as someone you can build a work relationship with – and that includes administrative help. In fact, in particular administrative help. Need to get in to see someone whose calendar is full? Who do you think can help you get there? He elaborated that it will soon become common at work place that some people will resist your attempts based on their own agendas or views of the world. Don't let that bother you. Focus on those relationships you can build by being helpful and supportive (and creative and capable of course) as you get chances to work together. Most importantly, base the relationships on positive actions and not office gossip or complaints. Over time the reputation and relationships you build help you. And you never know which of those people might get you jobs in the future. Plus, it just makes your work environment a lot more enjoyable. Another respondent stated **that your attitude at work**

Is a key factor to sustain and progress. If you come in with a sour attitude or always see people as wrong and you are right, you are the one who loses out. She added, I remember a woman I worked with – an admin – who is extremely bright and talented. But she spent each day feeling slighted (oh those feelings) and telling people off. And then she was angry when people didn't want to work with her or she got passed over for promotions. If you hear the story from that admin, you would get a woeful tale of all kinds of hurts and slights. But a good tool for your work belt is to try telling the story from someone else's eyes – a powerful way to re-frame what's happening so you can start to see ways you might change your game plan. Sometimes, for whatever reason, you find yourself getting caught up in a rush of anger or frustration. In one of my first jobs, I found out a co-worker I trusted was working to undermine me; and soon our boss was giving him all the good assignments. I was so mad, instead of working smart; I just sat around complaining and feeling upset with everyone. Meanwhile, there were other people I could have built alliances with and there were things I could have done to improve my own standing. But I let my anger cloud my vision. I don't recommend it as a career plan. At times like these, remember your power to choose and help change things for yourself. And also remember that letting your emotions control you take the control out of your hands. (Also be aware of things you might have done or be doing to set yourself up as a target. In my case, I let my co-worker build the relationship with my boss – “handle things” as he assured me – since I wasn't crazy about my boss and I shared that with my co-worker. Two, bad moves on my part.

A respondent added that EQ helps a lot to learn that the blame game is when you point your finger at everyone and everything except yourself, blaming the world for your misfortunes. This is simply spinning your wheels. As I've mentioned before, when you get caught up in emotions or useless behaviors, you lose precious time and perspective that could be helping you create a more enjoyable experience for

yourself in this job and in future jobs. Now it's important to vent at times and to both acknowledge and discuss your feelings (preferably to a friend or therapist), but if your days are filled with blame and venting at the workplace, you're only setting yourself up for more dissatisfaction. People react to who they see and not who you really might be - or what you could offer them if you could only step past those wheel-spinning behaviors. Basically, what they see is what (the impression) they get. She also added that some people at work believe that being right just doesn't matter “Of course it does!” I hear one or two of you shouting at the screen. Oh...sure it feels great. But if you spend your day being caught up in being right – and making sure everyone knows you are – you're focusing on the wrong things and you'll only wind up diverting yourself from getting ahead. More time spinning your wheels. To revert to my grade school years...**nobody likes a smarty pants.** In the workplace actions speak louder than words. Prove your worth not by being right all the time but by being someone who helps things get done and problems solved. Down the road, people will see you know what you're doing. You don't have to be right in every case to be extremely effective and appreciated. (I'm still working on that one myself.)When we get our heads out of seeing the anger and hurt and all that is missing in our work lives, we open up to seeing what might turn into real opportunity. Possibility is all around us if we just learn how to look for it.

When human beings are brought together to complete tasks, emotions will play a role—theories to the contrary notwithstanding. “Don't bring your personal problems to work” is one variation of the argument that emotions are inappropriate in the workplace. Business decisions, so the argument goes, should be based on information, logic and calm cool reason, with emotions kept to a minimum. But it is unrealistic to suppose that emotions can be checked at the door when you arrive at work, she stated. Some people may assume, for a variety of reasons, that emotional neutrality is an ideal, and try to keep feelings out of sight. Such people work and relate in a certain way: usually they come across as rigid, detached or fearful, and fail to participate fully in the life of the workplace. This is not necessarily bad in some situations, but it is usually not good for an organization for such people to move into management roles. The same would be true for people who emote excessively, who tell you how they feel about everything. Simply being around them can be exhausting. Developing emotional intelligence in the workplace means acknowledging that emotions are always present, and doing something intelligent with them. People vary enormously in the skill with which they use their own emotions and react to the emotions of others—and that can make the difference between a good manager and a bad one. It's not overly egalitarian to suggest that most professionals, managers and executives are fairly smart people (of course there can be glaring exceptions), but there can be a huge difference in how well they handle people. That is, the department manager may be a genius in technical, product or service knowledge—and get failing marks in terms of people skills.

Moving further with respondents they touched many aspects related to EQ stating that developing emotional

intelligence could go a long way in helping institutions to be more productive and more profitable. The brilliant department head who is an unchallenged expert on a product or service will get superior results if he/she also knows how to stay motivated under stress, motivate others, navigate complex interpersonal relationships, inspire others and build teams. And, obviously, if you want to sell to clients, you can't achieve great results if you're not attuned to clients emotionally. Any head who has been summoned by a company to help rescue a top executive from self-destruction knows the war stories: people rarely derail because of the lack of technical skills, but because of classic emotional failings. They mess up in their relationships with colleagues and subordinates. They are overly authoritarian, cannot handle conflict and generate fear instead of respect and devotion. Some argue that EQ is more important in the work place than IQ. In the work place, there are constant interactions which are occurring among the people who work there. While some of these interactions are positive, others are negative. The key aspect, employees and heads must understand is that over time, each of these interactions will have a positive or negative effect on the company as a whole. The effect that these interactions have on the company will also have an effect on the company's ability to remain competitive in its given market or industry. Having said that, the key fact that must be considered in order to make these interactions more positive is emotional intelligence. Humans are emotional creatures, and this is the first key towards understanding EI. In the past, educational institutions paid an undue amount of attention to one's IQ, or their general intelligence quotient. While IQ is important to some extent, few corporations take the time to measure one's emotional intelligence. It is equal or greater in importance to IQ simply because people who work for organizations must be expected to get along with the people they work with. If they are managers, they must be effective in working with and managing the employees. It means little for a person to have an IQ of 180 if they cannot relate to anyone, they do not put anyone at ease, they're not composed, and they're not calm during a crisis.

A respondent explained effective management has become a critical issue in the 21st century. One reason for this is because we live in a day and age where more corporations are downsizing in order to compete on the international playing field. Pakistan, is now being transformed in an economy that is service based, and what this means is that interpersonal relationships must be emphasized above all else. He said that relationships must be maintained between upper managers and lower managers, as well as lower managers and employees. There are a number of skills which have become crucial for the work place. Some of the skills that managers and employees will need to thrive in the current environment include communicating with each other and discussing topics openly, listening to the issues that are expressed by other parties, being able to effectively manage conflict, and inspiring each other to operate at a higher level. Equally important is an organization's ability to deal with and handle change, which today and always is inevitable. It is also crucial for organizations to be able to share and work towards goals. Some critics have attacked the concept of EQ, saying that "it doesn't exist or that it is not relevant in our society." This

people are clearly wrong, and do not have a basic understanding of human psychology. If you can understand the fact that humans tend to be emotional, than EQ makes perfect sense.

Cold hard analytical logic has its place, but it should never be emphasized over the emotional aspect of human interactions. Why is it that some of the greatest (and most infamous) leaders in history have all been people who were able to tap into the emotions of their followers? The answer is that these individuals were blessed with a high EQ. However, the good news is that it can be developed, even if you don't have it naturally.

Many of the respondents agreed that just as IQ is set in stone, EQ is not set in stone either. Yes, it is true that some people are born with this natural gift, and tend to succeed more in leadership positions than others. However, anyone can increase their EQ, and this is important because it will allow them to perform better in the work place. Organizations and companies which choose to begin developing the EQ skills of their employees are likely to build a group cohesion which will make them highly effective against both regional as well as global competition. There is a connection between one's emotional intelligence and their ability to lead. In recent years, more attention has been paid to the connections that exist between emotional intelligence and leadership. Those who have higher than average EQs tend to be very skilled when it comes to management, putting people at ease, and finding a balance between work and their personal lives. These people tend to be straightforward when it comes to explaining how they feel, and not only are they good at building relationships, but they are also good at mending broken relationships as well. To understand the role of emotional intelligence within leadership, it is crucial to become familiar with the phenomenon known as participative management. This is a style of management that emphasizes the importance of developing initiative at the beginning of a project. In today's employment scenario, this type of relationship building is quite important, because many institutions value the interdependency that exists among groups. In the past, while a heavy emphasis was placed on one's IQ, today more people are paying attention to a manager's ability to listen, cooperate with others, and build strong relationships.

One of the sample agreed to the fact that while IQ has its place, EQ should never be underestimated in the work place. A strong leader is an individual who is able to control their impulses. One of the strongest components of a leader is a person who can put others at ease. When you meet people for the first time, they may be shy or reserved in your presence, particularly if you're a person of authority. As a leader, your goal should always be to put people at ease. In business, this is very important.

#### IX. CONCLUSION AND RECOMMENDATION

To conclude the overall study in a simple manner, that the study findings are important contribution to the body of knowledge in term of identification of a positive relationship between the emotional intelligence and job satisfaction in an university work setting. Job satisfaction is certainly the hottest issues in the management research. Job satisfaction has been

researched in different industrial environment and also at different level of employee's roles and responsibilities dimensions. However the current management and organizational behavior research has turned its focused on emotional intelligence to cope up with the ability of people to know their emotions and understand others emotions to cope With the environmental demands and pressures. This study therefore confirmed that EI has positive effect on job satisfaction of employees at university. Further to this a university administration and HR policies could have been developed to ensure that EI factor must be incorporated particularly in one of the most crucial process of staffing and performance appraisal and other HR Functions. Employing with a high level of emotionally intelligent employee would certainly an asset to the organization. On the basis of the finding of the study and overall discussion drawn from the findings, would like to make several future recommendations to the university perils may be in terms of development of policy document for a broader university strategic vision.

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