 Explain the Relationship between Emotional Intelligence with Job Stress and Job Satisfaction of Employees in Technical and Vocational Training Center of KhorramAbad City

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ABSTRACT

The broad goal of this research is to enhance the efficiency of employees in technical and vocational training center and specific objectives are determining the relationship between emotional intelligence with job stress and job satisfaction. Population of study is employees of technical and vocational training center in khorramabad city that are equal to 220 people and among them 140 people is selected by simple random method. The method of research is correlational one and data collection tools are three questionnaires of emotional intelligence, job stress and job satisfaction. Pearson's correlation coefficient tests, Kolmogorov-Smirnov, one-sample t-test, independent samples t-test, one-way ANOVA, MONOVA were used to analyze data that the main results are as follows: there is no significant relationship between emotional intelligence and job stress according to gender. There is no significant relationship between emotional intelligence and job satisfaction according to gender for female employees but relationship between emotional intelligence and job satisfaction for male employees is significant.

INTRODUCTION

Emotional intelligence (EI) is the ability to recognize, understand and regulate emotions and use them in our life. Management and or human factor is the most important reason of developments that nowadays human sees in any fields and in whatever form in various communities. To change and move toward better conditions the most important and the main factor is manpower associated with factors such as capital, raw materials and etc. [3].

Research shows that managers or specialists who have high emotional intelligence and are technically well experienced try to resolve emergent conflicts, and organizational and collective weaknesses and existing gaps, long term secret communications and eliminate mutual obscurity more and faster than others with high readiness and skills that blazon valuable and beneficial. Reports from exponential growth of Science of Consciousness by managers teaches us how to increase our power of reasoning and benefit more from emotions energy, intuitive wisdom and strength of communication with self and others. Modern science has proven that emotional intelligence underpins many important decisions, the most active and profitable and successful organizations and the most satisfying and successful lifes than Intelligence Quotient or brain power.

Concept of emotional intelligence argues that IQ and conventional intelligence serves restrictively while the broader aspects of emotional intelligence ensures and guarantees our success. More successful is result from IQ and depends on traditional measure of intelligence and ignoring personality elements and behavior. We all recognize that everyone have academic, social and intrapersonal intelligence which is achieved through a high IQ but not necessarily lead to success.

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For over a hundred years, IQ was considered as a standard to measure individual intelligence. IQ test was only measure that reflects the individual's ability to learn and in recent years is discussed and challenged in scientific circles. Many people obtain high IQ scores in the university or institutions entrance exam but the same people seem to be not very successful in the workplace. Conversely, people who have an average IQ score are successful and versatile in the workplace. The reason could be the level of emotional intelligence or ability to guide personal emotions in interpersonal interactions.

Research Literature:

Emotional Intelligence:
Emotional intelligence is the ability to perceive emotions and feelings in order to access and generate emotions to recognize emotions and feelings in addition to contribute to better thinking. Also coordination between emotions and feelings provides emotional and intellectual promotion.

Emotional intelligence includes four areas as following:
1) Identification of emotions / feelings: the ability to understand how is our own feelings and those around me.
2) Using emotions / feelings in polish and facilitate thought: ability to create emotion and then the reasons that led to the formation of these emotions.
3) Perceive emotions / feelings: the ability to understand and recognize complex emotions and emotional series and how the emotions change from one state to another state.
4) Managing emotions / feelings: provide the ability to manage our own emotions and others.

It is important to know that emotional intelligence is never opposite to general intelligence or the supremacy of wisdom over emotion but complement each other.

Emotional Intelligence in the Workplace:
Emotional intelligence as an intermediary and organizer factor can improve group performance; it seems the groups that are low in terms of emotional intelligence require more time to work effectively in a coordinated group.

Job Satisfaction:
Job satisfaction is one of the most important and perhaps the most controversial concepts that have attracted many theoretical and fundamental efforts and is important at all levels of management and Human Resources of organizations, This importance is due to its role on improvement of organization and health of workforce on one hand and due to the fact that job satisfaction in addition to the definition and multiple and sometimes complex conceptualization is commissure and joint structure of many scientific fields on the other hand such as education, psychology, the management, sociology, economics even the policy.

From organizational standpoint, high level of job satisfaction reflects the very favorable organizational climate that lead to attracting and survival employees.

In 1985, Davis and New Storm described job satisfaction as a set of compatible feelings of a person towards his/her job. This feeling will achieve when the wishes, desires and experiences of a person while entering the organization can be met through work. Thus there is a balance between employee expectations and satisfying these demands. As a result practitioners will have a positive attitude towards their job that leads to their satisfaction.

Job Stress:
Interaction between working conditions and personal characteristics of practitioner is in such a way that works’ demands (and thus the associated pressures) are more than threshold of a person. This explanation considers the person environment context and allows you to be able to investigate the share of individual characteristics of practitioner, working conditions, and their interaction in the emerging job stress.

Research questions:
1- Is there relationship between emotional intelligence and job stress of employees in technical and vocational training of Khorramabad city?
2- Is there relationship between emotional intelligence and job satisfaction of employees in technical and vocational training of Khorramabad city?
3- Is there any relationship between emotional intelligence and job stress of employees in technical and vocational training of Khorramabad city according to gender?
4- Is there any relationship between emotional intelligence and job satisfaction of employees in technical and vocational training of Khorramabad city according to gender?
5- Is there any relationship between emotional intelligence and job stress of employees in technical and vocational training of Khorramabad city according to education level?
6- Is there any relationship between emotional intelligence and job satisfaction of employees in technical and vocational training of Khorramabad city according to education level?

Methodology:
The method of study is descriptive and specifically correlation one.

Population:
The population in this study consists of employees in technical and vocational training center of Khorramabad city that are employed to carry out the task in 2008. The total population is 220 people, of which 47 people are female and 173 male.

Table 3.1: gender and the size of sample.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Frequency %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>47</td>
<td>21.3</td>
</tr>
<tr>
<td>Male</td>
<td>173</td>
<td>78.7</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3.2: Frequency and percentage of respondents according to education.

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>43</td>
<td>34.7</td>
</tr>
<tr>
<td>Advance diploma</td>
<td>39</td>
<td>31.5</td>
</tr>
<tr>
<td>B.A and higher</td>
<td>42</td>
<td>33.9</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100</td>
</tr>
</tbody>
</table>

Sampling method:
The population of study includes 220 people and Morgan table was used to select 140 people as sample size, then people were determined among population by simple random method and questionnaire was provided to them.

Research tools:
The tools used in this study are three questionnaires including Jane Graves and Brad Berru’s emotional intelligence questionnaire, Minesota’s job satisfaction questionnaire and job stress questionnaire from Moghimi.

Descriptive and inferential statistical methods were used to analyze Data. Descriptive statistic was used to calculate statistical index such as frequency distribution, mean, standard deviation and drawing table.

Since the aim of this study is determination of relationship between research variables simultaneously therefore research plan is particularly correlation one. So Pearson correlation coefficient was used to test questions in inferential level, Kolmogorov-Smirnov was used to evaluate the distribution of variables and also one sample t test, independent-samples t-test, ANOVA, MANOVA and Pearson correlation coefficient were used.

Descriptive statistics and inferential tests depending on the type of data and variables were used to analyze statistical data and evaluation of research questions using the statistical software SPSS that include two sections:

1- Descriptive statistics including mean, standard deviation, minimum, maximum, corresponding frequency tables and charts.
2- Inferential statistics including Kolmogorov-Smirnov test to evaluate the distribution of variables, one sample t test, independent samples t-test, one-way ANOVA, MANOVA and Pearson correlation coefficient.

Investigating the first research question:
Is there any relationship between emotional intelligence and job stress of employees in technical and vocational education of Khorramabad city?
To investigate this question, we used the Pearson correlation coefficient. The results are given in the below table.

Table 4-18: Pearson Correlation Coefficient between emotional intelligence and job stress.

<table>
<thead>
<tr>
<th>Correlation between</th>
<th>Number</th>
<th>Value (r)</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence and job stress</td>
<td>124</td>
<td>-0.118</td>
<td>P= 0.194</td>
</tr>
</tbody>
</table>

As the table above shows since the calculated value for the Pearson correlation coefficient (r= 0.118) in a=0.05 is not significant (P=0.194), we conclude that there is no significant relationship between emotional intelligence and job stress of employees in technical and vocational training center of Khorramabad city.

Investigating second research question:
Is there any relationship between emotional intelligence and job satisfaction of employees in technical and vocational training center of Khorraramabad city?

To investigate this question, we used the Pearson correlation coefficient. The results are given in the following table.

<table>
<thead>
<tr>
<th>Table 4-19: Pearson Correlation Coefficient between emotional intelligence and job satisfaction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation between</strong></td>
</tr>
<tr>
<td>Emotional intelligence and job satisfaction</td>
</tr>
</tbody>
</table>

As above table shows since the calculated value for Pearson correlation coefficient (r=+0.330) in α=0.01 is significant (P<0.0005), we conclude that there is significant relationship between emotional intelligence and job satisfaction of employees in technical and vocational training center of Khorraramabad city.

Investigating third research question:

Is there any relationship between emotional intelligence and job stress of employees in technical and vocational training of Khorraramabad city according gender?

To investigate this question, we used the Pearson correlation coefficient that its results are given in the below table.

<table>
<thead>
<tr>
<th>Table 20-4: Pearson Correlation coefficient between emotional intelligence and job stress according to the gender.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation between</strong></td>
</tr>
<tr>
<td>Emotional intelligence and job stress</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

As above table shows, since the calculated value for Pearson correlation coefficient (r=- 0.027) in α=0.05 is not significant (P= 0.893), we conclude that there is no significant relationship between emotional intelligence and job stress of female employees in technical and vocational training center of Khorraramabad city.

On the other hand because calculated value of Pearson correlation coefficient (r= -0.182) is not significant α= 0.05 (P=0.074), we conclude that there is no significant relationship between emotional intelligence and job stress of male employees in technical and vocation training center of Khorraramabad city.

Investigating fourth research question:

Is there any relationship between emotional intelligence and job satisfaction of employees in technical and vocational training of Khorraramabad city according to the gender?

To investigate this question, we used the Pearson correlation coefficient that its results are given in the below table.

<table>
<thead>
<tr>
<th>Table 21-4: Pearson Correlation coefficient between emotional intelligence and job satisfaction according to the gender.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation between</strong></td>
</tr>
<tr>
<td>Emotional intelligence and job satisfaction</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

As above table shows, because the calculated value for Pearson correlation coefficient (r=+0.10) in α=0.05 is not significant (P= 0.621), we conclude that there is no significant relationship between emotional intelligence and job stress of female employees in technical and vocational training center of Khorraramabad city.

On the other hand because the calculated value for Pearson correlation coefficient (r=+0.382) in α=0.01 is significant (P<0.0005), we conclude that there is significant relationship between emotional intelligence and job satisfaction of male employees in technical and vocational training center of Khorraramabad city.

Investigating fifth research question:

Is there any relationship between emotional intelligence and job stress of employees in technical and vocational training center of Khorraramabad city according to education level?

To investigate this question, we used the Pearson correlation coefficient that its results are given in the below table.

<table>
<thead>
<tr>
<th>Table 22-4: Pearson Correlation coefficient between emotional intelligence and job stress according to the education level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation between</strong></td>
</tr>
<tr>
<td>Emotional intelligence and job stress</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
As above table shows, because the calculated value for Pearson correlation coefficient ($r = 0.192$) in $\alpha=0.05$ is not significant ($P= 0.218$), we conclude that there is no significant relationship between emotional intelligence and job stress of staff with diploma in technical and vocational training center of Khorramabad city.

On the other hand because the calculated value for Pearson correlation coefficient ($r = -0.137$) in $\alpha=0.05$ is not significant ($P= 0.404$), we conclude that there is no significant relationship between emotional intelligence and job stress of employees with advanced diploma in technical and vocational training center of Khorramabad city.

Also about the employees with B.A and higher there is no significant relationship between emotional intelligence and job stress ($p= 0.973$).

Investigating sixth research question:

Is there any relationship between emotional intelligence and job satisfaction of employees in technical and vocational training center of Khorramabad city according to education?

To investigate this question, we used the Pearson correlation coefficient that its results are given in the below table.

**Table 23-4: Pearson Correlation coefficient between emotional intelligence and job satisfaction according to the education level.**

<table>
<thead>
<tr>
<th>Correlation between Emotional intelligence and job satisfaction Education level</th>
<th>Number</th>
<th>Value (r)</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>43</td>
<td>+0.958</td>
<td>$P=0.018$</td>
</tr>
<tr>
<td>Advanced diploma</td>
<td>39</td>
<td>+0.407</td>
<td>$P=0.011$</td>
</tr>
<tr>
<td>B.A and higher</td>
<td>42</td>
<td>+0.209</td>
<td>$P=0.184$</td>
</tr>
</tbody>
</table>

As above table shows, because the calculated value for Pearson correlation coefficient ($r = +0.358$) in $\alpha=0.05$ is significant ($P= 0.018$), we conclude that there is significant relationship between emotional intelligence and job satisfaction of employees with diploma in technical and vocational training center of Khorramabad city.

On the other hand because the calculated value for Pearson correlation coefficient ($r = +0.407$) in $\alpha=0.05$ is significant ($P= 0.01$), we conclude that there is significant relationship between emotional intelligence and job satisfaction of employees with advanced diploma in technical and vocational training center of Khorramabad city.

But about the employees with B.A and higher there is no significant relationship between emotional intelligence and job satisfaction ($p= 0.184$).

Now, due to the significant correlation between emotional intelligence and job satisfaction of employees with diploma or advance diploma, We want to check whether there is a significant difference between the obtained correlations or not?

So to answer the questions we used $\rho_1$ and $\rho_2$ different test in independent samples and required computation is given below.

$$r_1 = 0.358$$
$$r_2 = 0.407$$
$$n_1 = 43$$
$$n_2 = 39$$
$$\bar{z} = \frac{1}{2} \ln(1+r_1) - \ln(1-r_2)$$

According these calculation because value of $z$ (-0.25) is lower than $z$ table in level 0.05 (1.96) we conclude that the relationship between emotional intelligence and job satisfaction is the same for employees with diploma and advanced diploma.

**Discussion and conclusion:**

**First question:**

Is there any relationship between emotional intelligence and job stress?

Descriptive statistics of table 11-4 indicate that most employees have the moderate ability in term of emotional intelligence. Table 4-12 also shows that job stress of the most employees is lower than the average level. So, regarding listed table of descriptive statistics and also according result from table 18-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job stress of employees. After statistical analysis it is revealed that the coefficient of correlation between emotional intelligence and job stress is -0.118 that is not significant statistically. Therefore we conclude that there is no significant relationship between emotional intelligence and job stress of employees.

**Second question:**

Is there any relationship between emotional intelligence and job satisfaction?

Descriptive statistics of table 11-4 indicate that most employees have the moderate ability in terms of emotional intelligence. Table 4-13 also shows that job satisfaction of the most employees is in average level. So according result from table 19-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job satisfaction of employees. After statistical analysis it is
revealed that the coefficient of correlation between emotional intelligence and job satisfaction is +0.330 that is significant statistically. Therefore we conclude that there is significant relationship between emotional intelligence and job satisfaction of employees. The results are in consistent with results from study by Thomas et al., but are not consistent with the results of Ms. Afkhami.

**Third question:**
Is there any relationship between emotional intelligence and job stress according to the gender?

Descriptive statistics of table 11-4 indicate that most employees have the moderate ability in terms of emotional intelligence. Table 4-12 also shows that job stress of the most employees is lower than the average level. Also table 3-4 shows that 78.2% of respondents are male and 21.8% are female. So according result from table 20-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job stress of employees according to gender and after statistical analysis it is revealed that the coefficient of correlation between emotional intelligence and job stress for female employees is -0.027 and -0.182 for male employees that is not statistically significant for both group. Therefore we conclude that there is no significant relationship between emotional intelligence and job stress of employees according to gender.

**Fourth question:**
Is there any relationship between emotional intelligence and job satisfaction according to the gender?

Descriptive statistics of table 11-4 indicate that most employees have the moderate ability in terms of emotional intelligence. Table 4-13 also shows that job satisfaction of the most employees is in average level. Also table 3-4 shows that 78.2% of respondents are male and 21.8% are female. So according result from table 21-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job stress of employees according to gender. After statistical analysis it is revealed that The coefficient of correlation between emotional intelligence and job satisfaction for female employees is +0.10 that is not statistically significant and +0.382 for male employees that is statistically significant. Therefore we conclude that there is no significant relationship between emotional intelligence and job satisfaction of female employees but for male, the relationship between emotional intelligence and job satisfaction is significant.

**Fifth question:**
Is there any relationship between emotional intelligence and job stress according to education level?

Descriptive statistics of table 11-4 indicate that most employees have the moderate ability in terms of emotional intelligence. Table 4-12 also shows that job satisfaction of the most employees is lower than the average level. Also table 4-4 shows that 34.7% of respondents have diploma, 31.5% advanced diploma and 33.9% have B.A and higher. So according results from table 22-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job stress according to education level. After statistical analysis it is revealed that The coefficient of correlation between emotional intelligence and job stress for employees with diploma is -0.192, advanced diploma -0.137 and B.A and higher is +0.005 that is not statistically significant for none of them. Therefore we conclude that there is no significant relationship between emotional intelligence and job stress of employees according to education level.

**Sixth question:**
Is there any relationship between emotional intelligence and job satisfaction according to the education level?

Descriptive statistics of table 11-4 indicate that the most employees have the moderate ability in terms of emotional intelligence. Table 4-13 also shows that job satisfaction of the most employees is in average level. Also table 4-4 shows that 34.7% of respondents have diploma, 31.5% advanced diploma and 33.9% have B.A and higher. So according result from table 23-4 in fourth chapter of research, Pearson correlation coefficient was used to study relationship between emotional intelligence and job satisfaction of employees according to education level. After statistical analysis it is revealed that the coefficient of correlation between emotional intelligence and job satisfaction for employees with diploma is +0.358, advanced diploma +0.407 and B.A and higher is +0.209 that is statistically significant for diploma and advanced diploma and is not significant for B.A and higher. Therefore we conclude that there is significant relationship between emotional intelligence and job satisfaction of employees with diploma and advanced diploma and it is not significant for employees with B.A and higher. These results are in consistent with results from study by Mohammadzadeh in diploma and advanced diploma course and by Ms.Afkhami in B.A and higher.

**Recommendations:**
1- Considering to the average score of emotional intelligence, emotional intelligence should be trained to employees by doing workshops to enhance its fourfold aspects.
2- Considering to the minimum and maximum score of emotional intelligence, minimum score will increase by continuous training on fourfold aspects.
3- Considering lower score of job stress than average, conditions should be provided to continue this situation.
4- Considering higher score of job satisfaction than average level, constituent dimensions of job satisfaction should be considered to increase employee satisfaction more than before.

REFERENCES