

## RESEARCH ARTICLE

# Emotional intelligence and job satisfaction among occupational therapists in Malaysia

Ruzana Ramli, Mohd Suleiman Murad\*

*Centre of Occupational Therapy, Faculty of Health Sciences, Universiti Teknologi MARA Cawangan Selangor Kampus Puncak Alam, 42300 Bandar Puncak Alam, Selangor, Malaysia.*

## Abstract:

The emotional intelligence plays important role in achieving job satisfaction. The relationship of emotional intelligence and job satisfaction by proving theories of emotional intelligence reveals that individual who have satisfactory and interpersonal competencies can properly handle their emotions as well as the others' emotion to cope with environmental challenges. This study aims to investigate relationship between emotional intelligence and job performance among occupational therapists in Malaysia. Wong and Law Emotional Intelligence Scale and job Satisfaction Scale questionnaires were used in this cross-sectional study involving 63 occupational therapists in Malaysia. The study found a significant positive relationship between emotional intelligence and job satisfaction. Regression analysis showed that four domains of emotional intelligence including self-emotional, others' emotional appraisal, regulation of emotional and use of emotion predicted the job satisfaction. Results also showed that level of emotional intelligence significantly affected the job satisfaction of occupational therapists. However, there is no significant difference between male and female therapists regarding the level of emotional intelligence. The present study revealed an association between emotional intelligence and job satisfaction among occupational therapists in Malaysia. Therefore, emotional intelligence is important in terms of its relationship with job satisfaction. Future efforts for selection boards for occupational therapists across the state as well as in the Centre are advised to keep in mind the level of emotional intelligence of the candidates who tend to be selected for the entitled job and position.

**Keywords:** Emotional Intelligence, job satisfaction, occupational therapists

## 1. INTRODUCTION

Emotional intelligence (EI) defined as the ability to identify and manage one's own emotions and the emotions of others [1]. EI grouped as a type of social intelligence that include ability to monitor own and other emotions, to discriminate among them and to use the information in guiding one's for thinking and taking action. Other than that, EI can determine the potential to understand and manage the emotions efficiently as well as enhancing cognitive functioning and improving decision making abilities. Moreover, emotional intelligence is the most important to predict job satisfaction rather than self-efficacy and occupational stress [2]. EI has been shown to be an important skill in improving performance and job satisfaction.

Job satisfaction can be understood as a concept that concern about worker towards his or her job and often explained by a pleasurable response either like or dislike the working experience itself. Moreover, job satisfaction can be conceptualized as overall feelings and attitudes about job

that they perform, therefore one's productivity also affected and likely influence by job satisfaction [3].

The emotional intelligence plays important role in achieving job satisfaction. theories of emotional intelligence reveals that individual who have satisfactory and interpersonal competencies can properly handle their emotions as well as the others' emotion to cope with environmental challenges. In addition, [4] stated that EI may increase individual level of competency also enhance positive attitudes and behaviors among them. Study showed that high degree of emotional exhaustion can predict lower self-rated performance and higher intention of quit which resulting from low job satisfaction [5]. Thus, individual with higher job satisfaction known to be able to deliver better quality of care and has more favorable outcome.

The EI of occupational therapist is warm, genuine, motivated, optimistic and persistent able to understand and manage the emotions of self and others. They are able to employ the therapeutic use of self as a dynamic process aimed at engaging the individual in a meaningful and effective affiliation [6] supporting person-centred practice. EI abilities

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\*Corresponding Author

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Suleiman Murad  
Email: Suleiman@uitm.edu.my

can be facilitated within a collaborative relationship which supports honest communication, expression, trust and empowerment and can facilitate an adaptive, creative and flexible approach to problem framing and solving [7]. The therapist's ability to utilize emotional perception and understanding is vital in the recognition, control and management of the emotions being experienced by service users. The therapeutic relationship with each service user is central, and EI abilities enable sensitivity in responding to, and in the understanding of, emotions, supporting effective emotional management. The service user's emotional state is often impacted by the anxiety generated by their situation and/or environment, and the therapist needs to be able to understand the service user's thoughts and feelings in order to be able to manage the person's emotions and meet their needs. Empathy and communication skills are required to ensure that the service user is engaged effectively, resulting in efficacious intervention: the service user's experience is positive as the result of an empathetic interaction and the emotional, intellectual and personal growth of the therapist is also supported — providing the latter with greater confidence and capability [8]. The development of EI in medics through the utilization of exercises that increase emotional understanding and management, motivation and interpersonal effectiveness is discussed by [9].

Effective teamwork and collaboration are essential, and the occupational therapist needs to plan to maximize time and efficiency. While there are always colleagues with whom it is difficult to work, the therapist must manage their own emotions and those of others in order to function professionally, contributing to effective team working and developing confidence, self-management and leadership skills. EI skills can facilitate adaptive problem solving, helping to frame problems and use creativity and flexibility in solution finding, while respecting one's own internal emotional experience and the emotional experience of others [10][16]. Evidence supports that strong leadership skills are linked to high EI [16] and that people with high EI scores are able to better manage relationships between colleagues, through demonstrating a high level of inter- and intra-personal skills [17][16]. Staff members with higher EI levels were more likely to be satisfied with their work. Further research an ethically approved pilot study was conducted to establish proof of concept and a feasible data collection procedure, with approval granted by the College Research Ethics Panel of the University of Salford. The EI scores of the students from three different programs within the School of Health Sciences, University of Salford were investigated. Statistical analysis identified differences in EI traits between health and non-healthcare student groups, with the occupational therapy group, who utilize holistic, person-centred principles, scoring highest. Work towards publication of the pilot study is continuing but these initial findings are pertinent, indicating a potential need for further investigation of the concept of EI and its relevance to the occupational therapist. The value of nurturing the emotionally intelligent individual, and the emotionally intelligent organization, has been established [18]. The authors suggest further exploration and application of EI within occupational therapy is timely. The occupational therapy programme at the University of Salford intends to utilize EI scores as part of its move towards value-based recruitment. The authors suggest that measurement of EI in

applicants to occupational therapy training could prove invaluable, since high EI levels have been correlated to higher levels of professional performance, self-management, leadership, coping and wellbeing [19][14]. Further exploration of EI scores in a longitudinal study measuring EI on entry to the programme, at key points during the programme and at completion is planned, to consider if EI is developed by occupational therapy training and to identify which activities might support the development of EI abilities in student occupational therapists. Following ethical approval, the authors have launched a United Kingdom (UK) - wide survey of the Trait EI levels of occupational therapists, in order to characterise EI across the profession and compare scores from a range of occupational therapy practice settings. This new study is the first national survey of EI in occupational therapists, for which the College Research Ethics Panel at the University of Salford granted ethical approval in March 2012. Previously, a similar survey of EI in UK Radiographers was conducted at The University of Salford [20].

The occupational therapist's ability to understand, mediate and manage the emotions of self and others undoubtedly has an impact on their effectiveness and on their ability to engage with service users, carers, colleagues and students. Workers' level of productivity considered as one of the most importance factor to develop fully understanding of many functions that take place in workplace and value the utility of each employee in workplace. In order to be productive, a worker need to be emotionally stable. Therefore, level of emotional intelligence may have influence in one's productivity.

The relationship between emotional intelligence and job satisfaction has long been an issue of concern in general context of any professionals' industries. According to a study conducted by [21] there is significant positive relationship showed between emotional intelligence and job satisfaction. The study found out specifically that employees with high emotional intelligence are more likely to have higher level of job satisfaction. Other than that, a study by [22] revealed that persons having high level of emotional intelligence may suffer less from occupational stress. The results also confirmed that there are significant relationships between emotional intelligence dimensions and occupational stress. This study therefore indicated that emotional intelligence plays a key role in maintaining the personnel's mental health and reducing their occupational stress. So, medical institutes may lower the stress level of their personnel and help them stay healthier by holding training courses on emotional intelligence, improving their social skills, and increasing their efficiency at work.

To date, there is inadequate research regarding the relationship between emotional intelligence and job satisfaction among occupational therapist in Malaysia. Therefore, there is a need to identify the relationship between emotional intelligence and job satisfaction among this population, in order to develop strategies and intervention to promote mental health and wellbeing of occupational therapist also preventing turnout in this population

## 2. METHODOLOGY

### 2.1 Study Design

The type of study design used in this study is a cross-sectional study. The design is suitable to be used as it is easy to be conducted, take a short period and cost-effective to be implemented. Thus, it is the most suitable study design to apply for this research.

### 2.2 Study Location

The study was conducted using online questionnaire via google form that were distributed to occupational therapists across Malaysia.

### 2.3 Participants

The sampling method for this research used nonprobability sampling which is purposive sampling method. The sample size is calculated by Raosoft's Online Sample Size Calculator Online Software by Krejcie & Morgan, (1970). According to Malaysian Occupational Therapy Association in 2017, the number of registered occupational therapists can be more than 1,800 in Malaysia. It was decided that the margin error of study is 5%, with the confidence level of 95% (as included in many studies in health sciences), with the population size of 1800 and respond distribution of 50%, the total number of representative samples needed for generalization is 317.

Thus, this cross-sectional study sample size was 317 participants when population size known was 1800 with 95% confidence level and 5% precision. However, total of participants who agreed and feasible to this study is only 63 (19.87%) participants. The reasons behind was some of the samples are not eligible to this study because they unable to fulfill the criteria requirement. Some of the respondent were not registered with Malaysia Occupational Therapist Association while others are dealing with less than 3 client or carer per day. Other than that, large numbers of questionnaires are not returned back to the researcher as the questionnaires were submitted and distributed via online form.

### 2.4 Participants' Criteria

#### Inclusion Criteria

- Diploma or degree holder in Occupational Therapy field of education
- Had experienced of working
- Registered with Malaysia Occupational Therapist Association Malaysia
- Dealing with >3 client or carer per day
- Able to read English

#### Exclusion Criteria

- Graduated Occupational Therapist working in administration or education field
- Individual who did not want to participate

### 2.5 Instruments

#### 2.5.1 Demographic questionnaire

The demographic data consist information regarding age, gender, mode of working hours.

#### 2.5.2 Wong and Law Emotional Intelligence Scale (Mayer & Salovey, 1997)

This assessment is a renowned EQ measurement scale in psychology organizational psychology and found to be a better predictor of objective job performance. This was theorized and designed by Chi-Sum Wong and Kenneth S. Law in their paper, "The effects of leader and follower Emotional Intelligence on performance and attitude: An exploratory study." The research's hypothesis was that EI positively affects job performance and productivity. Therefore, this scale was developed and called the Wong and Emotional Intelligent Scale (WLEIS)

This assessment is self-rated consist of 16 questions administered on a 7-point Likert scale (from 1: strongly disagree, to 7: strongly agree) through four domains of occupational intelligence; self-emotional appraisal, others' emotional appraisal, regulation of emotion and use of emotion.

The validity of this assessment was proved by [23] in a research that resulted the four-factor model wherein the four subscales of the WLEIS were hypothesized to represent four correlated latent factors and all items in a particular subscale were expected to load onto their designated factor. This model is consistent with the theoretical rationale underlying the WLEIS and has received the most empirical support in prior research descriptive statistics. Results shows the Cronbach's alpha for the four subscale scores of the WLEIS broken down by rater group with the associated 95% confidence intervals for the Cronbach's alphas are shown. With one exception, the alphas obtained in this study range between 0.74 and 0.90. These values exceed the 0.70 criterion deemed appropriate for instrument development research.

In addition, the internal consistency reliability was calculated by Cronbach's alpha coefficients for each subscale and the total score for WLEIS across samples, yielded similar results to those reported with coefficients ranging from 0.78 to 0.91 [24].

### 2.5.3 Job Satisfaction Scale, JSS (Paul E. Spector, 1985)

This questionnaire is well established among other job satisfaction assessment used to evaluate nine dimensions of job satisfaction related to overall satisfaction. JSS is a 36 item in nine facets to assess employee attitude about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. The nine facets or subscales include salary, promotion, supervision, fringe benefits, contingent rewards, operation procedures, co-workers, nature of work and communication. The rating scale is rated with 6 scales vary from strongly disagree to strongly agree. [25], the 4-item subscales, as well as the 36-item total score means that scores with a mean item response of 4 or more represents satisfaction (after reverse scoring the negatively worded items). Whereas mean responses of 3 or less represents dissatisfaction. Mean scores between 3 and 4 are ambivalence. Overall, for the 36-item total where possible scores range from 36 to 216, the ranges are 36 to 108 for dissatisfaction, 144 to 216 for satisfaction, and between 108 and 144 for ambivalent.

This well-established instrument has been repeatedly investigated for reliability and validity. The nine sub-scales related moderately to well between each other, internal consistency; a score of 0.60 for coworker to 0.91 for the total scale. Overall, an average on 0.70 for internal consistency was obtained out of a sample of 3,067 individuals. Over an 18-month time period, an internal consistency of 0.37-0.74 was calculated for a smaller sample of 43 workers. Studies using various scales for job satisfaction on a single employee, supported validity. A correlation of 0.61 for coworkers to 0.80 for supervision was calculated between five of the Job Satisfaction sub-scale and some of the Job Description Index [27][28].

### 2.6 Procedure

This study involved registered occupational therapists who had fulfill the inclusion criteria across Malaysia. The survey was conducted online using self-administered questionnaire via google survey form. The questionnaire included with cover page explaining the purposes and procedures of the study. The participants who were agreed to participate provided a tick in a box given as informed consents. Three part of the questionnaire were answered by the participants, where the first part was about socio demographic, second part related to information regarding domains of emotional intelligence and lastly the third part related to job satisfaction.

### 2.7 Data Analysis

All the data obtained were analyzed using Statistical Package for Social Science (SPSS) version 25. The data was entered into the SPSS and data cleaning was ran. After that, normality testing was conducted by using Shapiro-Wilk to determine either parametric or non-parametric statistical testing will be used to analyses the data. Shapiro – Wilk test was chosen as the test for normality because the number of participants in the study below 100. Non-significant results

of  $p > 0.05$  indicate a normal distribution of the data obtained, while the significant value of  $p < 0.05$  indicates the data is not normally distributed. The data obtained shows abnormal distribution, thus the non-parametric testing was used using median and inter-quartile range (25% to 75%) to describe the distribution of the demographic and results of the main study measures.

The socio-demographic data among participants who were occupational therapists across Malaysia were documented using descriptive statistic. The frequency and percentage of the information were presented and tabulated in the table.

Inferential analysis that aimed to identify relationship and to determine whether to accept or reject the hypothesis of the study was used. The inferential analysis which is types of hypothesis testing depends on the distribution data and types of data obtained. Since the data is not normally distributed, the non-parametric statistical analysis was conducted. In addition, Pearson Chi-Square and Fisher's exact tests were used to identify the association between gender and level of emotional intelligence among occupational therapists. Other than that, in order to determine associations between variables, a pearson correlation coefficient was conducted. Both independent and dependent variable significance level were set at  $p < 0.05$ . When the data analysis is considering 95% confidence interval, the data that shows beyond this 95% region is significance, as there is 5%. Hence, the values that have  $p < 0.05$  were considered as significant at 95% confidence interval. The 95% confidence interval defines a range of values that can be 95% certain contains the population mean [29].

## 3. RESULT AND DISCUSSION

### 3.1 Results

#### 3.1.1 Demographic Analysis for Demographic Data

Data showed that 36.5% of the participants (N=63) were male and 63.5% were female aged between 23 to 38 years old. All 100.0% of the participants were recruited as full time workers at both governmental and non-governmental sectors. Persons having Degree level of education was the highest among participants with 73.0% compared to Diploma level (22.2%) and Mater/PhD level (4.8%) (Table 1).

**Table 1. Distribution of Demographical variables of participants**

	Variable	Number (Percentage)
<b>Gender</b>	Male	23 (36.5%)
	Female	40 (63.5%)
<b>Mode of working</b>	Part Time	63 (100%)
	Full Time	0 (0.0%)
<b>Education</b>	Diploma	14 (22.2%)
	Degree	46 (73.0%)
	Master/PhD	3 (4.8%)

Descriptive statistic of age		
Age	Minimum statistics	Maximum statistics
	23	38

<b>Regulation of Emotion and Job Satisfaction</b>	0.644	0.000
<b>Use of Emotion and Job Satisfaction</b>	0.704	0.000

**3.1.2 Means and Standard Deviations of WLEIS and JSS**

The means and standard deviation for the total Wong and Law Intelligence Scale (WLEIS) and Job Satisfaction Scale (JSS) have been presented in Table (2). The total scores both WLEIS and JSS are above average.

**Table 2. Means and Standard Deviations of WLEIS and JSS**

Variable	N	Mean	SD	Min	Max	Std. Err
<b>WLEIS</b>	63	84.89	12.751	61	105	1.606
<b>JSS</b>	63	19.30	4.215	12	26	0.531

**3.1.3 Correlation between Total WLEIS and Its Domain with Job Satisfaction**

Table 3 shows the correlation between Total Wong and Law Emotional Intelligence Scale (WLEIS) and the four domains of occupational intelligence with job satisfaction. As outlined in Table 3, all occupational intelligence domain including self-emotional, others' emotional appraisal, regulation of emotional and use of emotion showed positive significance relationship with job satisfaction. There was none any negative significant relationship was found in this research. In terms of total WLEIS score and job satisfaction, a positive significant relationship emerged between total score of WLEIS and job satisfaction, suggesting that higher scores on emotional intelligence are related higher job satisfaction.

**Table 3. Pearson's Correlation between Total WLEIS and Its Domain with Job Satisfaction**

Research Variables	Correlation Coefficient	Sig.
<b>Total WLEIS and Job satisfaction</b>	0.699	0.000
<b>Self-Emotional Appraisal and Job Satisfaction</b>	0.586	0.000
<b>Others' Emotional Appraisal and Job Satisfaction</b>	0.605	0.000

**3.1.4 Dependent Job Satisfaction Variable with the WLEIS Predictor Variables**

In order to explore which of specific dimensions of occupational intelligence were important predictors of job satisfaction, standard regression analysis were undertaken with the job satisfaction variable as the dependent variable, and each of the four domains of Wong and Law Emotional Intelligence Scale (WLEIS) as independent variables. Clearly, all variables with positive correlations (Table 3) were included in this analysis. The results of this analysis are presented in Table (4).

**Table 4. Dependent Job Satisfaction variable with the WLEIS Predictor variables**

Model	R Square	Unstandardized Coefficients		T	Sig.
		B	Std. Error		
Constant	0.498 (49.8%)	-0.279	0.468	-0.595	0.554
<b>Self-Emotional Appraisal and Job Satisfaction</b>	0.393 (39.3%)	-0.079	0.068	-1.158	0.252
<b>Others' Emotional Appraisal and Job Satisfaction</b>	0.411 (41.1%)	0.058	0.034	1.712	0.192
<b>Regulation of Emotion and Job Satisfaction</b>	0.415 (41.5%)	0.100	0.065	1.529	0.132
<b>Use of Emotion and Job Satisfaction</b>	0.333 (33.3%)	0.060	0.026	2.359	0.022

Table 4 shows the standard regression model with job satisfaction as dependent variables and the four domains of WLEIS as predictor variables. As resulted, regulation of emotion was accounted as highest predictor with 41.5% of

the variance in job satisfaction ( $R^2=0.415$ ). Subsequently followed by other's emotional appraisal (41.1%) and self-emotional appraisal (39.3%). While the lowest predictor emerged as significant predictor for job satisfaction is use of self-emotion with account of variance 33.3%. Overall, all four domains of WLEIS are emerged as significant predictors for job satisfaction.

### 3.1.5 Association between Gender and Emotional Intelligence

Table 5 showed the association between gender and level of emotional intelligence among occupational therapists. There is higher proportion of female participants compared to male participants. Thus, the results of the two way ANOVA revealed there is no significant interactional effect of emotional intelligence with gender ( $p=0.184$ ). It also can be concluded that the main effect of gender is also present but that effect is not significant.

## 3.2 Discussion

### 3.2.1 Relationship between Emotional Intelligence and Job Satisfaction

Results and findings show that there is a positive correlation between emotional intelligence and job satisfaction among occupation therapists in Malaysia. This proved that the higher the level emotional intelligence, the higher the job satisfaction and vice versa. These findings support the results of previous studies conducted by [30] [31] [17] [32] [33] [34]. A higher level of Emotional Intelligence is easier for a therapist to interact well and effectively with both the colleagues and clients. This indicates that individuals with high Emotional Intelligence are also those with regulation and use of emotion. They can easily adapt to the working environment and find satisfaction in their job. The individual with high Emotional Intelligence will create a good, harmonious and conducive environment which will, in turn, give them satisfaction in careers that they pursue [35]. Moreover, a very high positive relationship between Emotional Intelligence and Job Satisfaction. It also showed that gender, age, experience affect his job satisfaction and emotional intelligence. However, experience and marital status has significant effects on the two concepts. There was positive significant relationship between emotional intelligence and job satisfaction [37], [38]. Other than that, our findings showed that emotional recognition was positively and significantly related to job satisfaction.

The results of this study, which indicate that employees with high emotional intelligence have higher internal job satisfaction, are similar to the findings of [39]. The findings imply that employees with high emotional intelligence are more adept at identifying and regulating their emotions. Besides that, level of emotional intelligence determines the level of satisfaction and performance of the police officers. High emotional intelligence means more satisfaction and better performance in comparison to police officers with low emotional intelligence. Also, police officers who have male or female roles with high emotional intelligence perform better and they are more satisfied with their job than police officers who have male or female roles with low emotional intelligence. Emotional intelligence skills can facilitate

adaptive problem solving, helping to frame problems and use creativity and flexibility in solution finding, while respecting

**Table 5. Association between gender and level of emotional intelligence**

Level of Emotional Intelligence	Male	Female	dF	p-value
High	20 (87.0%)	29 (72.5%)	1.766	0.184
Average	3 (13.3%)	11 (27.5%)		

one's own internal emotional experience and the emotional experience of others [10],[16]. Evidence supports that strong leadership skills are linked to high emotional intelligence [16] and that people with high emotional intelligence scores are able to better manage relationships between colleagues, through demonstrating a high level of inter- and intra-personal skills [17], [16]. Staff members with higher Emotional intelligence levels were more likely to be satisfied with their work. In addition, the ability to understand and appreciate the emotions of others in an organization is also an important aspect of emotional intelligence in order to create harmony within an organization. In this context, one could say that these factors would help therapists in their ability to deliver an excellent service to the client.

On the contrary, neither acceptance nor EI is related with job satisfaction. Other studies have also suggested that there was no relationship between the EI and job satisfaction or an inconsistent relationship between the two [41], [42], [43], [44], [45]. Most of the past researchers studied on limited criteria but they did not explain how emotional intelligence is related to salary and job satisfaction.

### 3.2.2 Association between Each Domain of Emotional Intelligence and Job Satisfaction

Among the four domains of emotional intelligence in Wong and Law Intelligent Scale, all of the domains were able to predict job satisfaction. The regulation of emotion was accounted for the highest predictor (41.5%) of the variance in job satisfaction ( $R^2=0.415$ ). Then, subsequently followed by other's emotional appraisal (41.1%) and self-emotional appraisal (39.3%) as secondary factors of job satisfaction. While the lowest predictor emerged as significant predictor for job satisfaction is use of self-emotion with account of variance 33.3%. Overall, all four domains of WLEIS are emerged as significant predictors for job satisfaction.

On the other hands, previous research revealed that there were plenty domains of emotional intelligence that might influenced one's level of emotional intelligence. There were also additional factors both interpersonal and intrapersonal factors that helps modulate and manage one's level of emotional intelligence and job satisfaction. EI than had been described as the ability to recognise, mingle, acknowledge, control and exploit emotions [46]. EI is associated with important outcomes such as high-quality social relationships.

Emotional intelligence may contribute to work performance (as reflected in salary, salary increase and company rank) by enabling people to nurture positive relationships at work, work effectively in teams and build social capital. Work performance often depends on the support and advice and other resources as provided by [48]. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress [49]. As employees have job satisfaction, coupled with high emotional intelligence, they are more committed to their jobs; they are readily, effectively and efficiently performing assigned duties at workplace with the resultant effect on high productivity. Rate of absenteeism, willingness to want to quit the job are reduced. EI (such as emotion appraisal, use of emotion, and self-emotion appraisal) positively affected productive work behaviors. Similarly, high emotional intelligence can facilitate the performance of their employees by managing employees' emotions to foster creativity, resilience, and enables employees to act successfully. They concluded that managers with high emotional intelligence are more adept at nurturing more positive interactions between employees which foster more cooperation and enhance productivity.

### 3.2.3 Gender and Emotional Intelligence

No gender difference was observed related to job satisfaction. It means that job satisfaction is not affected by gender. Also, the findings indicate that gender does not affect the interaction between Emotional Intelligence and Job Satisfaction. This shows that gender cannot act as moderate variable in the relationship between emotional intelligence and job satisfaction. This result is consistent with the findings of the studies conducted by [25] as they have also found no interaction between gender and the variables studied. Similarly, more similarities than differences in the emotional intelligence of men and women, was also in the line of present study. Other than that, gender has insignificantly influenced job satisfaction; emotional intelligence significantly influences job satisfaction; emotional intelligence and gender interact to influence job satisfaction. Similar results were also found by [44].

Other than that, gender is not related to either high or low satisfaction. Gender along with pay, job level and promotional opportunity influence job satisfaction. Despite receiving the same pay and having the same social position as men, women were more satisfied than men. Women and men were most likely to differ in satisfaction with organizational rewards, namely, pay and promotion. In addition, the ability to understand and appreciate the emotions of others in an organization is also an important aspect of Emotional Intelligence in order to create harmony within a structural organization. In this context, one could say that these factors would help occupational therapists in their ability to create harmony within the working environment. A significant interaction effect between Emotional Intelligence and Gender.

## 4. CONCLUSION

The outcomes of present study can be summed up into few findings. Firstly, emotional intelligence and job satisfaction are positively and significantly correlated to each other. Other than that, all the domains of emotional intelligences including self-emotional, others' emotional appraisal, regulation of emotional and use of emotion showed positive significance relationship with job satisfaction. Furthermore, emotional intelligence and gender do not interact and have no significance to influence job satisfaction. The findings of the present study indicate that emotional intelligence is important in terms of its relationship with job satisfaction. It also influences human behavior as a whole. So not only in the field of education but also in all other fields of life, emotional intelligence plays a vital role. Though there are a lot of other factors other than EI which affect job satisfaction, the role of EI cannot be neglected. High level of EI also indicates the high ability of self-awareness, managing one's own emotions as well as others' emotions, empathy and high ability of social competency and social skills along with emotional maturity. EI plays a key role in maintaining the personnel's mental health and reducing their occupational stress. So, medical institutes may lower the stress level of their personnel and help them stay healthier by holding training courses on EI, improving their social skills, and increasing their efficiency at work. As recommendations, an occupational therapist with high EI also has to deal with daily pressures and challenges which make her/him more fit for the job. So, selection boards for occupational therapists across the state as well as in the centre are advised to keep in mind the level of emotional intelligence of the candidates who tend to be selected for the entitled job and position. Moreover, still there will be a scope for increasing scope by focusing other dimensions of employee behavior like job performance, turnover intention and wellbeing. Even there is a scope to observe the other demographic attributes as moderators like designation, income level, family size and living standards.

## ACKNOWLEDGEMENTS

The authors would like to thank Malaysian Occupational Therapy Association for their assistance in this study. The authors would also like to thank all the experts and participants that contributed to this study.

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