

THE EFFECT OF TRAINING OF INTERPERSONAL SKILLS OF EMOTIONAL INTELLIGENCE ON JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT IN EMPLOYEES OF INDUSTRIAL COMPANY

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Abstract

The purpose of this study was to investigate the effect of training of interpersonal skills of Emotional Intelligence (EI) on Job satisfaction and Organizational commitment of employees. The method of this study was experimental method using a pre-test and a post-test with control group and six weeks follow up. The study population consist of male employees of Oil Company in Ahvaz city at 2009. The sample consist of 32 employees who were selected randomly and then were randomly assigned to experimental and control groups. The Instrument used in this study were Job Descriptive Index (JDI) and Allen and Meyer organizational commitment (OC) Questionnaires. Interpersonal skills of EI were taught to the experimental group for 10 session of ninety minute. The end of course post tests got to two groups, Six weeks later follow up tests were did. The results showed that training of interpersonal skills of Emotional Intelligence effects on job satisfaction and organizational commitment of male employees and this result remained at least for six weeks after training.

Key words: Emotional Intelligence, Job satisfaction, Organizational commitment

INTRODUCTION

Nowadays all companies tend to utilize the forces that in spite of skill and specialty being committed to companies interests(profits) so as to they will not abandon their job if another job opportunity appears on same ways. In this way emotional intelligence (EI) has occupied the scholars minds, since as its name suggests, it takes rationality and sensibility together to be able to respond to this requirement by means using commitment with specialty.

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Interpersonal skills of EI are one of the EI's aspects which enables people with Learning and attention to empathy, interpersonal relationships and social responsibility, make environment which is full of appreciation, purity, intimacy and solidarity and they satisfy from being in such conditions and don't think to damage organization goals and benefits or leave their organization.

In regard to this need, in this study has been investigated the effect of training interpersonal skills of EI on job satisfaction and organizational commitment of the employees of Ahwaz oil company.

EI, the term originally conceived by Salovey and Mayer (1990) and later in 1996 being popularized by Goleman (Chapman, 2002), and has been increasingly gaining acceptance during the last years (Orme and Bar-on, 2002). Goleman started a debate on EI from the place that lesson scores, intelligence quotient or the results of Educational talent tests, in spite of their value can't have a correct prediction about who would be a successful man in life. Goleman for confirming his theory refers to Gardner's (1993) book entitled "form of mind" that was a statement which reject traditional view of IQ.

Gardner's ideology there isn't an intelligent that warranty success for people but it is a wide spectrum from intelligence that prepares people prosperity. Goleman regarded both cognitive and emotional intelligence as a factor for success. He considered EI as a combination of capabilities which contain perseverance, resistance for gaining aim, self actualization, ability to impulse control, temper regulation, Stress tolerance to make think facilitating about own and other's emotions (Bradbery and Graives, 2005; translated by Ganji, 2007). Goleman in his last review in 2004 suggested that EI aspects can be summarized into 4 cases including self- awareness, self- management, social awareness, relationship-management (Aghayar and Sharifi daramadi, 2007). Nowadays when was told about life improvement, function and job satisfaction of peoples, emotional intelligence is ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others (Luthans, 2002).

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job, and an attitude towards one's job. Finally job satisfaction is an attitude that should be raised by means of emotions, beliefs and behaviors of person (Weiss, 2002).

Allen and Meyer (1990, as cited by Varmahmoodi, 2003), in their model divide organizational commitment into 3: affective commitment, continuance commitment and normative commitment. Affective commitment refers to affective dependence, simulation and employees involvement to organization. Continuance commitment regards profits and values that an employee loses who he leaves the organization; and normative commitment refers to the employee's necessity in regard to the organization. It is assumed that emotional intelligence is a powerful instrument for realizing emotions and excitements. In addition to concerns about well-being, stress levels and job satisfaction of job place provides a problem that is the focus of this research: Can organizations improve job satisfaction and organizational commitment of their employees by emotional intelligence?

Ricardo and Joaquin (2008) in an article entitled with "Emotional Intelligence and Job Satisfaction: The role of organizational Learning ability" suggest that learning ability has a significant effect on emotional intelligence and job satisfaction; in some conditions of learning ability, peoples with greater EI experience job satisfaction with greater possibility. Lee and Lee (2008) Studied the effect of emotional intelligence and organizational space on

job satisfaction of nurses, their study on 254 nurses showed that both emotional intelligence and organizational space has a meaningful effect on job satisfaction. Adeymo (2007) in a study investigated the mediating effect of emotional intelligence on the relationship between job satisfaction and organizational commitment. He according to findings of his study show that job satisfaction has meaningful effect on organizational commitment and emotional intelligence mediates between both variables; so Adeymo suggested that EI could be used as an intervention to enhance organizational commitment. In one survey entitled with " ", the mediatory effect of job satisfaction between emotional intelligence and organizational commitment of nurses conducted by Guleryuz, Guneyb, Aydem and Asan (2007) the effect of emotional intelligence and dimensions on job satisfaction and organizational commitment of nurses were studied. It was found that Emotional intelligence was significantly and positively related to job satisfaction and organizational commitment and job satisfaction is a mediator between emotional intelligence and organizational commitment. In Morrison's idea (2004) the informal relationships between employees of one organization can potentially facilitate the organizational function. So intimacy and opportunity for friendships, for employees relating to increasing job satisfaction, which this leading to increasing organizational commitment and decreasing turnover intentions. Abraham (2003) studied the relationship between emotional intelligence and Work attitudes, behavior and outcomes, the results indicate that EI augments positive work attitudes, altruistic behavior and work outcomes. Shoushtarian (2008) also considered the effect of emotional intelligence on attitudes function of the employees of productive industries. According to her findings were showed positive and meaningful relationship between EI and force's job satisfaction, but were not seen positive and significant relationship between EI and organizational commitment. Afkhami (2007) in a study entitled with "the relation of emotional intelligence with job satisfaction and organizational commitment of experts of education ministry" the relationship between job satisfaction and organizational commitment was studied, she found that has not relationship between EI, job satisfaction and organizational commitment. Sobhani Serati (2007) in a study showed that there is a positive and meaningful relationship between emotional intelligence and social skills of managers and the occupational attitudes of their subordinate such as job satisfaction, organizational commitment and job involvement; And finally, Zahra'ie (2008) in a research entitled with "The effect of training some aspects of emotional intelligence on job satisfaction and productivity of employees of Iranian Marine installations and construction company" selected 28 employees who earned the lowest score for EI. Then some aspects of EI were taught to the experimental group once a week for 10 sessions. The results showed that education did not increase employees' job satisfaction nor did it improve managers' evaluation. However, employees' productivity score after training sessions and managers' evaluation improved in the long run.

So the importance of this research and the benefits accruing on doing it are as follows.

1. Employee`s satisfaction is made clear from different aspects of their jobs, and thus the manager can differentiate the weak points of the organization from its strengths and plan in a manner that allows the removal of those weaknesses (remove those weakness).
2. Scale of job satisfaction and organizational commitment of employees and it's relation with interpersonal skills of EI is clarified. This in turn allows employees and managers to treat better than together.
3. Discovering the relationship between different aspects would make clear the relationship between diverse aspects of Employees job satisfaction or organizational commitment and their EI. Thus, if this relationship were (was) verified, it may (might) be possible that increasing the interpersonal skills of EI of employees

(employee`s interpersonal skills of IE) will increase the probability of their job satisfaction (and therewith increasing probability of their job satisfaction).

4. Considering the above, it can be said that the decrease in job satisfaction or organizational commitment of some employees may be due to their low interpersonal skills, thus, by training of this skills, an increase in their job satisfaction or organizational commitment may be expected.

Finally, it can be concluded that people with high EI (effective inter relationship, empathy and responsibility) and high job satisfaction and high organizational commitment perform their work much better than others, and thus increase the output of the organization, which is economically beneficial to the organization. At the same time, they enjoy working with each other, cooperation and developing relationships, and this is also beneficial to the organization.

Thus, in this research two hypotheses have been investigated (in this research): 1) training of interpersonal skills of emotional intelligence is effective on job satisfaction of employees of (employee`s job satisfaction of) oil company in Ahvaz. 2) Training of interpersonal skills of emotional intelligence is effective on organizational commitment of employees of (employee`s organizational commitment) oil Company in Ahvaz.

METHODS

This experimental study was designed using a pre-test, a post-test with control group and a six weeks follow-up. The control and experimental groups have randomly assigned. The study population was the male employees of oil Company with the average age of 43-47 years old. The sample consist of 32 men that they had at least diploma at most B.Sc., so they were randomly assigned into two groups: experimental and control. Both groups filed out a job satisfaction questionnaire (JDI) and organizational commitment questionnaire (OCQ), after interpersonal skills of EI were taught to experimental group and were done post-test for two groups. After six weeks both groups filed out follow-up questionnaires. Job satisfaction questionnaire (JDI) was designed by Smith, Kandall and Hulin (1963). This scale is one of the most common instruments for measuring job satisfaction. It has 71 items and 5 components which are: job nature, supervisor, salary, promotion and coworkers. Respondents selected "yes", "no" or "don't know" for each question. The lowest score is (0) and the highest one is (54) (Bahoosh, 2005). In this research reliability coefficient of JDI through split-behalves method was determined 0.84 and 0.82 through Cronbach alpha method which are satisfactory. The validity coefficients for JDI, ranged from 0.51 to .78 which was significant, at less than 0.05 statistical significant level. In order to measuring organizational commitment the questionnaire of Allen and Meyer (1984) was applied. In this scale, there are 24 questions that participant choose from a seven option scale from completely disagree (1) to completely agree (7) (Dehmollaei, 2004). Negative answers convert for scaling according to Likert from 7 to 1 (Gjharbaghizadeh, 2005). In this research reliability coefficient of affective commitment of organization, continuance commitment of organization and normative commitment of organization through split-behalves method was determined respectively 0.69, 0.45 and 0.76 and 0.83, 0.41 and 0.67 through Cronbach alpha method which are all satisfactory.

The construct validity of organizational commitment has fluctuated in a research by Samiee' (1996) in all aspects between 0.17 – 0.71 (Pasha, Khodadadi and Enayati, 2005)

PROCEDURE

After some sessions about understanding of the way of researching with the expert of oil company of Ahvaz, earning necessary credit for training in company, and assignment of samples' groups, researcher went to training place and after welcoming to the employees, the necessary explanation were given about file out the questionnaire. They were said their answers would be confidential. Training of interpersonal skills of emotional intelligence for experimental group was conducted in 10 sessions of 90 minute time.

DATA ANALYSIS

In order to analyze the data, in addition to descriptive statistics such as the standard deviation, the minimum and maximum scores, the way of inferential statistics like one-variable co-variate, multi-variable co-variate and independent t-test were applied so that the mean differences scores obtained from the pre-test and post- test were designed for experimental and control groups and t-test for independent groups was used to find out the differences between two groups.

FINDINGS AND DISCUSSION

The research statistical Population include of all personnel of Ahvaz oil company during the year of 2009. 32 employees were chosen through the random simple sampling. Amongst sample, 3.12% were between 33-37, 34.4% between 38-42, 40.6% between 43-47 and 21.9 between 48-52; 34.4% had diploma degree, 18.7 % were technicians, 43.7 % B.Sc. and 3.1% M.A. Also time of service was 28% between 14-18 years, 43.7% between 19-23 years, 18.7% between 24-28 years and 9.4% between 29-33 years. Furthermore the maximum age was 43-47 with 43/75% for the experimental and 37/5% for the control group. The maximum degree was Diploma and B.Sc. with 43/75% for the experimental group and B.Sc. with 43/75% for the control group. The maximum time for service was 19-23 years with 43/75% for the experimental and control group.

After analysis of the data, these results have been obtained:

1. Training of interpersonal skills of emotional intelligence is effective on total job satisfaction of the male staff of Oil Company. In addition it was found that based on the first hypothesis there is a significant difference between the control and experimental groups with pre-test co-varite. This difference is good for experimental group. In other words, the mean scores of total job satisfaction in post-test and follow-up test of the subjects of experimental group were significantly greater then control group. so, as it is shown in tables 1 and 2, the mean of scores of total job satisfaction of employees in experimental group in post-test and follow-test has been significantly more than control group and the result of independent group t-test for comparing the mean of follow-up test and post-test shows that by passing 6 weeks, there has still been continue a difference between the scores of experimental and control groups. These results are similar to Lee and Lee (2008), Adeyemo (2007), Gulerywz and et al (2007), Morrison (2004), Shoushtarian (2008) and Sobhani Serati (2007) and is dissimilar to Afkhami (2007) and Zahra'ie (2008). To explain this issue can be said that such employees by gaining the interpersonal skills, learns how to understand others and put himself in others shoes. He also accustom with principles of effective communication. He also learns not only language is explanatory but also body states are. He learns non-verbal communication, and learns how to communicate in difficult situations, that not only gain his rights but also not violate the right of others. He realizes the method of effective relationships and ultimately will be familiar with responsibility towards themselves and others. Here, he finds roots of delaying in the affairs and will ready to accept responsibility for decisions and his takes. Under such circumstances, positive feelings of prosperity, meaning and purpose will be revived in his hearts and he feels satisfied. Riggio(2003;

translated by Hoseinzadeh, Labbadi and Salehi, 2007) believes that workers can effects on levels of his satisfaction by accepting responsibility.

Table 1: result of ANCOVA for comparing mean of post-test and follow-up test of total job satisfaction in male staff of experimental and control groups

Stage	Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Post Test	T1ToTalsat*	32338.324	1	32338.324	88.430	.000	.753
	Error	10605.113	29	365.694			
Follow up Test	T1ToTalsat	36233.906	1	36233.906	75.435	.000	.722
	Error	13929.594	29	480.331			

* T1ToTalsat: the scores of pre-test of total job satisfaction

Table 2: result of independent group t-test for comparing mean of follow-up test and post-test of total job satisfaction in male staff of experimental and control groups

Source	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	F	Sig.					
T3 Total sat- T2Total sat**	1.36	0.253	-1.89	30	0.07	-12.3	6.5

** T3 Total sat- T2Total sat is subtracts of scores of follow-up test of total job satisfaction and post-test of it.

2. Training of interpersonal skills of emotional intelligence is effective on organizational commitment of the employees. Based on the results of the second hypothesis, it was found that by controlling the pre-test there is the meaningful difference between organizational commitment (effective, continuance and normative commitment) of experimental group and control group. In other words, as it is shown in tables 3-8, the mean of scores of affective commitment, continuance, and normative ones of employees in experimental group in post-test and follow-up test has been significantly more than control group and the result of independent group t-test for comparing the mean of follow-up test and post-test shows that by passing 6 weeks, there has still been continue a difference between the scores of experimental and control groups. So the second hypothesis considers the effect of training of interpersonal skills of emotional intelligence on organizational commitment of employees. The results show that organizational commitment of experimental group has been increased in three cases by controlling the pre-test. This result is similar to Abraham's results. Therefore, it can be concluded that the senses of job satisfaction and organizational commitment are depended to one another in spite of their differences. Researches show that is positive and high correlation between them; therefore employees have positive sense about their job and organization presumably lower do absence of their work and lower leave for another work to another organization. Emotionally intelligent individuals are optimistic, a trait that enables them to focus on the resolution, rather than the reasoning. The work in any organization imposes difficulties that may result in feelings of frustration. Emotionally intelligent individuals would know not to hold the organization responsible for every feeling of frustration (Abraham, 1999), In addition emotionally intelligent individuals would know how to avoid dysfunctional emotions and use them in adaptive ways to alleviate feelings of frustration, Thus emotional intelligence is expected to augment a higher level of affective commitment to the organization, and diminish the level of continuance commitment

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(Abraham, 2003). If an employee obtains friendly work environment, good wages and satisfied from his organization and leaving organization endanger these benefits, thus his continuance commitment to the organization will increase. Finally we can say the affective and normative commitment which has been confirmed by several investigations, as the interpersonal skills of emotional intelligence, round on increasing normative commitment is also effective.

Table 3: result of ANCOVA for comparing mean of post-test and follow-up test of affective commitment in male staff of experimental and control groups

Stage	Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Post Test	T1AC*	285	1	285	8.6	0.006	0.2
	Error	961.5	29	33			
Follow up Test	T1AC*	723	1	723	30	0.0001	0.5
	Error	691	29	23.8			

* T1AC: the scores of pre-test of Affective commitment

Table 4: result of independent group t-test for comparing mean of follow-up test and post-test of affective commitment in male staff of experimental and control groups

Source	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	F	Sig.					
T3 AC- T2AC **	0.0001	0.9	-0.36	30	0.71	-0.68	1.9

** T3 AC- T2AC is subtracts of scores of follow-up test of Affective commitment and post-test of it.

To sum up, the result of this study showed the relationship between interpersonal skills of emotional intelligence, job satisfaction and organizational commitment. In regard to the results, it is suggested that interpersonal skills of emotional intelligence can be targeted for Employee`s job satisfaction and commitment to organization and so improvement of organizational function; also it can be an important component of an organization.

Table 5: result of ANCOVA for comparing mean of post-test and follow-up test of continuance commitment in male staff of experimental and control groups

Stage	Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Post Test	T1CC*	230	1	230	5.5	0.02	0.16
	Error	1209	29	41.7			
Follow up Test	T1CC*	211.6	1	211.6	4.8	0.03	0.14
	Error	1278.2	29	44			

* T1CC: the scores of pre-test of Continuance commitment

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Table 6: result of independent group t-test for comparing mean of follow-up test and post-test of continuance commitment in male staff of experimental and control groups

Source	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	F	Sig.					
T3 CC- T2CC **	0.15	0.69	0.6	30	0.54	1.3	2.1

** T3 CC- T2CC is subtracts of scores of follow-up test of Continuance commitment and post-test of it.

Table 7: result of ANCOVA for comparing mean of post-test and follow-up test of normative commitment in male staff of experimental and control groups

Stage	Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Post Test	T1NC*	233.8	1	233.8	13	0.001	0.31
	Error	519.5	29	17.9			
Follow up Test	T1NC*	99.4	1	99.4	4.1	0.05	0.12
	Error	687	29	23.7			

* T1NC: the scores of pre-test of normative commitment

Table 8: result of independent group t-test for comparing mean of follow-up test and post-test of normative commitment in male staff of experimental and control groups

Source	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	F	Sig.					
T3 NC- T2NC **	1.5	0.2	0.8	30	0.4	1.5	1.9

** T3 NC- T2NC is subtracts of scores of follow-up test of normative commitment and post-test of it.

development program. Research evidence suggests that interpersonal skills of EI are related to Employees effectiveness and are able to be improved through training intervention. In the other hands training of interpersonal skills of EI to managers and supervisors so as part of Employees also is necessary and facilitate understanding and empathy with their subordinates after leads to responsibility of employees for their organization. Finally these factors create intact, safety and effective organizational space.

Practical implications: suggestion is training workshops for managers of companies and the supervisors of different units to be held to make them familiar with interpersonal skills of EI and efficacy of it to organization. In addition it is necessary to make employees motivated to take part in training classes to prepare them a kind of trend like considering them job promotion or giving them a week off.

Future research implications: doing another research with the same topic is be suggested on female employees for comparison of got result in two population and doing it in other organizations (for example governmental, nongovernmental and industrial organizations)

Limitations: The findings of this study should be interpreted in the light of these limitations. First, The most of previous research have been studied relation between EI and job satisfaction or organizational commitment of employees and only one research there was in experimental manner that has been studied the effect of training some aspects of

emotional intelligence on job satisfaction and productivity of employees which was not clear kind and number of aspects so this research is first one has clearly studied interpersonal skills of EI for investigating effect on job attitudes such as job satisfaction or organizational commitment then researchers faced with limitation in finding experimental literature and explanation them. Second, the study is based on limited occupations of public organization. Therefore, it could be argued that the work context of respondents may constrain the results being generalized to universal occupations and jobs. Third, Because of presence of oil Company employees in the most of time in outside of the office or city and their missions, were faced researchers with problems for regulating class time and doing tests.

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