

IMPACT OF EMOTIONAL INTELLIGENCE ON THE RELATIONSHIP BETWEEN THE WEIGHT OF WORDS AND A SENSE OF RESPONSIBILITY VERSUS JOB SATISFACTION AND SELF-EFFICACY

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ABSTRACT

The two skills work together to make a big impact, not only in your personal life, but also in your professional life. EI is deeply committed to better understanding people and energetically using their true capacity for their overall development and well-being. The present study attempts to distinguish different elements related to higher education teachers' EI qualifications and to decipher the variables that affect attitudes towards their work. The next result aims to develop a working model to study the exposure of educators with the same experience. The review uses legitimate measurable tools, including the study of spillover factors and information separation strategies. The findings of the research paper show that the Emotional Intelligence of the trainer is fully correlated with the trainer's morale perspective on the job. In order to increase the level of relational work of trainers, it may be possible to train them to work at EI levels and to be more confident and effective in both reality and skills. The review aims to help educators and associations improve their assets by categorizing various self-awareness and EI projects.

INTRODUCTION

Darwin laid the foundations for the ability to understand everyone at heart, arguing that a passionate expression is essential to endurance. These foundations allowed the ability to understand everyone at their core. This is a separate area of research, but understanding the true importance of being able to appreciate others on a deep level is essential to success in life. Some people have a high ability to appreciate people deeply and can understand the physical, mental, and social effects of negative emotions on the body, mind, connections, and abilities. Individual to achieve ideal points and goals. It is known that these people have a high level of ability to appreciate people in their essence. When a person has a goal or goal to achieve, needs to run an errand or business, or maintain relationships and deals with family and the rest of the world, they need to channel their emotions towards that goal. your own emotions exercise and increase personal satisfaction.

In order for a person to have the potential to appreciate others, they must possess various skills that enable them to perceive, understand and control their emotions. It is necessary to recognize and capture the feelings of others, and to use the knowledge and abilities one has not only for their own development, but also for the development of others. People who have a deeply developed ability to appreciate someone on a deeper level are more successful in their work environment, mainly because they can deduce their emotions and goals from their direct and social qualities. An individual's emotions are used as an indicator of what the individual's body and brain are trying to tell them, and the ability to like someone at a basic level is used to correctly understand others and their perspectives (Emotional Intelligence, 2010).

Executive Seekers make sure that job fulfillment is not determined entirely by emotional intelligence. Emotional intelligence can be defined as “awareness and understanding of people's emotions, including your own, and how to use this information to successfully relate to a variety of contexts and conditions.” People with high levels of emotional intelligence perform better, participate in a larger membership organization, are more respected, and are able to respond to problems with a thumbs up.” Some research also points to the need to strengthen the relationship between emotional intelligence and resourcefulness. Work pressure is stimulating and dissuasive. Although it can be organized through stressors, it is considered an important predictor of job performance Pressure as a high-level construct that includes both probing and deterrent stressors In essence, emotional intelligence is conceptualized as a more necessary development than Self-Emotional Evaluation (SEA). (OEA), Utilizing Emotions (UOE), and Manipulating Emotions (ROE) In the case of PLS-SEM, popular models collapse core modules instead of linking many different and infrastructures. Also, popular models use resources to limit homogeneity between development indicators provides.

AIM

1. Determine the impact of emotional intelligence on the relationship between the weight of words and a sense of responsibility versus job satisfaction and self-efficacy.
2. To determine the effect of verbal pressure and self-confidence-related job satisfaction and emotional responsibility on hierarchical citizenship behavior

EMOTIONAL INTELLIGENCE

Emotional intelligence is a type of intelligence that can be thought of as nurturing and mastering one's ideas in order to adopt appropriate social behavior in changing circumstances. More generally, emotional intelligence has been defined as the ability to see, judge, and express an accurate bias; the ability to ask for and produce ideas when working with perception; the ability to understand accumulated influence information and use emotional input; and the ability to channel emotions to move forward and evolve through the emotional and revealing turn of events. [citation needed] More generally, emotional intelligence has been defined as the ability to see, evaluate, and express a correct disposition; The ability to reach and generate ideas, when the competency model, the trait model, and the emotional and social skills model are the three hypotheses and models that have received the most attention for study and practice.

As the talent model shows, emotional intelligence includes four perspectives. Most importantly, evaluate and explain feelings in yourself, as well as evaluate and validate feelings in others. Third, the mastery of emotions in oneself Finally, what is the use of emotions to work with executive?

Emotional intelligence is represented in the trait model as various characteristics and constraints related to emotional and social data that affect an individual's overall ability to adapt adequately to environmental stimuli.

This data is reflected in his emotional and social history. A superior method for managing emotional intelligence, the Emotional and Social Skills Model distinguished it in that a racial theory provides four main areas of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. There are twenty skills identified as the foundation of these four emotional intelligence categories or packages.

JOB SATISFACTION

It is very important for a company to manage its employees effectively considering the failures in the workplace caused by various factors, one of which is the lack of job satisfaction at various levels. This is particularly evident in education, where job satisfaction has become an important factor for educators. Attitudes towards job dissatisfaction are directly related to students' overall achievement and affect the teaching-learning process, which in turn affects their different positions in and outside the classroom and school. However, getting a commendable job focuses on a person's hopeful attitude towards their job. As mentioned, two types of factors are considered to control the completion of the job. These are regular and external factors:

- Internal components include practice, activities, and participation. Intrinsic readiness to perform a task is related to innate job adaptability, and harmony is emphasized by relating it to a person's intrinsic motivation.
- Unnecessary items include working conditions, attribution game programs, and compensation that address the added convenience that membership brings to employees (eg, undeniable physical shares). Money, outstanding achievements and different rewards are different manifestations of external factors.

Job satisfaction is an emotional response that precedes the coordinated effort between the steward's job characteristics and the benefits he derives from his job. This is because work is an emotional response to coordinated effort. It is the state of the manager's pleasure from his work and understanding the work he does and can be described as the general feelings or thoughts of the manager about the work he does. As another definition points out, job satisfaction is a clearly understood way of affecting mental evaluation objects (emotions), beliefs, and action methods. This is necessary to get the job done. This term refers to forming perspectives towards one's profession by reflecting one's beliefs, convictions and behavioral patterns. A study in Malaysia found that Millennials place a high value on maintaining a healthy work-life balance and have a strong desire for versatility and opportunity in the way they do their jobs, which helps increase job satisfaction and reduce job satisfaction. Proximity tendency for breaks.

EMOTIONAL INTELLIGENCE AT THE WORKPLACE

Emotional intelligence (EI) must somehow combine two of the three perspectives: understanding and influencing, or intelligence and feeling. The ability to recognize, manage, and evaluate one's emotions is a fundamental element of emotional intelligence. Some researchers believe that a person's level of emotional intelligence can be improved through education and training, while others argue that it is a trait that cannot be changed. There are several indicators developed to assess emotional intelligence; However, the content and methodology of each exam is unique.

Payne said that many of the challenges of modern development stem from hiding emotions, and it's possible to learn to be emotionally intelligent. He also noted that it is possible to be emotionally intelligent. Later, it was determined who wrote the seminal book on the subject. It was originally written by him and his girlfriend Tara, and the process began when he went through a series of confusing encounters with his girlfriend.

POSITIVE OPINIONS ON EMOTIONAL INTELLIGENCE AND TEACHERS' WORK:

As the 21st century becomes more and more knowledge-driven, the education sector needs to adapt to significant challenges and changes. The type of teachers employed in the education system determines the outputs of that system. For the education cycle to work properly, there must always be an established relationship between the student and the teacher. Teachers play a very important role in the process of raising people who will become leaders of the next generation. To function well in educational institutions and society at large, you must demonstrate a high level of emotional intelligence (EI). Evaluating the emotional abilities of individuals in terms of their effects on performance in the work environment has gained importance and interest in academic examinations, as opposed to focusing on more traditional characteristics such as academic ability and general character. . The EI effectively manages their ability to understand their own emotions and appreciation as well as the emotions of others. A person's EQ helps in all aspects of daily life by nurturing and monitoring various connections as well as paying attention to one's emotions.

A logical technique for understanding the emotions of the human psyche helps to strengthen the nature of the advanced education system. Many definitions and interpretations of the concept of EI have been proposed. They characterized it as the ability to filter one's own thoughts and feelings as well as those of others, as well as the ability to apply comparable facts to guide one's thoughts and behaviors in similar situations. That's why we define emotional intelligence as the ability to separate one's own emotions from those of others, to persuade and handle emotions and feelings in one's own and the like quite well, and to do all this convincingly. . . focuses on developing a range of skills that can be grouped into the following four categories: self-awareness (awareness of one's emotions, strengths, and areas for improvement); self-management (ability to manage emotions); social awareness (the ability to understand the feelings and demands of others and society as a whole); and relationship management (the ability to partner with others). EI is a combination of a person's intelligence and emotions.

It is a rational approach that can bridge the gap between the head (i.e. the mind) and the heart (i.e. emotions). The accumulation of a person's unique emotions plays a huge role in determining a person's level of success and achievement. The two competencies work together to have a significant impact on people's personal and professional lives. EI can be significantly impacted by better understanding individuals and using their true capacities persuasively for their overall development and well-being. Examination of the articles on IE and the attributes associated with it undoubtedly revealed that; Very little research has been done on the EI Instructor in India, especially at the tertiary level. There is clearly a gap in the exploration of a coordinated methodology for handling EI-related ideas and features. Research with educators in higher education is seen as somewhat less necessary to encourage writing. In addition, higher education requires the development of compulsory skills of educators with a higher normal degree in relation to evolving elements in this field. In addition, research on emotional intelligence and its relationship with teachers' attitudes towards work is limited.

Because of the uniqueness of the situation, it is crucial to investigate the associated characteristics and influence of emotional intelligence (EI) as well as the emotional intelligence (EI) of educators working in higher education. on the performance of people experiencing the same thing. It is believed that such a revision will contribute, directly or indirectly, to improving the quality of higher education, which is currently a particularly pressing concern. This review focuses on emotional intelligence and its impact on attitudinal factors adopted in higher education in an integrated, teacher-structured way. This is done taking into account gaps in the research proposal. In addition, it has been tried to develop a presentation development model that, if applied specifically, would be beneficial not only to teachers but also to the organizations they work for. The review is factually sound in terms of the sample size used and the tools used for data analysis.

The scope of the assessment is limited to university professors from Mumbai, Maharashtra, India. For the purpose of the research, a random sample of seventy teachers working at a college (including undergraduate and graduate students) in Hyderabad, India was interviewed. Responses were collected from 63 different stakeholders, who made up the final sample. A structured questionnaire was conducted and administered to collect various information. This approach used evidence-based tools such as persuasive perspectives, factor analysis, and repetition testing through the implementation of the SPSS 20 programming package. Regarding the next format of the review, Chapter 2 presents an analysis of the latest research. what has been done about it. EI and its associated loans are broken down in Chapter 3. Final considerations are presented in chapter five, which concludes the discussion of the EI model for performance improvement discussed in chapter 4.

MEASUREMENT OF EMOTIONAL INTELLIGENCE

About ninety percent of the difference between senior managers and average managers is said to be due to varying degrees of emotional intelligence, as opposed to the more typical percentage of rational intelligence. Thus, EQ affects not only one's business life but also one's private life. Emotional intelligence can be understood as a set of interrelated aspects. Daniel Goleman identified a total of five components that make up emotional intelligence in his emotional intelligence model. These components are related to recognizing and guiding emotions in both ourselves and others and are associated with both activities. Each component depends on a number of different emotional intelligence skills that can be applied to assess EI. Here is his explanation:

Self awareness

The term "awareness" refers to our ability to see clearly the feelings that arise within us. This includes identifying the strength of the urge, signs of nonverbal communication, and specific triggers and actions that evoke emotion in ourselves and others. (Georgian, 2014).

Self-management

The ability to regulate and control one's emotional response to the presence of other people is called self-management. This takes into account the selection of an appropriate emotional response and its intensity. It has to do with how other people behave and the emotional signals they send.

Self motivation

The ability to manage time effectively should be seen as an aspect of personal motivation. Inspired people tend to have more fun in their lives and report feeling more confident as a result. In other words, inspiration is what pushes people to achieve the goals they set for themselves (Pierre and Jean).

Empathy

A person's ability to understand and empathize with the feelings of others around them is an essential component of compassion. Compassionate bosses typically have the best employees, exceptional cross-cultural skills, and are good at handling customer objections. In fact, compassionate bosses are more likely to listen to their employees. From an academic perspective, compassion is considered the precursor of care, which is associated with an effort to reduce the number of ineffective emotional changes in the workplace. Therefore, it is important to remember that sympathy does not always mean empathy for others, because sociopaths can also sympathize with the people they are victims of (Peter and John).

Social Competence

Managers who are adept at social interaction, in addition to having strong leadership skills, are more likely to be adept at networking, persuading, and making positive change in their organizations (Peter and John).

THE IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence is essential for logical and instinctive decision making or counseling as it bridges the gap between brain and heart. These are decisions based on natural and objective premises. EI can help alleviate any confusion this may have created in an individual and ultimately lead the individual to make a decision based on the best available evidence available. Since these two are separate and often unrelated, IE might be helpful.

Employee Performance

The term "practice" refers to the skillful and successful use of one's abilities. Academics consider both the theoretical and practical aspects of teaching when considering the role of the teacher in a classroom. Job performance refers to the ability of employees to use their talents to achieve club goals. Job performance is assessed on the ability of teachers to adapt their behavior to the demands of the ever-changing work environment and to successfully perform the tasks assigned to them. Emotional intelligence depends on skills that help a person overcome obstacles in carrying out business activities and control their emotions for the time it takes to achieve those goals. Emotional intelligence depends on skills that help a person overcome obstacles in carrying out business activities. An employee must grow up and be self-aware to understand their feelings and then change those feelings in a way that doesn't disrupt their employment relationship or company goals. When working in a professional setting, the individual must work with groups that include members who display a variety of feelings and perspectives.

Employment insurance can help bridge gaps that have been exacerbated by the imposition of anti-worker behaviour, thereby helping to build stronger groups. He said the show is about an individual's ability to achieve set goals. It refers to the number of creation or processing results and is often used as a point of comparison with the hierarchical standard. Representation of a person depends on the achievement of set goals. The success of these goals depends on mental cycles that are often not immediately apparent. These mental loops include reasoning, orientation, and the ability to solve puzzles. An employee's performance is evaluated by the evidence of the performance found in the products and services produced, according to the quality of fulfilling the tasks assigned to him and whether it contributes to the achievement of the hierarchical targets specified in the specified hierarchical goals. from an individual or a group. .

On the other hand, realize that exposure is a side effect of any movement that occurs over a period of time. The explanation of what emotional intelligence (EI) means for job performance lies in the utility of recognizing emotional intelligence in associations. This can be useful for administrators to find information about representative progress. Employee productivity is directly proportional to the quantity and quality of their services. It depends on their inspiration and how willing they are to focus on their core business. Job performance is generally defined as "any form of activity that employees engage in while on the job", but there are exceptions to this rule. There have been studies showing a positive relationship between successful job performance and emotional intelligence. While many academic researchers argue that there is no connection between these two elements or fall short of determining whether an employee is making a contribution to an organization, execution is the percentage that determines. There must be more than a variety of models to evaluate the performance of individuals and groups. The term "application" has been defined differently by different industry experts; However,

they all agree that the results expected from the organization should be evaluated on an ongoing basis. The purpose of this particular exam is to determine whether organizations can recognize the emotional intelligence of their workforce and relate it to their employees' performance in the workplace. In this special study, the emotional intelligence of university professors working in public and private institutions in Pakistan is evaluated and how they present themselves to their students is compared.

EMOTIONAL INTELLIGENCE AND TEACHERS' RESPONSIBILITIES TO STUDENTS

At its core, an educator's job is about transitioning from grade level to university education. Educators are the ones who develop the country. A trainer plays a vital role. Convey information on open topics and help students fully develop their emotional intelligence, develop their reasonable mood, and demonstrate their emotional intelligence character. An instructor must instruct and move students. Educators work collectively, which helps them, but the manager's emotional intelligence analysis is not accepted by educators because sometimes bosses can do without or work with educators. Therefore, schools will also be affected by the negative effects of these problems. Good study room conditions depend on creating a classroom culture that allows students to develop their emotional intelligence skills.

The first phase of the EQ cycle is recognizing our emotions and naming them. Examine the places where naming our emotions allows us to "step back" and think before we act. The emotional mind should be allowed to use the skills of compassion and understanding by receiving feedback from the general climate and evaluating the correctness of decisions made based on emotional information. Talking about emotions and understanding opposing viewpoints allows children to develop harmony between the emotional brain and the normal mind. The "six-second pause" satisfies this need by allowing one's mental brain to engage in finding the six thoughts while calming the emotional mind. After exhalation, the person can take a deep breath and look at the message of the other person's feelings, explore the emotions and choose the best game plan.

In her PhD in 2003, Ramama demonstrated the different roles a teacher can play.

- That's right: a teacher is expected to have the same beliefs as his students and to transmit those beliefs to them.
- Liberal: It is said to herald the ideals brought by majority rule. Analyst: You know the typical school dropout.
- Learning Companion: An educator is expected to facilitate the student's persuasive learning. Walk like a friend and a sage.
- Leader Meeting: As a classroom meeting, you will need to be innovative by creating connections and an appropriate environment.
- Partner: The primary role of the instructor is to guide and mentor their students both academically and personally. Delegates are expected to act in a way that draws inspiration from him and aligns their behavior with his.
- Judge: You are expected to judge the performance of substitutes in an objective and understanding way. The teacher's role is to regulate the conditions in the classroom so that students experience as little stress as possible and the environment remains emotionally stable.

- Teacher: You are expected to serve with a small reward.
- Moralistic: Aims to instill mentalities and virtues that are valued by the general public.
- Surrogate Parent: A teacher is expected to treat his students like a parent, treating them with admiration and love.
- Pragmatic: It aims to advance the activities within the framework of logic.
- Officer: You are expected to resolve disputes between lawmakers fairly.
- He is an expert in social transformation and is considered a reformer.
- Secular: should support universally accepted ideals.
- Researcher: As a researcher, you must nurture the spirit of research. In a wide variety of teachings, an educator includes a focus.

FEATURES OF EFFECTIVE TEACHERS

Gardner argued that interpersonal intelligence is the ability to understand others: what motivates them, how they work, how to work collaboratively with them. Successful marketers, legislators, educators, doctors, and rigorous pioneers are likely to have high relational intelligence (mentioned by Goleman 1995). Hwang (2006) found that trainers with a general confidence in ability, comfort, amiability, initiative, and strength will perform better in terms of instructional feasibility. The creator also observed that employees who primarily demonstrate emotional intelligence skills often achieve higher profitability than teachers.

Emotional intelligence, attention to student needs and inappropriate student behavior

Emotional intelligence of the teacher influences the behavior of the students. Participating in additional exercises at Bschooll to develop the teacher's emotional intelligence can be crucial, focusing on how to better work with and study students and help them achieve the emotional intelligence scores they will achieve. The School B team can assist educators with emotional intelligence issues with an education plan, using and developing different techniques and methods to guide students in a more helpful way.

THE CONCEPT OF EMOTIONAL INTELLIGENCE

Sensitivity has all the qualities of being involved in all parts of human cooperation. Our emotions are something we know and use in our usual routine and are something we quickly perceive when reading people's faces or reading non-verbal communications under normal circumstances. According to Ciarrochi, Chan, Capui, and Roberts (2001), "emotional intelligence is likely to play a role in some aspects of normal daily life. Ciarrochi et al. showed that the perception, expression, understanding, and performance of a person's unique emotions are directly related to the significant life events they encounter, and that these emotions are then decoded and adapted to those life events, leading to positive or pessimistic outcomes in life.

Therefore, it is important that the EI has the ability to understand and process emotions as they are applied to life." Our soul works in three ways: cognition, influence, and motivation. It integrates skills such as judgment, memory, reasoning, reasoning, and theoretical ideas. Influence affects emotions, moods. includes judgments and other

dispositions Inspiration is a circle of characters that includes a natural disposition or a learned behavior to pursue a goal.

Intuition and influence combine to form the emotion quotient (EQ). The idea of EQ is half the earlier thinking about social intelligence, which Thorndike first recognized as one of the many types of intelligence humans possessed in the 1920s. Thorndike defines social intelligence as the ability to attract people (Fatt & Howe, 2003). . EQ is also known for its intrinsic intelligence and the gardener's grave in the 1983 multiple intelligence hypothesis. Relational intelligence consists of the ability to attract others. Intrapersonal intelligence is the ability to nurture a correct self-model and use it to function successfully throughout life. He also stated that these skills are very important for social cooperation and understanding one's emotions and behaviors.

Cognitive model of emotional intelligence:

This model mainly focuses on complex intelligence related to emotional thinking in normal daily life. It depends on the understanding that emotions convey information about the individual's relationship to the world, for example, fear indicates danger to the individual, satisfaction indicates a relaxed relationship with others, or general anger. Principles and rules can be used to detect and overcome emotions. As the cognitive model of Mayer and Salovey (1990) shows, emotional intelligence consists of four distinct parts or branches:

- a. The ability to recognize and distinguish one's own emotions from those of others; this includes the feelings of both you and those around you.
- b. Promoting cognition involves the ability to first create a bias and then reason with that bias.
- c. Understand more complex emotions and emotions, including the ability to identify emotional 'chains' or how emotions move from one stage to the next. .
- d. Managing Emotions: The ability to manage emotions in yourself and others.

Emotion regulation model of emotional intelligence

According to Goleman's (1995) paradigm, the four main components of emotional intelligence are:

- a. Emotional self-awareness: It includes an accurate self-assessment and self-confidence.
- b. Emotional Self-Management: It includes common sense, reliability, principles, flexibility, performance, direction and guidance.
- c. Social Awareness: Integrates compassion, hierarchical awareness and administrative leadership.
- d. Relationship with leaders: integrates other creation, initiative, influence, correspondence, drive change, arbitration, value creation, collaboration and collaboration.

CONCLUSION

Emotional intelligence, the new currency of today's academics, is one of the most transcendent applications in the consulting industry. The obligation to apply emotional intelligence on students rests with teachers who are data designers for the general population. Teaching IE should be a trusting partnership. Teaching emotional intelligence

has become very serious now. An educator can provide data and create tests to deepen students' learning with emotional intelligence. That's why it's important that real masters are prepared with skills. Research and literature also certainly shows that educators with high levels of emotional intelligence are more productive academically. With this membership, educators' interest in working in a membership with EI is enormous, as it also allows advancement in professional and personal life. For this reason, educators with high emotional intelligence should guide students. In this sense, the relevant needs arise in the mind of the researcher. 1) What is the socio-social basis of the work of teachers working in Pune city B schools? 2) How much attention is paid to their social and personal skills? 3) In general, what are the driving forces for the further development of B-School teachers' emotional intelligence? 4) How do B-School teachers manage their emotional intelligence? 5) What factors generally affect the emotional intelligence of B-School teachers? The investigation moves towards the problem with clear objectives.

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