Impacts of the Emotional Intelligence in the Suez Canal Authority (SCA) and Job Satisfactions

Dr. Muna Al-Ghazawi

Dr. Ashraf Awad

Assistant Professor for Master Human Resources Management
Academic Program for Military Colleges
Abu Dhabi University
P.O. Box 59911 Abu Dhabi, UAE

Abstract

This study aimed at investigates the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA), determine the level of emotional intelligence and the job satisfaction in this company. The questionnaire that is developed and distributed to 350 employees, (314) questionnaire were suitable for the analysis. The results showed that employees" emotional intelligence was positively correlated with job satisfaction and there was a significant relationship between the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA). This result is along with other studies.

Introduction

Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence in their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

Job satisfaction is an integral component of organizational climate and an important element in management employee relationship. It is the positive emotional state that occurs when a person's job seems to fulfill important job values provided; these values are compatible with one's needs.

Job satisfaction, referred to the degree of positive attitude a person holds towards a job or its components Adams and Bond (2000). Weiss (2002) posited that job satisfaction is best defined as a "positive (or negative) evaluative judgment one makes about a person's job or job situation *Job Satisfaction* is referred to as the degree of positive attitude a person holds towards a job or its components (Adams & Bond, 2000).

There are several reasons why workers' EI may influence job satisfaction. interpersonally, emotion awareness and regulatory processes associated with EI are expected to benefit peoples' social relationships hence affecting the experience of emotion and stress at work. Interpersonally, use of emotion and being aware of one's own emotions can lead to regulating stress and negative emotion so that one can perform better at work.

The Suez Canal Authority (SCA), established on July 26th, 1956 , is a public and an independent authority of a juristic personality. The SCA manages, operates, uses, maintains and improves the Suez Canal. The SCA vision is to render a distinguished, and an uninterrupted service to vessels that transit the Suez Canal; service that achieves the highest level of security and safety for vessels during their transit, keep the SC the first choice for shipping companies, liners, ship owners and ship operators, and raise the Suez Canal's share of the world seaborne trade that uses the Canal.

The main mission of SCA is to:

- Ascertain that the vital role of the Suez Canal in service of the world economy and trade is established.
- Manage and run the Suez Canal in a way that maximizes its capabilities and position.

- Realize customer anticipations through continuous improvement of the entire and all-level operation system.
- Keep consultations with our customers and offer them any assistance, whenever required, in the field of sea transport, logistics, shipbuilding industry or any other field of mutual interest.
- Upgrade performance of the Suez Canal to cope with the requirements and challenges of the present and future time as well as the international changes.

Therefore, the objective of this study is to investigate the relation of the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA), and the impact of the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA), determine the level of emotional intelligence and the job satisfaction in this company

Theoretical Background and Literature Reviews

Mayer (2004) stated that their "attempt to establish emotional intelligence is not meant to compete with or diminish the value of general intelligence, but rather is offered in the spirit of strengthening the concept of intelligence

Emotional intelligence refers to an ability to recognize the meanings of emotion and the relationships, and to reason and problem solve on the basis of them Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of these emotions, and manage them. (Mayer et al., 2000

Emotional intelligence is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer et al., 2004

Bar-On (2004), another founding researcher of emotional intelligence, defined Emotional-social intelligence as a "cross-section of interrelated emotional and social Competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands"

Branches of Emotional Intelligence

The model that proposed by (Salovey and Mayer, 1990) that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions. According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest-level branch concerns the conscious, reflective regulation of emotion.

The details of these factors are (Salovey and Mayer, 2000) (Caruso, 2006):

1. **Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning With Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.
4. **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Measuring Emotional Intelligence

Intelligence is the ability, and is directly measured only by having people answer questions and evaluating the correctness of those answers.

In regard to measuring emotional intelligence there are many models and methods were developed some of these are (Mayer et al., 2004):

- **Reuven Bar-On's EQ-I** A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, "Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."
- **Multifactor Emotional Intelligence Scale (MEIS):** An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.
- **Seligman Attributional Style Questionnaire (SASQ):** Originally designed as a screening test for the life insurance company Metropolitan Life, the SASQ measures optimism and pessimism.
- **Emotional Competence Inventory (ECI):** Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person's abilities on a number of different emotional competencies.

Studies on Job Satisfaction and Emotional Intelligence

People with high emotional and social capacity, people who can take them under control, understand and manage emotions of others expertly are more advantageous both in their private and professional lives. Under this scope, Sener et al (2009) investigate the effect of the emotional intelligence of nurses and midwives, who consist an important manpower in the health system, to their job satisfaction, an investigation has been conducted in Fethiye State Hospital with 80 individuals. Of the workers investigated, 36.3% were in 21-30 age group, 62.5% were 2 years-college graduated, 98.8% were clinical nurses, 36.3% worked since 6-10 years. It was found that total emotional intelligence of the workers was low (X=22.54, SS=5.14), and average job satisfaction levels were middle level (X=15.62, SS=3.27). A positive association was found between the emotional intelligence and job satisfaction. As a conclusion, the relationships between the demographic variables and emotional intelligence and job satisfaction were evaluated in the study.

Zeidner et al (2004) critically reviews conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the purported status of EI in occupational and career assessment (with particular emphasis on personnel selection and placement), job performance, and satisfaction. Overall, this review demonstrates that recent research has made important strides towards understanding the usefulness of EI in the workplace. However, the ratio of hyperbole to hard evidence is high, with over-reliance in the literature on expert opinion, anecdote, case studies, and unpublished proprietary surveys. The review concludes by providing a number of practical guidelines for the development and implementation of EI measures within occupational settings.

Kafetsios and Zampetakisb (2007) tested the extent to which positive and negative affect at work mediate personality effects (Emotional Intelligence) on job satisfaction. Participants were 523 educators who completed the Wong Law Emotional Intelligence Scale, a version of the Job Affect Scale and the General Index of Job Satisfaction. Results using structural equation modeling indicated that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. In males, affect at work fully mediated the EI effect on job satisfaction. Among the four EI dimensions, use of emotion and emotion regulation were significant independent predictors of affect at work. The results confirm expectations deriving from Affective Events Theory regarding the role of work affectivity as an interface between personality and work attitudes and extend the literature on EI effects in organizational settings.

Thiruchelvi and Supriya (2007) carried out study to test relationship between emotional intelligence and job satisfaction on the basis of the data collected from white collared employees working in the petroleum industry. The study revealed that there is a positive correlation between emotional intelligence (EI) and job satisfaction. The study also examined the variation of EI levels in genders and its role in job satisfaction. It was found that for both male and female employees EI is positively correlated with job satisfaction.

Miller, (2011) use quantitative correlational survey design study to measure the relationships between the emotional intelligence (EI) of managers and the job satisfaction, affective organizational commitment (AOC), and turnover intent of their subordinates. The study was conducted at an Automotive Group in Rochester, New York, to address the organizational problem of employee turnover.

The independent variable was the EI assessment score of managers using the Mayer-Salovey-Caruso Emotional Intelligence Test and the dependent variables were the job satisfaction, AOC, and turnover intention scores of the employees who report to these managers. The data suggested relationships between managers' EI branch scores of perceiving emotions, understanding emotions, using emotions, and managing emotions with subordinate outcomes. These relationships were not statistically significant.

Mousavi et al (2012) study the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The research was descriptive-correlation and the population of the research consisted of all the physical education teachers of Zanjan Province in the period 2008-2009. Of the total number of 486 PE teachers, 215 teachers were randomly selected using proportional stratified sampling. Data collection materials were the standard Emotional In telligence Questionnaire of Siberia Schernig and the Job Description Index (JDI). Descriptive an d inferential (Pearson's correlation coefficient, stepwise regression, and Fisher's exact test) were applied for data analysis. The results showed that there is a significant positive relationship between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction at level. Further, the results of stepwise regression showed that among the five components of emotional intelligence, social skills (0.442), empathy (0302) and motivation (0.235) were predictors of teacher's job satisfaction. The calculated Fisher's z revealed that the difference between the correlation between the teachers with diploma and those with MSc is significant at level. It seems that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

Emotional Intelligence is one of the most important concepts introduced to psychology and management in the last decade Shooshtarian et al (2012) determine the effect of labor's emotional intelligence on job satisfaction, job performance and commitment in Fars Province industries in Iran.The population from which we drew our sample consisted of employees employed in Fars Province industries in Iran. A total number of three hundred and fifty participants who were selected randomly answered the questionnaires. Two hundred eighty nine questionnaires were used for analysis. The instrument to measure employees" emotional intelligence was the MSEIS (Schutte, Malouff, & Hall, 1998), and the Grikson(1983) was used to gather information about employees" job satisfaction. Also, Alen and Mayer's questionnaire (1990) was considered in order to collect employees" commitment data . The results showed that employees" emotional intelligence was positively correlated with job satisfaction. Then, there was a significant relationship between the labor's emotional intelligence and their job performance. In addition, there was not any relationship between labor's emotional intelligence and their commitment. The results underline the important role of emotional intelligence and its effect on work situations.

Emotional intelligence and Job satisfaction are two concepts of high interest in the modern work environment. They serve as a competitive edge in personal and organizational life. However, there are only few studies that explore the factors which affect the two concepts. Abi Ealias and George (2012) examine the relationship between emotional intelligence and job satisfaction. It also tries to analyze how designation, experience and marital status of an employee affect his/her emotional intelligence and job satisfaction. Data was collected from 208 respondents of an international electronic firm operating in India using self-administered questionnaires. Findings were made with the help of standard statistical tools such as Karl Pearson coefficient of correlation, ANOVA, t- test and so on. The study reveals that there is a very high positive relationship between Emotional Intelligence and Job Satisfaction. It also shows that designation of the employee doesn't affect his job satisfaction and emotional intelligence.

However, experience and marital status has significant effects on the two concepts. The literature suggests that employee skills in general and emotional intelligence in particular, play a significant role in the success of completing their goals in the workplace and hence perceived greater job satisfaction. This argument, despite its popularity, remains elusive. This can be attributed to the fact that although a few studies have provided evidence to support this argument, it has not received an appropriate empirical investigation at all level of employees and their work role in different industrial setting. Alam (2009) investigate the relationship between emotional intelligence EI and job satisfaction among the administrative staff in higher education institution in Malaysia. The study attempts to narrow this gap by empirically examining the extent to which employees at university's non teaching roles with a high emotional intelligence employed in public sector organizations develop positive work attitudes, behavior and outcomes. And therefore they perform well to sustain job satisfaction. Using a sample of 120 non teaching employees in University Perlis Malaysia their EI were captured using a five point likert scale.

Correlation statistics revealed that EI with its three dimensions, appraisal, utilization and regulation were associated significantly and positively with job satisfaction. The linear regression analysis result further confirmed the predictor nature of the three dimension of emotional intelligence for the job satisfaction.

Job satisfaction is one of the most researched concepts within industrial-organizational psychology (Connolly & Viswesvaran, 2000), though empirical studies on job satisfaction within police organizations are sparse (Metcalfe & Dick, 2001). Emotional intelligence has been linked to various organizational outcomes such as job performance and organizational commitment (LePine, Erez, & Johnson, 2002). To date, fairly little is known as it pertains to the relationship between job satisfaction and emotional intelligence in general (Sy, Tram, & O'Hara, 2006), and even less is known in regards to this relationship as it applies to police officers (Aremu, 2005). Millet et al (2008) investigated the relationship between emotional intelligence and job satisfaction among police officers by utilizing self-report survey instruments, the Emotional Quotient Inventory: Short (EQ-i:S;Bar-On, 2002) and the Job in General Scale (JIG; Ironson, Smith, Brannick, Gibson, & Paul, 1989). The findings of this study shed further light on the theoretical and practical utility of the construct of emotional intelligence in organizational settings.

Prior empirical research findings regarding the relationship between job stress and job performance are inconsistent. It was argued in this study that one reason for these inconsistent results may be an existing moderating effect. Stress does not always result directly from the source of pressure itself, but rather from the perception of that pressure. Therefore, individual difference variables (e.g., emotional intelligence) that might relate to that perception should also be considered.

Thomas Sy et al (2010) examined the relationships among employees' emotional intelligence, their manager's emotional intelligence, employees' job satisfaction, and performance for 187 food service employees from nine different locations of the same restaurant franchise. We predicted and found that employees' emotional intelligence was positively associated with job satisfaction and performance. In addition, manager's emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. These findings remain significant after controlling for personality factors. A similar pattern was found for job performance; however, the effect did not meet traditional standards of significance. Applied implications of the results are discussed.

Concepts of emotional intelligence, job satisfaction and organizational learning capability are the most important concepts in the field of organizational behavior and human resources. Correct understanding of these concepts and appropriate applying of related findings could be a competitive benefit for organizations. With due attention to importance of such concepts theoretically and experimentally,

Mohsen (2011) study and analyze relations between emotional intelligence and job satisfaction regarding organizational learning capability. The necessary data has been utilized from ninety-five (95) questionnaires that have been distributed among employees and managers of branches of Saderat bank in Isfahan province in order to study these relations. Data analysis reveals there is a significant positive relation between organizational learning capability and job satisfaction and also between organizational learning capability and emotional intelligence. But no reliable and significant results have been found about the impact of organizational learning capability on the relation between emotional intelligence and job satisfaction.

Competition and managed care have changed the way that healthcare organizations perceive the importance of patient satisfaction and the definition of quality. Because of the increased difficulty to sustain profitability, many healthcare organizations are examining the effects of emotional intelligence on outcomes and satisfaction.
Ford et al (2010) understand the impact of emotional intelligence on the job satisfaction of front-line staff (N=23). The hypothesis that front-line staff would have a higher average emotional intelligence score than the normative data was partially supported. The average emotional intelligence was not significantly higher ($t(22) = .124$, $p < .001$). There was significance in three subscales: Empathy (EQEM) ($t(22) = .002$, $p < .001$), Independence (EQIN) ($t(22) = .010$ $p < .001$) and Social Responsibility (EQRE) ($t(22) = .000$, $p < .001$). The hypothesis that there would be a correlation between emotional intelligence and job satisfaction was partially supported in that there was a statistical significance between emotional intelligence and People on your Present Job (JDIPP), ($r(18) = .405*$, $p < .05$). Lastly, the hypothesis that there would be a correlation between demographic variables and emotional intelligence was partially supported.

The research suggested that there is a negative correlation between age and the Interpersonal scale on the EQ-i, meaning that as age increased, the Interpersonal score decreased, (r(18) = -.351*, p <.05). This negative correlation also existed between TICJ and emotional intelligence, r(18) = -.310*, p < .05). Specifically, there were three subscale scores that had significance. The Interpersonal scale had a correlation of (r(18) = -.331*, p < .05) and the Adaptability scale had a correlation of (r(18) = -.362*, p < .05). Specifically, the subscale, FLEXIBILITY (EQFL) was statistically significant with a correlation of (r (18) = -.427**, p < .01). This research not only added to the current body of knowledge for emotional intelligence, but also added to the limited body of knowledge of emotional intelligence of front-line staff in healthcare organizations. It also presents the potential for future research on the factors that effect not only job satisfaction, but emotional intelligence of front-line healthcare staff.

Sy, Tram and O'Hara (2006) examined the relationships among employees' emotional intelligence, their manager's emotional intelligence, employees' job satisfaction and job performance for one hundred eighty seven food service employees from nine different locations of the same restaurant branches. The researchers found that the employees' Ghoniem, et al (2011) examined the effect of emotional intelligence and gender on job satisfaction in three different governmental organizations in Egypt. The results have shown that emotional intelligence and gender could be used as a predictor of job satisfaction. In addition, respondents with high emotional intelligence are more satisfied with their job than a respondent with low EI.

Research Hypothesis

Ho1: the respondents feel that the emotional intelligence in the Suez Canal Authority (SCA) is good.
Ho2: the respondents feel that job satisfaction in the Suez Canal Authority (SCA) is good (high).
Ho3: there are impacts of the emotional intelligence in the Suez Canal Authority (SCA) on the job satisfaction.

Research Methodology

Instrument, Sample and Response

A questionnaire is developed based on the previous studies and amended to suited situations of the Suez Canal Authority (SCA). The first section of the questionnaire consist of a set of personal questions, in particular; gender, age, marital status, education level, experience, section second measure the emotional intelligence and third measure the job. In second and third sections the respondents request to give his opinion about the degree at the situation prevailing in Suez Canal Authority (SCA) based on 5 point Likert Scale. In order to calculate the weights for each statements mentioned in the questionnaire, suitable weight is given for each point of the scale that proportion to the important and the degree of agreement; that is 5 for the case of strongly agree and one for the case of strongly disagree.

Sample of the Study

The questionnaires are distributed directly to the employees in the Suez Canal Authority (SCA). The total questionnaire that is suitable for statistical analysis is (314) questionnaires, which represents (0.85%) of the total distributed questionnaires.

Data Analysis

A reliability test is done on, reliability and validity coefficient are reasonable for all variables. The questionnaire included two main variables, the reliability coefficient are (0.750) for (Employees' Satisfaction) and 0.821 for (Individual Emotional Intelligence (EI).

Statistical Analysis Methods

Descriptive statistics techniques used to describe the demographic characteristics of respondents and opinions, such as frequencies, percentage, means and standard deviations. An independent sample t-test was conducted to test the significance of the level of the emotional intelligence and job satisfaction. Linear regression is estimate between emotional intelligence and job satisfaction to test the impact of these two variables

Result and Discussion

Demographic Characteristics of the Respondents

Table 2 show that the frequencies and percentages of main characteristics of the respondents to the questionnaire of the study, namely the gender, age marital status, education level, experience in The Suez Canal Authority (SCA) , position on The Suez Canal Authority (SCA).

The table shows that 61.5% of the sample were males, while the rest were females, most of the respondents are university degree holders (68.8%) and 45.2% of the respondents have first degree. In addition, these respondents vary in their experience in the Suez Canal Authority (SCA), they are distributed at all levels of experience, and they are working in management either as Supervisor, Manager, and Executive, most of the sample in Supervisor representing 74.8%. Most of the sample married representing 51.9% of the study sample.

It can be conclude that the respondents have the knowledge and experience in the subject of the study and they have a reasonable experience to know the situation and work environment in the Suez Canal Authority (SCA). Therefore, the data collected from them can reflect the real world situation in the Suez Canal Authority (SCA) in the subject of the study, hence the data is reliable and suitable to carry out the necessary analysis to test the hypothesis of the study.

Variable		Frequency	Percentage (%)
Gender	Male	193	61.5
	Female	121	38.5
Age	< 25	39	12.4
	26-35	64	20.4
	36-45	92	29.3
	46 – 55	72	22.9
	56 years or more	47	15
Marital status	Single	87	27.7
	married	163	51.9
	Others	64	20.4
Education Level	Diploma	98	31.2
	Bachelors	142	45.2
	Masters	47	15
	PHD	27	8.6
Experience	< 5 years	68	21.7
	6-10	93	29.6
	11-15	89	28.3
	15 years or more	64	20.4
Position	Supervisor	235	74.8
	Manager	49	15.6
	Executive	30	9.55

Source: The Data Collected by the Research Questionnaire

The emotional intelligence in the Suez Canal Authority (SCA)

The emotional intelligence in the Suez Canal Authority (SCA) was measured using (30) paragraphs. The average for all the respondents weighs assigned to each paragraph and standard deviation was calculated. The table (2) shows the results of these calculations and the degree of the agreements for each paragraph of the part of the questionnaire that measure the emotional intelligence in the Suez Canal Authority.

The averages and standard indicates that the respondents' response to the paragraphs that express their attitude toward understands the root causes of positive and negative emotions and understands complex feelings and emotional blends is high and the value of the average they assigned for these two paragraphs is more than 4.

Table 2: The Attitudes of the Respondents toward the Emotional Intelligence in the Suez Canal Authority (SCA)

Statement	average	S.D	Degree of agreement
Understands the root causes of positive and negative emotions.	4.31	1.37	high
Understands complex feelings and emotional blends.	4.22	1.28	high
You make considerable use of feelings and emotions to help generate ideas and solve problems.	3.87	1.41	high
Understands transitions among different feelings and emotions	3.84	1.26	high
Appears to have responded in a candid and self-critical manner.	3.83	1.35	high
Open to pleasant and unpleasant feelings and emotions.	3.77	1.32	high
Knows how to control own feelings and emotions effectively.	3.71	1.22	high
You usually stay open to positive and negative emotions, both your own and those of others around you	3.64	1.20	high
Your expertise in managing emotions will help you respond well to change, manage pressure effectively and cope well with setbacks	3.64	1.18	high
You show respect for others' feeling and interact with them in a sensitive way.	3.63	1.10	high
Your level of competence in reading people should help you work with individuals and teams, supporting people and showing respect and positive regard	3.62	1.17	high
You have the ability to think clearly and stay focused when things go wrong or when you are under pressure	3.56	1.01	high
Your well developed instincts and intuition will help you to make decisions, take control and exercise leadership	3.42	1.18	moderate
You are fairly knowledgeable about how to use mood changes to get different perspectives on a situation	3.41	1.09	moderate
Handles others' feelings and emotions sensitively and effectively	3.35	1.06	high
Your grasp of how emotions and feelings work should help you analyze the people side of management problems and issues	3.31	1.07	moderate
Recognizes how others are feeling in different situations and states.	3.23	1.55	moderate
Self analysis: You are aware of your own feelings and emotions as the average person	3.20	0.90	moderate
Your thinking is influenced to a large extent by your feelings and emotions	3.18	1.07	moderate
You can usually read nonverbal behavior and sense what other people are feeling	3.16	0.93	moderate
You are able to describe and express your feelings and emotions	3.12	0.91	moderate
Your level of competency in reading people should help you communicate and network effectively, persuade and influence people; and, relate in a confident and relaxed manner.	3.02	1.42	moderate
You evaluate emotional information and change emotional gears when you need to	2.93	0.82	moderate
Your instinct and intuition have a strong impact on your assessments judgments and decisions	2.90	1.15	moderate
Uses feelings and emotions to facilitate judgment and decision-making.	2.89	0.61	moderate
Monitors feelings and emotions and reflects on implications and meaning.	2.86	0.92	moderate
Uses emotional states to facilitate problem solving and creativity	2.84	0.61	moderate
Analyzing own emotions in different situations and states.	2.72	1.11	moderate
Recognizes feelings and emotions that point to dishonesty or manipulation.	2.64	1.40	moderate
Expresses emotions and needs appropriately for the situation.	2.56	1.25	moderate
All paragraphs	3.34	0.59	moderate

S.D = standard Deviation

The table in addition shows that the second group of statements and paragraphs has an average that is ranging between 3.5 and 4, which indicate the case of high agreement as these averages became 4 if they are rounded to the first decimal, which the same weight is given to the case of agree.

These statements point out the respondents feel the following:

1. Make considerable use of feelings and emotions to help generate ideas and solve problems.
2. Understands transitions among different feelings and emotions
3. Appears to have responded in a candid and self-critical manner.
4. Open to pleasant and unpleasant feelings and emotions.
5. Knows how to control own feelings and emotions effectively.
6. Usually stay open to positive and negative emotions, both your own and those of others around you
7. Their expertise in managing emotions will help you respond well to change, manage pressure effectively and cope well with setbacks
8. Show respect for others' feeling and interact with them in a sensitive way.
9. Their level of competence in reading people should help you work with individuals and teams, supporting people and showing respect and positive regard
10. Have the ability to think clearly and stay focused when things go wrong or when you are under pressure

The values of the averages that respondents assign to the reset of the paragraphs that measure the emotional intelligence is less than 3.5 and more than 2.5, which is represent the moderate agreement to what these paragraphs represent.

Overall average of all paragraphs is 3.4, which indicate that the emotional intelligence is moderate in the Suez Canal Authority.

Testing the First Hypothesis

Ho1: the respondents feel that the emotional intelligence in the Suez Canal Authority (SCA) is good.

To test this hypothesis T-test was used to verify that the average given for all paragraphs of the part that measure the emotional intelligence in the Suez Canal Authority is equal or greater that the cut point (3.5) which is represent the weight assigned for the case of agree in the five point scale used in this study. That is rounding average to integer became (4). The tested the T-value is calculated and shown in table (3).

Table 3: The Result of Testing the First Hypothesis

	Average	S.D	t-value	Sig.	agreement
The emotional intelligence in the Suez Canal Authority	3.34	0.59	-3.5	0.000	moderate

The table shows that the average of all respondents to all paragraphs that measure the emotional intelligence in the Suez Canal Authority (SCA) is 3.34, and it is less than the cut point (3.5), the value of calculated (t) is negative and equal to (-3.5) with significant level less than 0.05. This means that the average is less than 3.5. This is less to accept the null hypothesis and reject the alternate hypothesis. That is the emotional intelligence in the Suez Canal Authority (SCA) is not high and good but moderate.

Job Satisfaction in the Suez Canal Authority (SCA)

The job satisfaction in the Suez Canal Authority (SCA) was measured using (16) paragraphs. The average for all the respondents weighs assigned to each paragraph and standard deviation was calculated. The table (4) shows the results of these calculations and the degree of the agreements for each paragraph of the part of the questionnaire that measure the job satisfaction in the Suez Canal Authority.

Table 4: The Attitudes of the Respondents toward Job Satisfaction in the Suez Canal Authority (SCA)

Statement	average	S.D	Degree of agreement
The Company does an excellent job of keeping employees informed about matters affecting us	4.25	0.45	high
I get the opportunity to discuss my training and development requirements with my supervisor	4.08	0.90	high
I feel encouraged to come up with new and better ways of doing things.	4.08	0.79	high
My work conditions are good	4.00	0.85	high
There are flexible system to accommodate the needs of staff	3.92	0.51	high
My work gives me a feeling of personal accomplishment	3.92	0.90	high
I have the tools and resources to do my job well.	3.92	1.00	high
On my job, I have clearly defined quality goals.	3.83	1.03	high
Management looks to me for suggestions and leadership	3.83	0.58	high
This organization is committed to build strong relationship between employees	3.75	0.75	high
Overall, I am satisfied with my job	3.73	0.78	high
I am rewarded for the quality of my efforts	3.58	0.79	high
I have a clear path for career advancement	3.58	0.79	high
My job makes good use of my skills and abilities	3.50	0.67	high
The company clearly communicates its goals and strategies	3.50	0.80	high
I receive adequate opportunity to interact with other employees on a formal level	3.50	1.17	high
All statements	3.79	0.62	high

The table (4), shows that the averages for four statements are 4 and more, which means respondents of The Suez Canal Authority employees feel that the job satisfaction elements that these four statements reflect is high. These statements are:

1. The Company does an excellent job of keeping employees informed about matters affecting us
2. I get the opportunity to discuss my training and development requirements with my supervisor
3. I feel encouraged to come up with new and better ways of doing things.
4. My work conditions are good

In the same context, the averages of the other statements is more than 3.5 and less than 4, which indicates the high agreement to what these statements indicate regarding the job satisfaction.

Testing the first hypothesis

Ho1: the respondents feel that job satisfaction in the Suez Canal Authority (SCA) is good (high).

To test this hypothesis T-test was used to verify that the average given for all paragraphs of the part that measure the job satisfaction in the Suez Canal Authority is equal or greater that the cut point (3.5) which is represent the weight assigned for the case of agree in the five point scale used in this study. That is rounding average to integer became (4). The tested the T-value is calculated and shown in table (4).

Table 3: The Result of Testing the First Hypothesis

	Average	S.D	t-value	Sig.	agreement
The emotional intelligence in the Suez Canal Authority	3.79	0.62	3.8	0.000	high

The table shows that the average of all respondents to all paragraphs that measure the emotional intelligence in the Suez Canal Authority (SCA) is 3.79, and it is greater than the cut point (3.5), the value of calculated (t) is positive and equal to 3.8) with significant level less than 0.05. This means that the average is greater than 3.5. This means to reject the null hypothesis and acceptt the alternate hypothesis. That is the job satisfaction in the Suez Canal Authority (SCA) is high and good.

Impacts of The emotional intelligence in the Suez Canal Authority (SCA) and job satisfactions

The study aims to verify the relationship between Impacts of The emotional intelligence in the Suez Canal Authority (SCA) job satisfactions. This is can be stated as hypothesis as follow:

Ho3: there are impacts of the emotional intelligence in the Suez Canal Authority (SCA) on the job satisfaction.

Linear regression is used to test the relationship between the emotional intelligence in the Suez Canal Authority (SCA) as dependent variable and job satisfactions as independent variable. Table (5) shows the result of the linear regression of the emotional intelligence in the Suez Canal Authority (SCA) on the job satisfaction and table (6) shows the necessary indicators for the linear model.

Table (6) shows, that the value of (F) is equal to 5.22 and it is significant at 0.05 as the significant level of the calculated F is less than 0.05. Therefore, the linear model is suitable to measure the relation between the emotional intelligence in the Suez Canal Authority (SCA) as dependent variable and job satisfactions as independent variable. The value of adjusted R^2 is equal to 0.683, which means that the model can explain 68.3% of the variations produced by the regression.

Table 5: The Tests for the Model

R^2	Adjusted R^2	Standard error	Durbin-Watson	F	Sig.
0.696	0.683	0.14124	1.990	5.222	0.000

Table 6: The Result of the Linear Regression of the Emotional Intelligence in the Suez Canal Authority (SCA) on the Job Satisfaction

independent variables	Beta	t-value	Sig.
(Constant)	0.876	6.24	0.000
The emotional intelligence in the Suez Canal Authority (SCA)	0.218	4.85	0.000

Dependent Variable: job satisfaction

Table (5) shows that the value of t-test for the beta of the emotional intelligence in the Suez Canal Authority (SCA) is 4.85, which is significant at 0.05 level. That is it beta is significant and can represent the impact of the emotional intelligence in the Suez Canal Authority (SCA) as dependent variable and job satisfactions as independent variable. The value of the beta for the emotional intelligence in the Suez Canal Authority (SCA) is 0.218 that is every increase of one unit of the emotional intelligence in the Suez Canal Authority (SCA) will increase the job satisfaction in the Suez Canal Authority (SCA) with (0.218).

Therefore, it can be conclude that there are Impacts of The emotional intelligence in the Suez Canal Authority (SCA) and job satisfactions and there is relationship between Impacts of The emotional intelligence in the Suez Canal Authority (SCA) job. The results showed that employees" emotional intelligence was positively correlated with job satisfaction.

This result is in consist of other studies that observed weak to modest relationships between trait EI measures and job satisfaction (i.e., EQi, Carmeli, 2003; Kafetsios & Loumakou, 2007; a Greek trait EI scale, Vacola, Tsaousis, & Nikolaou, 2003) (*Shooshtarian* et al., 2013) Jennifer (2010).

Conclusion

This study investigates the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA). The results showed that employees" emotional intelligence was positively correlated with job satisfaction and there was a significant relationship between the labor's emotional intelligence and their job satisfaction in the Suez Canal Authority (SCA). This result is along with other studies.

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