

**GENDER DIFFERENCES ON THE VARIABLES OF  
EMOTIONAL INTELLIGENCE, CREATIVE-POTENTIAL  
AND JOB SATISFACTION IN MANAGERS**

**Sonia Mairaj Ahmad\* & Zainab Fotowwat Zadeh**

Institute of Professional Psychology  
Bahria University-Karachi Campus, Pakistan

**ABSTRACT**

*Investigating emotional intelligence and creativity is incontestable in today's organizations. Hence, the aim of this research was to find out differences on the variables of emotional intelligence, creative potential and job satisfaction in the scores of male and female managers of multinational organizations. Purposive sampling technique was utilized and the sample comprised of 90 managers with 33 female managers and 57 male managers of age 30 years and above; with at least five years of job experience at the post of a manager. The Self Report Emotional Intelligence Scale (Schutte et al., 1998), Creative Potential Index (Cattell, Cattell, & Cattell, 1993), and Job Satisfaction Index (Phoebus Publishing, 1975) were administered. To analyze the difference between the male and female managers t-test was computed using the SPSS software. The results reveal insignificant differences between male and female managers on emotional intelligence, creative potential, and job satisfaction. Further, the significant differences on managing own emotions factor of emotional intelligence and openness to change factor of creative potential are evident. Limitations and implications are further discussed.*

---

**Keywords:** Emotional Intelligence, Creative Potential, Job Satisfaction, Managers

---

\* Correspondence Address: Sonia Mairaj Ahmad: PhD Fellow, Institute of Professional Psychology, Bahria University-Karachi Campus, Pakistan.  
E-mail: soniamairaj@gmail.com

## **INTRODUCTION**

The debate about gender differences among various constructs has been ongoing for many centuries. There are variables where striking differences are observed and there are constructs where no differences are found. Also, since the working environment, trends and general approach to working have changed and advanced over the years, the working styles and attitudes of women toward work have also evolved. Just like the IQ increases every decade, *Flynn Effect* (Lahey, 2004); the gender paradox also changes.

As traits and skills are developed over time; and education, globalization and innovation have become accessible to everyone; organizations spend a lot of time and effort on designing and conducting trainings to provide opportunity to train their work force to learn, develop and adapt to new trends at the workplace. Industrial-Organizational Psychologists along with Human Resource Managers and Organizational Behavioral specialists have been interested in personal dispositions and person based evaluations of personnel for better productivity and success of organizations. Some of the constructs which have gained increased popularity are emotional intelligence, creative potential and job satisfaction. In the same line, the present research attempted to find out gender differences on the variables of emotional intelligence, creative potential, and job satisfaction in male and female managers in multinational organization in the context of Pakistani cultural.

Emotional Intelligence refers to being able to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey, & Caruso, 2000). Researchers have reported evidence for gender related differences on emotional intelligence (Brackett & Mayer, 2003; Day & Carroll, 2004). Women tend to be better in expressing emotions, to correctly classify facial emotions and to differentiate among them, whereas men have difficulty in labelling their emotions (Brackett & Salovey, 2004; Brackett, Warner, & Boso, 2005; Cavallo & Brienza, 2002; Ciarrochi, Chan, & Caputi. 2000; Dimberg & Lundquist, 1990). Conversely, on specific tests and its sub scales no differences between the genders have been reported (Mayer, Caruso, & Salovey, 2000; Yousaf & Ahmed, 2007). Ismail and Asad (2002) conclude that in the west at least, some companies specifically train their women executives to be able to better read the all-male environment of the organization and adapt their styles accordingly. So these

## **Pakistan Journal of Psychology**

kinds of trainings on the long run decrease the likelihood of having gender disparity at work.

Simonton (2000) claims that even with all the extensive research into understanding creativity in minorities and women, psychologists are still way behind the ultimate truth. In most of the studies biographical accounts and lifelong patterns have been reported with the occurrence and impact of creativity. One study focused on successful adult females by utilizing historical analysis of psychological traits and childhood environments. The findings concluded that both environment and intelligence contribute to success. The study sample as young girls had encouraging parents, and was financially and culturally privileged; they were reported to be strong-willed, hardworking and intelligent and had the learning opportunities apart from the school. The ones that grew up to become writers had the prominent way towards questioning assumptions and conventions in comparison to the future scientists, artists, lawyers and politicians (Wallace & Wahlberg, 1995).

In a past study, Bachtold (1976) studied professional women from the fields of arts, sciences, politics, psychology and literature and reported them in comparison to women in general population to be more adventurous, more assertive, brighter and less conservative. The personality traits for each group appeared to be distinct and adapted according to their career role expectations. Studies on differences between professional men and women on creativity have found mixed findings. Some studies found men to score higher (e.g., Razaveye, 2006; Wong & Ladkin, 2008) whereas others found no differences (e.g., Al Shehri, AlHarthi, & Al-Khatib, 2013). Some others found similarities between (e.g., Zhou & George, 2003).

The third variable of interest in present study which is found to be associated with both emotional intelligence as well as creative potential is job satisfaction. It is highly influenced by work environment, pay, fringe benefits, job opportunities and organizational culture. Researchers worldwide have studied the factor of gender and satisfaction at work very thoroughly. As women started working alongside men in the workforce, they have taken up jobs in almost all kinds of work fields. Past researchers have found few or no significant differences regarding women's level of job satisfaction as compared to men (Brush, Moch, & Pooyan, 1987; Greenhaus, Parasuraman & Wormley, 1990; Witt & Nye, 1992).

## **Ahmad & Zadeh**

Various studies have been conducted with thousands of women and multiple jobs at various levels. It has been evidenced that men were at managerial/ professional jobs whereas females were more likely to have clerical jobs. As Kreitner and Kinicki (2001) write that historically in the United States of America, female employment was concentrated in relatively lower paying and lower level occupations. In another estimate, women were shown to be under-paid relative to men; women managers and professional received 70.5% of the equivalent men's salaries (Bureau of Labor Statistics, 1999). When paid equally they suffer in areas like job opportunities. It is reported that most of the public organizations have more percent of male officials hence many studies have found female workers reporting lower levels of satisfaction at work (Bedeian, Farris & Kacmar, 1992; Herrera, 2003).

According to Bender, Donohue and Heywood (2005) as the study regarding estimates of size of gender-earnings gap became a topic of study, it raised interest in studies linked to gender-gap in job satisfaction as well. The paradox of the satisfied female worker (Bender et al., 2005) gender-job satisfaction paradox (Kaiser, 2002) relates to the findings that in spite of the presence of a disadvantaged position in the labour market in the context of promotions, career prospects, earnings, recruitments and dismissals, women still report a higher level of job satisfaction in comparison to their male counterparts.

The countries that provide no significant difference in gender related job satisfaction include Bulgaria, Czech Republic, Estonia, Hungary, Italy, Romania (BPO) and Spain (European Foundation for the Improvement of Living and Working Conditions, 2007). In countries like Austria, Finland, Netherlands, Sweden and UK, the gender paradox is evident and the women report more satisfaction at work than the men. As women are gradually compelled to work for monetary motives rather than to attain personal satisfaction, they perceive themselves as the person bearing the load of the breadwinner and the one able to pay for groceries (Rose, 2005). However, Denmark and Portugal are two countries that reported men as more satisfied with work in comparison to women and this contradicts the gender-job satisfaction paradox for these countries.

To sum up, the above stated studies have been conducted in Western culture and this area is still under researched in Pakistan. The available studies are conducted on educational and school setups, college or university students and general population. Contemplating the real dearth of such studies in Pakistani cultural context, the present study has been carried out to assess differences on

## **Pakistan Journal of Psychology**

the variable of emotional intelligence, creative potential and job satisfaction in male and female managers in multinational organization in the context of Pakistani culture. Since, women are entering the job market at all levels to a greater extent due to the recent changes in society because of increased economic pressures, expansion of educational facilities and increased access to learning. There are highly qualified women working in white-collar management, administrative, and creative and academic positions; women of the middle class have entered the ranks of retail and restaurant workers, as well as other responsible positions (Hussain, 2008). Thus, the obtained findings will be helpful in improving the selection and hiring processes for both men and women. Also, the findings obtained may be of help as these variables may be incorporated when training for softer skills for both male and female managers.

Contemplating the literature review, this study hypothesized that:

1. There would be a significant difference among male and female managers on the variables of emotional intelligence, creative potential and job satisfaction.

## **METHOD**

### ***Participants***

The sample was collected using a non-probability purposive sampling method. The sample size comprised of 90 Managers with 33 female managers and 57 male managers of age 30 years and above having 16 years of education (Master's degree) or having 14 years of education (Bachelor's degree) with a Professional Diploma in Business/ Public Administration. They had to be currently working in the Marketing/ Finance departments. The minimum criterion for job experience was of five years at the post of a manager. The sample is male dominant. The demographic characteristics of the sample are presented in Table 1 and 2.

### ***Measures***

The research booklet was utilized to collect the responses from the managers, it included the following forms.

## Ahmad & Zadeh

### **Demographic Information Form**

The Demographic information form included manager's age, gender, marital status, education, work experience as well as tenure in current organization, sector, and monthly income.

### **Self-Report Emotional Intelligence Scale (SREIS)**

The Self-Report Emotional Intelligence Scale (SREIS) developed by Schutte and colleagues (1998) is 33 items self-report short form. The SREIS has been designed to map onto the Salovey and Mayer (1990) model of Emotional Intelligence. The questionnaire contains a 5-point scale with higher scores indicating a higher level of emotional intelligence. The four factors studied as the most applicable for the scale include: *Perception of Emotions*, *Managing Own Emotions*, *Managing Others Emotions* and *Utilization of Emotions* (Ciarrochi, Chan, & Bajgar, 2001). The SREIS is found to have good psychometric properties with Cronbach's alpha of .87 and two week test-retest reliability of .78 (Schutte et al., 1998). In Pakistani sample, the Cronbach's alpha has been reported to be .70 (Yousaf & Ahmed, 2007). In the present study, the Cronbach's alpha obtained is .79 showing good internal consistency.

### **Creative Potential Scale (16PF)**

The creative potential scale is a predictive scale formed through a special combination of factors developed by Cattell, Cattell, and Cattell (1993) for the 16 Personality Factors questionnaire. It is assessed by the items responded on the 16 Personality Factors equation for "Creative Potential". The total numbers of items comprising the creative potential equation are 54. The scale comprises of the high scores on the factors of Dominance (E+); Social Boldness (H+), Abstractedness (M+), Openness to Change (Q1+), and Perfectionism (Q3+). The 16 PF uses "standardized ten" (sten) score scales. Sten scores range from 1-10, with mean of 5.5 and a standard deviation of 2. A high level of Creative Potential is a sten score of 8, 9 and 10; whereas; a low score of Creative Potential is sten score 1, 2 and 3.

The Cronbach's alpha for four factors of 16PF Emotional Stability, Social Boldness, Apprehension, and Tension have been reported ranging from .60 to .78 (Yousaf & Ahmed, 2007). In the present study, the Cronbach's alpha obtained is .64 showing satisfactory internal consistency

## **Pakistan Journal of Psychology**

### **Job Satisfaction Index (JSI)**

The Job Satisfaction Index (Phoebus Publishing Co./ BPC Publishing Ltd., 1975) is utilized to obtain an overall level of job satisfaction. It is concerned with a person's job related attitudes, feelings and behavior patterns. Job Satisfaction is defined by the score obtained on the index; high level is defined by the score of 151 and above indicating that the job is a source of great satisfaction whereas low scorers are in the range of 28 to 80 signifying dissatisfaction with the current job. The Cronbach's alpha for JSI obtained in present study is .49.

### ***Procedure***

The sample was selected through a purposive sampling technique. The first stage started with drafting out a list of multinational companies located in Karachi along with a list of public sector organizations. These lists were counter checked with the listing of top companies given by Karachi Stock Exchange and promoted by magazines like economist, business review and the circulations by the State Bank of Pakistan. The list was divided according to sectors; Banks, Petroleum & Marketing, Logistics, Food, Media & Entertainment, Fabric Manufacturing, Industry & Energy, Distribution Network, Hotel & Services, Automobile Assemblers & Sales, Pharmaceutical Companies, Advertisement & Marketing, Other / Misc. NGO. The divisions of finance managers and marketing managers were selected based on the degrees offered at universities internationally as well as in Pakistan. These academic and professional qualifications have been counter checked with the descriptions given on the O\*NET link (previously known as Dictionary of Occupational Titles; DOT). It is the biggest and diversified source of occupational information and is also utilized by the Bureau of Labor Statistics, USA. Most of the job analyses, job designing, classifying designations and selecting criteria for promotions were developed by utilizing this resource. The reason for selecting O\*NET was that, in the Multinational Organizations, the Job classification and Designations are based on International systems and many systems are basic derivations of the O\*NET.

At the site of conducting the research, the researcher presented the participants one research booklet containing 115 statements and provided a separate answer sheet to easily mark the answer choices. The entire booklet takes approximately 40 minutes to complete. At the end of the administration, participants were thanked for their time and cooperation.

## Ahmad & Zadeh

The present research has been based on the Ethical Standards for research in Industrial and Organizational Psychology, promoted by the Society of Industrial and Organizational Psychology (SIOP), Division 14 of the American Psychological Association.

### *Scoring & Statistical Analysis*

The responses on each statement were entered into the SPSS software (version 20). The scores were converted to ranges and sten scores followed by the computation of *t*-test to test hypothesis of the present study. The mean and standard deviation were also calculated.

## RESULTS

**Table 1**  
*Descriptive Statistics for the Age of the Sample*

<b>Variable</b>	<b>Male</b> <i>(n=57)</i>		<b>Female</b> <i>(n=33)</i>		<b>Entire Sample</b> <i>(N=90)</i>	
	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>
Age	43.54	7.80	37.61	10.987	41.36	9.48

**Pakistan Journal of Psychology**

**Table 2**  
*Frequencies and Percentages of Male & Female Managers across the Designation*

		Type of Designation	Gender	Frequency	%
Finance Managers  (n= 44)	Chief Executives	Females	0	0	0
		Males	6	13.6	
	Sales & Supply Chain Managers	Females	5	11.4	
		Males	6	13.6	
		Females	4	9.1	
		Males	22	50	
	Advertising & Promotion Managers	Females	1	2.3	
		Males	0	0	
Marketing Managers  (n= 46)	Treasures & Controllers	Females	3	6.5	
		Males	5	10.9	
	Financial Managers Branch/ Dept.	Females	10	21.7	
		Males	11	23.9	
	Auditors & Accountants	Females	10	21.7	
		Males	7	15.2	

**Table 3**  
*Gender Differences on the Variables of Emotional Intelligence, Creative Potential and Job Satisfaction*

Variables		Gender	M	SD	t	Sig
Factors for Emotional Intelligence	Emotional Intelligence	M	126.21	10.52	1.858	.07
		F	121.30	14.40		
	Perception of Emotions	M	35.65	4.79	.547	.59
		F	35.09	4.45		
	Managing Own Emotions	M	34.93	3.61	2.972	.00*
		F	32.58	3.63		
	Managing Others Emotions	M	31.75	3.34	1.460	.15
		F	30.48	4.89		
Factors for Creative Potential	Utilization of Emotions	M	23.88	3.58	.832	.41
		F	23.15	4.62		
	Creative Potential	M	5.93	0.82	-1.286	.20
		F	6.18	1.01		
	Dominance	M	5.74	1.52	-.460	.65
		F	5.91	2.01		
	Social Boldness	M	6.11	1.68	-.115	.91
		F	6.15	2.08		
Factors for Job Satisfaction	Abstractedness	M	6.07	1.19	-.699	.49
		F	6.24	1.00		
	Openness To Change	M	5.84	1.70	-2.989	.00*
		F	6.91	1.51		
	Perfectionism	M	5.82	1.43	-.174	.86
		F	5.88	1.41		
	Job Satisfaction	M	122.37	20.62	-.448	.66
		F	124.24	16.22		

*Note.* The scores for Creative Potential and its factors is in STENs (0-10); \* $p < .05$

## **Pakistan Journal of Psychology**

### **DISCUSSION**

The present study assessed the gender difference on the variable of emotional intelligence, creative potential and job satisfaction in managers. Key findings obtained are as such: First, the analysis regarding differences on emotional intelligence reveals insignificant differences between male and female managers (Table 3). These findings are consistent with previous findings conducted in Pakistan where no gender differences were found (e.g., Batool & Khalid, 2011; Malik, Ghafoor, & Naseer, 2011; Malik, Shahid & Khan, 2013; Yousaf & Ahmed, 2007; Zadeh & Saleh, 2008). Many researchers quote that due to cultural differences, living in a male dominant society gender paradox exists in Pakistan. This research highlights another aspect; all situations being true, the gender difference does not exist in the personality traits of men and women for the selected multinational organizations. How managers adapt to situations and emotions remains same; how they behave and react may differ. Also global organizations impart a lot of training to senior managers based on self-improvement and with higher education the adaptive style become generalized to every person in the team, reflecting an overall organizational personality and culture.

Further, analysis indicates significant differences on the *managing own emotions* factor of emotional intelligence. The male managers scored high as compared to the female managers. This factor is an extension of perceiving emotions; being one step ahead of this trait, the managers reflect a control on self-expression of emotions and, in display of emotions that can cause disruption at work and have a negative impact. One reason for this is the education, designation and experience of the managers included in the sample. With tenure and varied job experiences the emotional context of self and organization is better understood. The difference suggests in comparison to women men have a better comprehension of managing emotions. As researches suggest women are more expressive and react more to changes in the environment, back home, family and children's issue.

Second, analysis regarding gender differences on variable of creative potential shows insignificant difference. However, a significant difference on the creative potential index factor of openness *to change* (Table 3) is evident. For this factor the female managers scored more than the male managers. The openness to change factor relates to flexibility, being adventurous and open to new ideas, experiences and events. Past researches demonstrated professional

## **Ahmad & Zadeh**

women to be more creative and adaptive according to their career role demands (Bachtold, 1976). They are found to be more original and flexible in their work and appeared to be less influenced by others (Helson, 1996). A study conducted in Pakistani cultural context (Munaf, Ahmad & Siddiqui, 2002) found that male bankers scored more on original thinking than women bankers in Pakistan and summarized the reasons of women being traditionally dependent, timid and suggestible. Also the researchers debated that the male child since childhood is encouraged more for the traits of being vigorous, independent and having an exploratory nature. Mahmood (2003) also found similar findings for women scoring low on original thinking. The findings of these studies contradict the findings from present study. The plausible explanation could be perhaps in the span of a decade and more, the childrearing patterns have slowly shifted among the genders. A lot of focus is given to the females to get education, to seek higher education, to start a job and excel in it. On-job-trainings and workshops are designed to include both men and women at different designations to avail them and transfer the training back to their work stations. The women in the sample were designated at senior management posts such as head of departments, team leaders and CEOs.

Third, the analysis reveals insignificant difference on the variable of job satisfaction between male and female managers. These findings are indicative of similar satisfaction level of both genders towards the work and are consistent with the findings of other researchers in Pakistani context (Malik, Ghafoor, & Naseer, 2011). Although the female sample was less in number, the designation and qualifications along with work experience of these managers show adequate impact of trainings, education and job experiences to suggest similar scores on job satisfaction. This also suggests that the work environment and the dynamics of multinational organizations are professionally developed and the trends and issues that are updated and controlled globally are valid and in practice within Pakistan, especially in Karachi as well.

### ***Conclusion***

The findings of the present study show no differences on emotional intelligence, creative potential and job satisfaction between male and female managers. The factors of managing own emotions and openness to change have gender specific expression. Trainings for soft skill can be designed with Industrial-Organizational Psychologists to improve on the level of emotional intelligence and creativity of managers.

## Pakistan Journal of Psychology

There are few limitations of the study which warrants limited generalizations of findings. The study is limited to the multinational organizations in Karachi and it is suggested to include locations across the other cities of Pakistan with larger sample size. It is also suggested to study personality dispositions in a qualitative research method design and as longitudinal studies. It is also recommended to observe changes in patterns following trainings and post-test designs.

## REFERENCES

Al Shehri, A. M., AlHartthi, A. S., & Al-Khatib, A. J. (2013). Patterns of creativity trends among health managers in health sector of Saudi Arabia, Riyadh region. *European Scientific Journal*, 9(6), 111-128.

Bachtold, L. M. (1976). Personality characteristics of women of distinction. *Psychology of Women Quarterly*, 1, 70-78.

Batool, S. S., & Khalid, R. (2011). Development of indigenous scale of emotional intelligence and evaluation of its psychometric properties. *Pakistan Journal of Social and Clinical Psychology*, 9, 66-72.

Bedeian, A. G., Farris, G. R., & Kacmar, K. M. (1992). Age, tenure, and job satisfaction: A tale of two perspectives. *Journal of Vocational Behavior*, 40, 33-48.

Bender, K., Donohue, S., & Heywood, J. (2005) Job satisfaction and gender segregation, *Oxford Economic Papers*, 57(3), 479-496.

Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147-1158.

Brackett, M. A., & Salovey, P. (2004). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). In G. Geher (Ed.), *Measuring emotional intelligence: common ground and controversy* (pp.181-196). NY: Nova Science Publisher, Inc.

## Ahmad & Zadeh

Brackett, M. A., Warner, R. M., & Bosco, J. S. (2005). Emotional intelligence and quality of relationship among couples. *Personal Relationships*, 12, 197-212.

Brush, D. H., Moch, M. K., & Pooyan, A. (1987). Individual demographics differences and job satisfaction. In P. E. Spector (1996), *Industrial and Organizational Psychology: Research and Practice*. USA: John Wiley & Sons Inc.

Bureau of Labor Statistics. (1999). *Earning statistics obtained from table 3: median used weekly earnings of fulltime wage and salary workers by occupation and sex, quarterly averages, not seasonally adjusted*. Retrieved from <http://stats.bls.gov/news.release/wkyeng.t03.html>

Cattell, R. B., Cattell, A. K., & Cattell, H. E. (1993). Sixteen Personality Factor Questionnaire (5<sup>th</sup> ed). In M. T. Russell & D. L. Karol (1994). *16PF fifth Edition: Administrator's Manual*. Illinois, USA: Institute for Personality and Ability Testing, Inc.

Cavallo, K., & Brienza, D. (2002). *Emotional competence and leadership excellence at Johnson and Johnson: The emotional intelligence and leadership study*. Consortium for research on emotional intelligence in organizations. Retrieved from [http://www.eiconsortium.org/reports/jj\\_ei\\_study.html](http://www.eiconsortium.org/reports/jj_ei_study.html)

Ciarrochi, J. V., Chan, A. Y., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-556.

Ciarrochi, J., Chan, A. Y. C., & Bajgar, J. (2001). Measuring emotional intelligence in adolescents. *Personality and Individual Differences*, 31, 1105-1119.

Day, A. L., & Carroll, S. A. (2004). Using an ability based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors. *Personality and Individual Differences*, 36, 1443-1458.

Dimberg, U., & Lundquist, L. O. (1990). Gender differences in facial reactions to facial expression. *Biological Psychology*, 30, 151-159.

## Pakistan Journal of Psychology

European Foundation for the Improvement of Living and Working Conditions (2007). Measuring job satisfaction in surveys-Comparative analytical report. Retrieved from <http://www.eurofound.europa.eu/observatories/eurwork/comparative-information/measuring-job-satisfaction-in-surveys-comparative-analytical-report>

Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluation, and career outcome. *Academy Of Management Journal*, 33, 64-86.

Helson, R. (1996). Arnheim Award address to division 10 of the American Psychological Association: In search of the creative personality. *Creativity Research Journal*, 9, 295-306.

Herrera, R. (2003). Job satisfaction among athletic trainers in NCAA divisional institutions. *The Sports Journal*, 6(1), 1-7.

Hussain, I. (2008). *Problems of Working Women in Karachi, Pakistan*. UK: Cambridge Scholars Publishing.

Ismail, Z., & Asad, N. (2002). Self-monitoring: A correlate of leadership style. *Pakistan Journal of Psychology*, 33, 3-12.

Kaiser, L. C. (2002). *Job satisfaction: A comparison of standard, non-standard, and self-employment patterns across Europe with a special note to the gender/ job satisfaction paradox*, EPAG Working Paper 27, Colchester, University of Essex. Retrieved from: <http://www.iser.essex.ac.uk/epag/pubs/workpaps/pdf/2002-27.pdf>

Kreitner, R., & Kinicki, A. (Eds.). (2001). *Organizational Behavior*. New York, USA: Irwin /McGraw-Hill.

Lahey, B. B. (2004). *Psychology: An introduction*. NY, USA: McGraw-Hill.

Mahmood, K. (2003). *Relationship of personality factors with academic achievement in Pakistan*. Unpublished doctoral dissertation. Institute of Professional Psychology, Bahria University, Karachi-Pakistan.

## Ahmad & Zadeh

Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267-298.

Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed), *Handbook of intelligence* (pp. 396-420). NY: Cambridge University Press.

Malik, M. E., Ghafoor, M. M., & Naseer, S. (2011). Organizational effectiveness: a case study of telecommunication and banking sector of Pakistan. *Far East Journal of Psychology and Business*, 2(1), 37-48.

Malik, S. M., Shahid, A., & Khan, F. A. (2013). Walt Disney and emotional intelligence. *Bahria Journal of Professional Psychology*, 12(1), 34-54.

Munaf, S., Ahmed, R., & Siddiqui, Z. (2002). Vigor and original thinking as dominant traits of Pakistan male bankers. *Pakistan Journal of Psychology*, 33, 55-63.

O\*NET, Occupational Information Network from <http://www.onetonline.org>.

OPP, Oxford Psychologists Press Ltd, Oxford, United Kingdom  
<https://www.opp.com>

Petrides, K. V., & Furnham, A. (2000). Gender differences in measured and self-estimated trait emotional intelligence. *Sex Role*, 42, 449-461.

Phoebus Publishing Co./ BPS Publishing Ltd. (1975). Job Satisfaction Index. In J. S. Nevid & S. A. Rathus (2005). *Psychology and the challenges of life: Adjustment in the new millennium* (9<sup>th</sup> ed.). USA: John Wiley & sons, Inc.

Razaveye, S. E. (2006). *Predicting creativity with regard to sex, external and internal motivation in Shiraz University*, 22(4), 94-103.

Reis, S. M. (2002). Toward a theory of creativity in diverse creative women. *Creativity Research Journal*, 14(3), 305-316.  
doi.10.1207/S15326934CRJ1434\_2

Rose, M. (2005). Job satisfaction in Britain: Coping with complexity. In European Foundation for the Improvement of Living and Working

## Pakistan Journal of Psychology

Conditions, (2007). *Measuring job satisfaction in surveys comparative analytical report*. Retrieved from [http://www.eurofound.europa.eu/sites/default/files/ef\\_files/ewco/reports/TN0608TR01.pdf](http://www.eurofound.europa.eu/sites/default/files/ef_files/ewco/reports/TN0608TR01.pdf)

Salovey, P. & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C.J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Difference*, 25, 167-177.

Simonton, D. K. (2000). Creativity: Cognitive, Personal, Developmental, and Social Aspects. *American Psychologist*, 55, 151-158.

Wallace, T., & Wahlberg, H. (1995). Girls who became famous literalists of the imagination. In Reis, S. M. (2002). Toward a theory of creativity in diverse creative women. *Creativity Research Journal*, 14(3) 305-316. doi.10.1207/S15326934CRJ1434\_2

Witt, L. A., & Nye, L. G. (1992). Gender and the relationship between perceived fairness of pay or promotion and job satisfaction. In P. E. Spector (1996), *Industrial and Organizational Psychology: research and practice*. USA: John Wiley and Sons, Inc.

Wong, S. C., & Ladkin, A. (2008). Exploring the relationship between employee creativity and job related motivators in the Hong Kong hotel industry. *International Journal of Hospitality Management*, 27(3), 426-437.

Yousaf, S., & Ahmad, I. (2007). Emotional intelligence as predictor of managerial effectiveness. *Journal of Behavioral Sciences*, 17(1-2), 21-35.

Zadeh, F. Z., & Saleh, S. A. (2008). A gender comparative study of emotional intelligence in employees of multinational companies of Karachi. *Bahria Journal of Professional Psychology*, 4, 69-80.

Zhou, J., & George, J. M. (2003). Awakening employee creativity: The role of leader emotional intelligence. *The Leadership Quarterly*, 14(4-5), 545-568.