

A Cross-Cultural Study on Job Satisfaction, Quality of Work Life and Emotional Intelligence between Iranian and Indian Female Employees

Bahman Kord Tamini^{1*}, Narendra Kumar Chadha², Ziba Karimi³, Hajar Barati⁴

¹ Corresponding author, Associate Professor, Department of Psychology, Faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zahedan, Iran. E-mail: bahmanpsy@gmail.com.

² Maryland University, President ICCA, USA. E-mail: nkcdu11@gmail.com.

³ Ph.D. Candidate in Industrial and Organizational Psychology, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran. E-mail: zibakarimi2012@yahoo.com.

⁴ Ph.D. Candidate in Industrial and Organizational Psychology, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran. E-mail: zibakarimi2012@yahoo.com.

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ABSTRACT

Women in developing countries have competed to initiate an identity and make a capacity for themselves and show their abilities at work environment. The study was intended to examine whether cross - cultural differences exist with regard to job satisfaction, quality of work Life and emotional intelligence between Indian and Iranian female university employees. The sample size including 93 female employees from University of Sistan and Baluchestan and 70 employees from Delhi University that were randomly chosen for this research and they completed the measures of Job Satisfaction, Quality of Work Life and Emotional Intelligence. For analyzing the data t – test and One – Way MANOVA were performed. The findings illustrated that there was significant cross – cultural differences on job satisfaction, job and career, home work interface, working conditions, and total scores of quality of work life, sensitivity, maturity, competency and overall emotional intelligence with regard to gender. The significant finding was that Iranian female employees felt more entitled than did Indian female employees.

Introduction

Today job satisfaction has been central topic in the workplace. Individual have tend to work in the workplace as well as the services where they become more satisfied. This issue is related to human behavior. But in real world how much alike job satisfaction is verified in different jobs. The researchers tend to analyze job satisfaction from organizational perspective. It could be very fascinating to appearance the job satisfaction from women standpoint for presenting (Tasnim, 2006). One of the popularity of job satisfaction is that its assessment is easy. One of the other explanation for the popularity to exploring the job satisfaction is that a main factor in some perspectives which are associated to organisational concern, like the work nature, job environment and supervision (Tamini, Pourghaz and Khanghaei, 2011). According to Spector (2003; Tamini & Khan, 2009; Tamini, Pourghaz and Khanghaei, 2011) job satisfaction was measured as an important antecedent of workforce and organisational consequences from job accomplishment to wellness and length of life. Regardless with the vide utilization of job satisfaction in empirical studies, moreover in quotidian living, there is quite no common concurrence on how to define the job satisfaction. Furthermore, before define the job satisfaction, the nature and work importance must be considered as ubiquitous human action (Aziri, 2011). The



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highly usage description of job satisfaction was proposed with Locke (1976), who explained job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Hoppock (1935) defines the job satisfaction "as any integration of psychological, physiological and environmental conditions which lead to an individual honestly to say "I am satisfied with my job" (Aziri, 2011). Schultz and Schultz (2004) express that job satisfaction deals with individuals' positive and negative feelings and attitudes that they sustain to their job. It leans on a lot of factors that are associated to work, ranging from their allocated parking area to the sense of gratification they obtain from their everyday activities. There are three overall recognized scopes for job satisfaction. First, it is an emotionally reaction to a work condition. Second, it is frequently characterized with how quite results confront expectancies. Third, it constitutes many associated viewpoints. For job satisfaction five dimensions have been identified that constitute the most important aspects of a job about that it contains the effective responses of employees, namely: 1. "the work itself, 2. pay, 3. promotion opportunities, 4. supervision, and 5. Coworkers" (Luthans, 2008: p.142). Several studies have been carried out around the world and results found a meaningful association between sex differences and job satisfaction. The results of Nayab, Iqbal, Akhwand, Suleman, and Ibrahim (2015) study indicated that Pakistani male employees had high satisfaction with their jobs than female employees. Sloane and Williams (2000) illustrated which the elements impact on job satisfaction is different to male and female employees even if they have a congruent working environment. Azim, Haque and Chowdhury (2013) carried out a research on employees in Bangladesh and found out that regardless of sex and marriage status, were 'moderately satisfied'. There was not any meaningful gap on levels of job satisfaction of male and female employees or their marriage statuses. Mason (1995) concluded that women had high job satisfaction at workplace in which they can have interaction with other employees in a manner of supportive and cooperative. Bender, Donohuey, and Heywoodz (2005) demonstrated that women in female dominated work environment might have higher job satisfaction for the reason that they respect job resiliency and so select to prevail the work environment which produce job resiliency. Oshagbemi (2000) indicated that gender and rank was significantly affected on job satisfaction. Women teaching staff at greater ranks like, experienced assistant professors, associate professors and professors, had higher job satisfaction than men counterparts. Some research has been performed on job satisfaction with regard to gender differences in India, for instance, Yoganandan and Sathya (2015) showed that most of the male staff doing service in State Bank of India had not satisfaction with their amount of salary. Nagar (2012) displayed that female teachers achieved more scores on job satisfaction and work commitment than male teachers. Moorthy (2013) displayed that the job satisfaction level of women teachers of Theni District was at average amount. Moreover, Santhi and Sundar (2012) found out that 55% of female employees had high satisfaction on recent work-life balance advantages, and remained of 45% participants had an average satisfaction/dissatisfaction. In a study Murthy and Anita (2010) showed that there was no main gender bias in media section, job vulnerability and non-implementation of specific facility for female employees and of pay board rules are matters that require to pay attention. In a study Sousa – Pozaa and Sousa – Pozac (2007) demonstrated that there is no obvious gap in firm attachment of men and women workers. Raj and Lalita (2013) deduced that there was not any meaningful gap in the amount of satisfaction of women and men teachers. Devi and Rajasekhar (2015) stated that there was not emerged any sex difference with respect to job/life satisfaction. There is also some research findings on job satisfaction and gender in Iran, for instance, Moghadam, Peiravian, Naderi, Rajabzadeh, and Rasekh (2014) illustrated that men chemists were more satisfied in comparison to their women coworkers. Zamanifar, Escandary, and Shafiabady (2016) not found meaningful gap in the association between being satisfy with job and dyadic adjustment in men and women. In a study, Rast and Tourani (2012) noted that there is no notable gap on satisfaction with job of women and men clerks working in airline industry. The results of some studies did not show any meaningful gap on satisfaction with job of teachers and university staffs (Hessamy and Kheiri, 2013; Tamini and Kord, 2011). In a cross – cultural study Saiyadain (1985) explored the association of job satisfaction and individual traits between Indian and Nigerian employees and results displayed that gender was not significantly related to being satisfied with job for employees of two countries. In a recent study, Andrade, Miller and Westover (2021) found out that the average scores of "work satisfactory for female were lower over hospitality occupations except for hotel receptionists, housekeeping supervisors, and hotel cleaners. Finding showed that the significance of coworker relations, the negative impact of being discriminated against and harassed at work, working weekends, marital status, and supervisory status for female with autonomy, work stress, education, and employment relationship being more notable for male. Interesting work, work being useful to society, job security, pay, relations with management, and work interfering with family were significant for both gender".

Nowadays management of stress has begun to be one of the most considerable notions in the environment of work. It is also observed that working productivity has reduced to some scope as experts incapable to keep up a stability between their private and occupational lives. This distinction has created organizations to formulate such strategies that result in better job performance which leads to be satisfy with job. The level of employee satisfactory has been concerned to as quality of work life. It is a procedure in an organization that empowers its members at all levels to take part vigorously and beneficially in creating organizational environment, methods and outcomes (Srivastava and Kanpur, 2014). Researchers emphasize that quality of work life is a considerable variable in the environment of work for the these causes: enhance work environment confidence, increased women in the personnel, increased authority for senior employees, increased desires at work, the need for enhanced work environment skills, considerable competitiveness for ability, motivate employee loyalty, support employment, motivate for retention, increase efficiency, reduction of absenteeism, motivate to increase the educational level and eventually the job desires of the workforce (Garg, Munjal, Bansal, and Singhal, 2012). It seems that the quality of work life prospect does not promote one specific job design technique. Alternatively, it is much associated with the general job climate or job culture. Quality of work life may be associated with the effect of work on employees and organizational efficacy integrated with a prominence on contribution to solve the problems and make decisions (Luthans, 2008: p. 236). It is a “multi – facet construct that involves job satisfaction, job involvement, motivation, productivity, health, safety and well-being, job security, competence development and balance between professional and personal life” (Sheel, Sindhwani, Goel, and Pathak, 2012). Quality of work life sections including health satisfaction and security demands, economic and family demands, social demands, regard demands, gratification demands, knowledge and esthetics demands (Sirgy, Efraty, Siegel and Lee, 2001).

It seems that female employees are somewhat neglected in their work places, which it can be led to lower level of job satisfaction and employee productivity. Research evidence has shown that gender differences have effect on quality of work life. Findings of Indumathi and Selvan (2013) displayed that male employees have more stress at work and female employees have higher mean scores on management policies, social integration at workplace, and communication at workplace. Results did not show any meaningful difference on quality of work life facets such as of work- life stability and work security with regard to gender. Tabassum, Rahman and Jahan (2011) found out a meaningful gap between men and women workers on quality of work life and its domains like; “adequate and fair compensation, flexible work schedule and job assignment, attention to job design, employee relations and total scores of quality of work life”. Male workers obtained more scores female workers. Lad (2016) compared the quality of work life in Shivaji University, Kolhapur and Mumbai University employees. Result demonstrated that women obtained significantly higher scores on quality of work life than men. Nirmala and Anand (2015) found out that women workers had a good belief with regard to quality of work life whilst as compared to the men. Some research evidence did not show any relationship between quality of work life and gender, for instance, Bolhari, Rezaeean, Bolhari, Bairamzadeh, and Soltan (2011) not found notable association between gender and quality of work life. Momeni, Shafipour, Esmaeili, & Charati, (2016) revealed that there is no significant correlations between quality of work life and gender in nurses. In another study Delina and Prabhakara (2013) found out that female employees of Pondicherry have high problems with regard to work – life balance.

Emotions are taken into consideration as regulated responses, crossing the borders of many mental systems, consisting of the physiological, cognitive, motivational, and experiential systems. Emotions generally seem in reaction to inner and outside an event, which has an undoubtedly or negatively valenced which means for the individual. The regulated response of emotions as adjustment and as something that can potentially conduct to a conversion of personal and social interaction into enhancing experience (Salovey and Mayer, 1990). Emotional intelligence is an important topic in organizational psychology and more related to the importance of work – related outcomes; for instance, organizational productivity, individual performance and developing people; because its principles are lead to a new way to understand and assess the behaviors of employees at workplace, interpersonal skills, management styles, employees attitudes, and potential of employees. Salovey and Mayer (1990) have been the primary pioneers of emotional intelligence and that they advised their concept of emotional intelligence (EI) in 1990. At the equal time, different theorists have installation numerous specific EI models, together with the embellishments through Salovey and Mayer on their personal concept. Goleman (1998b) formulated the emotional intelligence version in phrases of a concept of overall performance. He found out that an EI – primarily based totally concept of overall performance has direct applicability to the place of labor and organizational efficacy, in particular in watching for excellence in

jobs of all types, from income to leadership. Mayer, Caruso and Salovey (2000) state that "emotional refers to an ability to recognize the meanings of emotions and their 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 those emotions, and manage them" (Mayer and Salovey, 1997; Salovey and Mayer, 1990). Goleman (2000) states that at workplace the emotional intelligence has five dimensions namely; "self – awareness, self – regulation, internal motivation, empathy and social skills".

Studies have depicted that there is a significant association between sex differences and emotional intelligence. For instance, Fernández-Berrocal, Cabello, Castillo, and Extremera (2012) demonstrated that the gender differences at first revealed for emotional intelligence were mediated entirely by age for the sections of facilitation and understanding, for strategic domain and for overall score, and moderately by age for the sub - scale of emotional managing. Naghavi and Redzuan (2011) illustrated that emotional intelligence was significantly related with sex differences. They concluded that girls received better ratings than boys on emotional intelligence, however excessive emotional intelligence in boys changed into a higher anticipation for achievement. Shehzad and Mahmood (2013) found out that the mean scores of women teachers was significantly higher than that of men only on interpersonal skills, but there was not any significant difference between women and men teachers on stress management, adaptability, general mood, and overall scores of emotional intelligence. In another study, Katyal and Awasthi (2005) indicated that girls achieved more scores on emotional intelligence in comparison to boys. Edwards, Ermer, Salovey, and Kiehl (2019) in a study revealed that women offenders were diminished in the understanding and management of emotion corresponding to the general population, and that women offenders obtained more scores in comparison to men offenders in emotional intelligence. Naghavi, Redzuan, Asgari, and Mirza (2012) indicated that girls exhibited significantly higher mean scores on emotional intelligence in comparison to boys. Some studies show that male have higher mean scores on emotional intelligence, for instance, in a study, Ahmad, Bangash and Khan (2009) showed that Pakistani men obtained more scores on emotional intelligence in comparison to women. In another study, Aiyappa and Acharya (2014) concluded that boys showed a higher intrapersonal awareness that indicates they had higher understanding of their own emotions and girls showed higher capability to manage emotions in interpersonal relationships. Their results suggested a gendered emotional socialization reflective of Indian culture. Fallahzadeh (2011) established that female college students acquired better imply ratings on adaptability scale however there has been now no longer any giant distinction with reference to intrapersonal, interpersonal, strain management, widespread temper and general scale of emotional intelligence. Ahangari and Taghizadeh (2012) indicated that male students showed significantly higher mean scores in comparison to female students on some domain of emotional intelligence such as stress management, self – actualization and stress tolerance. Tajeddini, Rangan, Malekzadeh, and Lallianzuali (2014) survived the overall emotional intelligence and its sub - scales in Indian and foreign students with respect to socio – demographic variables. Findings revealed that there was no statistically significant gap between Indian and Foreigner students in emotional intelligence with respect to gender. Tajeddini (2014) demonstrated that there was no meaningful gap in emotional intelligence scores of Indian and foreigner students with regard to gender.

Results of different studies had complicate effect of sex differences on job satisfaction, quality of work life and emotional intelligence in employees. Gender is one of the main socio- demographic variables which has a dominant effect on organizational productivity and it makes sophisticate results of researches and it would be more complicated in the cross – cultural scope of Iran and India, So the shortage of evaluation of literature in this challenge in Iran and India, the need of engaging in this research is salient with inside the conventional background of Iran and India that can be of growing countries. Furthermore the underneath questions were designed for this small piece research.

Research Questions:

1. Do female employees of Sistan and Baluchestan University and female employees of Delhi University differ significantly on the mean scores of job satisfaction?
2. Do female employees of Sistan and Baluchestan University and female employees of Delhi University differ significantly on the mean scores of quality of work life?
3. Do female employees of Sistan and Baluchestan University and female employees of Delhi University differ significantly on the mean scores of emotional intelligence?

Method

Participants and Procedure

The sample size consists of 163 female employees from University of Sistan and Baluchestan in Iran and Delhi University in India (93 employees from Iran and 70 employees from India) that were chosen randomly for this research. The measures were presented to employees and before to respond to items of measures direction for each section of the measures and questions were appropriately described. The participants were also convinced that their taking part in this research was optional and their answers to measures would be secret and applied for imperial aim solely.

Tools Used

Job Satisfaction Questionnaire

This questionnaire was constructed by Brayfield and Rothe (1951). This questionnaire consists of 18 questions in accordance on Likert scale and it has five answer choices ranging from "strongly disagree" to "strongly agree" with applied approach and with the notion of assessing job satisfaction via feedback of individual of his/her job. The reliability of this questionnaire using the Cronbach's alpha method was .86 (Gholami Fesharaki, Talebiyan, Aghamiri, and Mohammadian, 2012). In the present research the alpha Cronbach was .68.

Quality of Work Life Scale

The Quality of Work Life Scale consists of 24 item and is applied for measurement of perceived quality of work by an employee on the basis of 6 psychosocial sub – scales: "job and career satisfaction, general wellbeing, homework interface, stress at work, control at work, and working conditions" (Van Laar, Edwards, & Easton, 2007). The Work Related Quality of Life Scale includes 5 answers choices varying from "strongly disagree" to "strongly agree". Person item answers are added in combination to obtain a total score. "This scale represents employment and non – employment dimensions of life, as well as more current problems like occupational stress". The construct validity of the Quality of Work Life Scale was confirmed by factor analysis. The total scale reliability for the item pool was strong which its alpha was .96. This displays which the dimensions measure middle – range theoretical concepts in a consistent way (Van Laar, Edwards, & Easton, 2007). In a study Nowrouzi (2013), clarified the Quality of Work Life by the following explanation which was adapted from the Work Related Quality of Life Scale (WRQLS). The possible answers were: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." Moreover, high Quality of Work Life was described as scores of 4 or 5, and low Quality of Work Life was described by scores of 3, 2, and 1 on a five point Likert scale by the Work Related Quality of Life Scale question 24: "I am satisfied with the overall quality of my working life". In the current research using alpha Cronbach was .84.

Emotional Quotient Test

This test was constructed by Chadha (2001) to "evaluate the emotional intelligence and it has 22 questions with three sub – scales, namely; emotional sensitivity, emotional maturity and emotional competency, that encourage a person to identify truthfully, interpret honestly and manage delicacy the dynamics of human behavior". The method of scoring for this test is extended from five to twenty score. To response to every item has a score of 5, 10, 15 or 20. The test has been devised in such a way that it evaluates all three emotional aspects. "This test has been standardized for expert managers, businessmen, bureaucrats, artists, and graduate student population". The Emotional Quotient test has a test-retest and split – half reliability of .94 and .89, respectively and validity of .89. In the present research the Cronbach alpha was .64.

Results

Table 1- Frequency and Percent of University Employees.

University	Frequency	Percent	Valid Percent
Sistan and Baluchestan (Iran)	93	57.1	57.1
Delhi (India)	70	42.9	42.9
Total	163	100.0	100.0

Results from the table – 1 show that there are 93 employees from University of Sistan and Baluchestan (57.1 per cent) and 70 employees from Delhi University (42.9 per cent) in the sample giving a total of 163 employees.

For responding to the first research question t – test was used for assessing the job satisfaction scores for female university employees of Sistan and Baluchestan (Iran) and Delhi (India) and results are given in the table – 2.

Table – 2 Results of t – test on Job Satisfaction between Irani and Indian Female Employees.

Variable	University	N	Mean	S.D	T	Df	Sig.
Job satisfaction	Sistan and Baluchestan	93	63.05	8.76	4.40**	161	.0001
	Delhi	70	57.41	7.08			

**p<.01

The results of table – 3 reveals that there is a significant difference between female employees of Sistan and Baluchestan (M=63.05, SD=8.79) and Delhi university (M=57.41, SD=7.08; t(161)=4.40, p=.0001). Female university employees of Sistan and Baluchestan obtained greater mean scores than Delhi University employees.

For responding to the second research question One – Way MANOVA analysis was performed to evaluate university female employees' differences in the quality of work life scores and its sub – scales. Seven independent variables were used: job and career, general well – being, stress at work, control at work, home – work interface, working conditions and total scores of Quality of Work Life. Results are displayed in the table – 3, 4, and 5.

Table 3- Results of Multivariate Tests of Wilks' Lambda between University Female Employees of Sistan and Baluchestan and Delhi on Quality of Work Life.

Effect	Value	F	Df1	Df2	Sig.	η^2
Female Employees	.778	7.324	6	154	.0001	.222

Results of table – 3 reveal that there is a statistically significant difference between female employees of Sistan and Baluchestan University and female employees of Delhi University on the compounded dependent variable, F(6, 154)=7.324, P=.0001; Wilks' Lambda=.778; η^2 =.222.

Table 4 – Results of Between Subjects Effects on Quality of Work Life and Its Sub – Scales.

Source	Variables	Type III Sum of Squares	Df	Mean Square	F	Sig.	η^2
University Female Employees	Job and career	202.95	1	202.50	12.57	.001	.073
	General wellbeing	79.50	1	79.51	6.98	.009	.042
	Stress at work	1.41	1	1.41	.59	.444	.004
	Control at work	3.61	1	3.61	.66	.416	.004
	Home – work interface	140.70	1	140.70	24.88	.0001	.135
	Working conditions	80.62	1	80.62	17.98	.0001	.102
	Total Scores of QWL	1874.11	1	1874.11	14.31	.0001	.083

Results of table – 4 reveal that when the results for the dependent variables were singly tested, the difference to reach statistical significance, using a Bonferroni adjusted alpha level of .007, were job and career, F(1, 159)=12.57, p=.001, η^2 =.073, home – work interface, F(1, 159)=24.88, p=.0001, η^2 =.135, working conditions, F(1, 59)=17.98, p=.0001, η^2 =.102, and total scores of quality of work life, F(1,59)=14.31, , p=.0001, η^2 =.083. There is no significant differences on general well – being, stress at work and control at work with regard to gender. An exploration of the mean scores on the table – 5 demonstrates that female employees of Sistan and Baluchestan University showed moderately higher job and career, home – work interface, working conditions and total scores of Quality of Work Life than female employees of Delhi University.

Table 5- Mean and Standard Deviation on QWL and Its Sub – Scales.

Variable	University	N	Mean	S.D.
Job and career	Sistan and Baluchestan	93	21.02	3.11
	Delhi	70	18.75	4.95
General well – being	Sistan and Baluchestan	93	19.99	3.40
	Delhi	70	18.57	3.34
Stress at work	Sistan and Baluchestan	93	6.13	1.66
	Delhi	70	5.94	1.393
Control at work	Sistan and Baluchestan	93	10.85	1.81
	Delhi	70	8.97	2.95
Home – work interface	Sistan and Baluchestan	93	10.85	1.81
	Delhi	70	8.97	2.95
Working conditions	Sistan and Baluchestan	93	10.67	1.86
	Delhi	70	9.24	2.41
Overall scores of QWL	Sistan and Baluchestan	93	77.58	10.66
	Delhi	70	70.70	12.38

For responding to the third research question One–Way MANOVA analysis was applied to evaluate female employees of two universities differences in the emotional quotient scores and its sub – scales. Four independent variables were recruited: sensitivity, maturity, competency, and total scores of Emotional Quotient. Results are given in the table – 6, 7, and 8.

Table 6- Results of Multivariate Tests of Wilks' Lambda between University Female Employees of Sistan and Baluchestan and Delhi.

Effect	Value	F	Df1	Df2	Sig.	η^2
University Female Employees	.535	45.20	3	156	.0001	.465

Results of table – 6 demonstrated that there is a statistically significant difference between female employees of Sistan and Baluchestan University and Delhi University on the compounded dependent variable, $F(3, 156)=4.20$, $P=.0001$; Wilks' Lambda=.535; $\eta^2=.465$.

Table 7- Results of Between Subjects Effects on Emotional Quotient and Its Dimensions.

Source	Variables	Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
University Female Employees	Sensitivity	17747.07	1	17747.07	124.27	.0001	.440
	Maturity	5121.45	1	5121.45	26.10	.0001	.142
	Competency	9780.26	1	9780.26	29.06	.0001	.155
	Overall scores of EQ	92220.15	1	92220.15	92.40	.0001	.369

Results of table – 7 reveal that when the results for the dependent variables were singly tested, the difference to reach statistical significance, using a Bonferroni adjusted alpha level of .0125, were sensitivity, $F(1,159)=124.27$, $p=.0001$, $\eta^2=.44$, maturity, $F(1, 159)=26.10$, $p=.0001$, $\eta^2=.142$, competency, $F(1, 59)=29.06$, $p=.0001$, $\eta^2=.155$, and total scores of emotional quotient, $F(1,59)=92.40$, $p=.0001$, $\eta^2=.369$. An exploration of the mean scores on the table – 8 showed that female employees of Sistan and Baluchestan University exhibited moderately more sensitivity, maturity, competency and total scores of Emotional Quotient than female employees of Delhi University.

Table 8- Mean and Standard Deviation on EQ and Its Sub – Scales.

Variable	University	N	Mean	S.D.
Sensitivity	Sistan and Baluchestan	93	83.44	10.04

Variable	University	N	Mean	S.D.
Maturity	Delhi	70	62.21	14.02
	Sistan and Baluchestan	93	104.83	14.19
Competency	Delhi	70	93.42	13.76
	Sistan and Baluchestan	93	146.19	18.34
Total EQ	Delhi	70	130.43	18.35
	Sistan and Baluchestan	93	334.47	30.21
	Delhi	70	286.07	33.28

Discussion

The objective of current research was to compare the job satisfaction, quality of work life and emotional intelligence between Irani and Indian female employees at University of Sistan and Baluchestan and Delhi University. Findings of this research displayed that there was a meaningful difference on scores of job satisfaction. Female university employees of Sistan and Baluchestan reported more mean scores than female employees of Delhi University. The results of this study has congruous with the results of prior researches. For example, the results of Moorthy's (2013) research represented that the job satisfaction of the Indian female school teachers was only moderate level. In another study Santhi and Sundar (2012) concluded that 55% of female employees were very satisfied with the present work – life stability capabilities, and rest of 45% employees was relatively satisfied/dissatisfied. The results of conducted studies in Iran showed that the amount of male and female employees is equal (Zamanifar, Escandary, and Shafiabady, 2016; Hessamy and Kheiri, 2013; Rast and Tourani, 2012; Tamini and Kord, 2011). In a cross – cultural study Saiyadain (1985) indicated that there was no relation between sex differences and job satisfaction for both Indian and Nigerian employees. The results of this study are not consonant with the results of present research.

It can be concluded that Iranian female employees believe that their work is mainly fascinating sufficient to preserve them from getting fatigue and it appears which their familiars are much fascinated in their workplace but Indian female employees consider their job rather unpleasant in comparison to Iranian female employees. Iranian female employees perceive relatively well satisfied with their current work but Indian female employees due to life expenditure they have to often influence themselves to get work and they feel that they are not happier in their workplace than most other people and they dislike their job in comparison to the average worker does. Furthermore, they feel that their job is pretty uninteresting. Another reason that could explain these gaps between two cultures is that life expenditures in Delhi city are higher than Zahedan city.

Results of this research displayed a notable gap between female employees of Sistan and Baluchestan University in Iran and female employees of Delhi University in India on “job and career, home – work interface, working conditions, and overall scores of quality of work life. There was not emerge any significant differences between two groups on general well – being, stress at work and control at work”. Female employees of Sistan and Baluchestan University depicted quietly more job and career, home – work interface, working conditions and total scores of QWL in comparison to their Indian counterparts. The findings of this research are congruent with the finding of Delina and Prabhakara (2013); they found out that the problems involved by the working female of Pondicherry in terms of work - life balance were relatively high. Some previous research that were conducted in India illustrated which the women quality of work life was higher than men (Lad, 2016; Nirmala and Anand, 2015; Indumathi and Selvan, 2013). So, the findings of this study are not consonant with them may be concluded that this is cross – cultural study between Iran and India which these countries has different cultures. Furthermore, the researchers highlighted some reasons that have been caused the differences between two university employees. It seems that female employees of Sistan and Baluchestan University have an obvious specified of purposes and targets to empower them to perform their work and believe capable for expressing ideas and effect alterations in their working scope and they feel more that have the chance to employ their capabilities at work in comparison to their Indian counterparts. Iranian female employees

express that the university provides satisfactory provisions and adaptability for around their family life, such as life expenditure tokens. But female employees of Delhi University believe that their present working schedule suit their private conditions and they might have feeling unhappy and depressed and dissatisfied with their life and this issue is caused that they do not encourage developing new skills at workplace and feeling that in the most ways their life is not close to ideal, vice versa, female employees of Sistan and Baluchestan University work in a safer and more convenient workplace than female employees of Delhi University and they feel that basically things arrange satisfactorily for them. In India the expansion in female's recruitment has been more indicated in the government quarter. Although the portion of female to global employ has been minor, female consist of a notable section of the labor business and their participation is precious in a lot of sections and positions. Consequently, it is crucial for the Indian organizations especially in the University of Delhi to take steps to enhance the quality of work life of female employees as well as male. This will help in enhancing the quality of work life of female employees at Delhi University. Findings of this research revealed that there was meaningful gap between female employees of Sistan and Baluchestan University and Delhi University on sensitivity, maturity, competency, and overall scores of emotional quotient. It was found out that female employees of Sistan and Baluchestan University displayed moderately more sensitivity, maturity, competency and total scores of EQ in comparison to their Indian counterparts. The results of this research are consonant with the outcomes of Fernández-Berrocal, Cabello, Castillo, and Extremera (2012); Naghavi and Redzuan (2011); Shehzad and Mahmood (2013). Some studies have shown that male have higher mean scores on emotional intelligence Ahmad, Bangash and Khan, 2009; Fallahzadeh, 2011). Some researchers compared the Indian emotional intelligence and foreign students with regard to gender and results did no revealed significant difference between two samples (Tajeddini, Rangan, Malekzadeh, and Lallianzuali, 2014; Tajeddini, 2014). It seems that Indian female university employees are emotionally distress and perceive disappointed. In comparison to their Iranian counterparts, so they negotiate it over with their supervisor and request for re – evaluation of the supervisor's decisiveness. But Iranian female employees ascertain their drawbacks and attempt to enhance their function. Iranian female employees control their anger at the argument time with colleagues, but Indian female employees pursue with the quarrel as late as they hold out some obvious completion. It seems that if Iranian female employees be criticized by colleagues they tend to think of ways to change their behavior, but Indian female employees might tend to get upset about it. Iranian female employees handle their emotions and describe their attitudes as likely as convincable in their family, but Indian female employees might accept their communication in helplessness and take a low – profile position in their family. Moreover, the cultural differences can justify the reasons which were highlighted above.

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