

A Thesis Submitted to the Graduate School of Social Sciences

of

Istanbul Bilgi University

A Meta-Analysis on the Relationship between Emotional Intelligence and Job
Satisfaction

By

Banu Sakallıođlu

In Partial Fulfillment of The
Requirements for the Degree of Master of Arts in The
Department of Organizational Psychology

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Thesis Advisor / Director of the Department: Asst. Prof Dr. İdil İŐIK

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Duygusal Zeka ve İş Tatmini Üzerine Meta-Analiz Çalışması

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Abstract

Our research purpose was to systematize the existing literature on the relationship between emotional intelligence and employees. The present study carried out a meta analysis instead of a traditional literature review. This assured us to compare estimates from various studies standardized for the method applied, control variables used, or sample selected. We collect the relevant works, which were done in Turkey and published in ULAKBIM and National Thesis Center. Among all studies, which look at the relationship between emotional intelligence and employees, we focused on the relationship between emotional intelligence and job satisfaction. The result support that there is a relationship between emotional intelligence and job satisfaction.

Öz

Bu çalışmada, duygusal zekanın çalışanlar ile ilişkisi konu edilmiştir. Türkiye'de bu konu ile alakalı bir çok çalışma olduğundan dolayı, sadece genel bir araştırma yapmak yerine, önceki araştırmaların sonucunu kıyaslamak ve ileride farklı araştırmalara yönelik fikir oluşturabilmek amacıyla meta-analiz çalışması yapılmıştır. Türkiye özelinde gerçekleştirilen bu meta-analiz çalışması için ULAKBİM ve Ulusal Tez Merkezinde bulunan duygusal zekanın çalışanlar ile ilişkisine dair tüm makalalar incelenmiştir. Türkiye'de yapılan araştırmalar içerisinde çoğunlukla duygusal zekanın iş tatmini üzerine etkisine dair çalışmalar olduğundan ve konunun evrensel öneminden dolayı bu çalışmada onun üzerinde durulmuştur. Meta analiz çalışması ile duygusal zekanın çalışanlar ile ilişkisine dair yapılan araştırmaların istatistiksel verileri karşılaştırılmıştır. Meta-analiz çalışmanın sonucunda duygusal zeka ile iş tatmini arasında ilişki bulunmuştur.

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Section I - Introduction

Since recent decades, organizational structures and functions of organizations have changed rapidly. There is more competition among organizations compared to the beginning of the twentieth century. Therefore, the importance of employees' performance and quality increased in time. In other words, it became much more important to understand what factors effect employees' performance and success. Since from earlier research, emotional intelligence seemed as one of the significant factors that provide employees' success at work. In addition, job satisfaction also seemed as having direct effect on job performance and productivity. Hence, research on emotional intelligence and job satisfaction has become important recently.

The research on the significance of emotional intelligence on success in business life appear in the early 1990s by Mayer and Salovey (1990) and then it has popularized by Goleman (2005) with the book named *Emotional Intelligence: Why it can matter more than IQ*. After Goleman's book, the research on this theme increased and these research divided into fields like the relationship of emotional intelligence with employees' motivation, job satisfaction, job performance, leadership, problem solving, and decision making process at work. Especially among these, the studies on job satisfaction was recognizable as job satisfaction has been seen as one of the factor that affect other critical constructs like job motivation and job performance as well (Judge, Thoresen, Bono, & Patton, 2001; Scheers & Botha, 2014; Kamdron, 2005). In addition, meta-analytic research also become much more popular instead of standard research because meta-analytic research compare and combine earlier research and provide a roadmap for future research. Therefore, the current study aims to research the relationship between emotional intelligence and employees via meta-analytic study. We focused on the studies

on emotional intelligence and job satisfaction instead of other studies done in Turkey on emotional intelligence.

In this section (Figure 1), first of all emotional intelligence and theories on emotional intelligence will be explained.

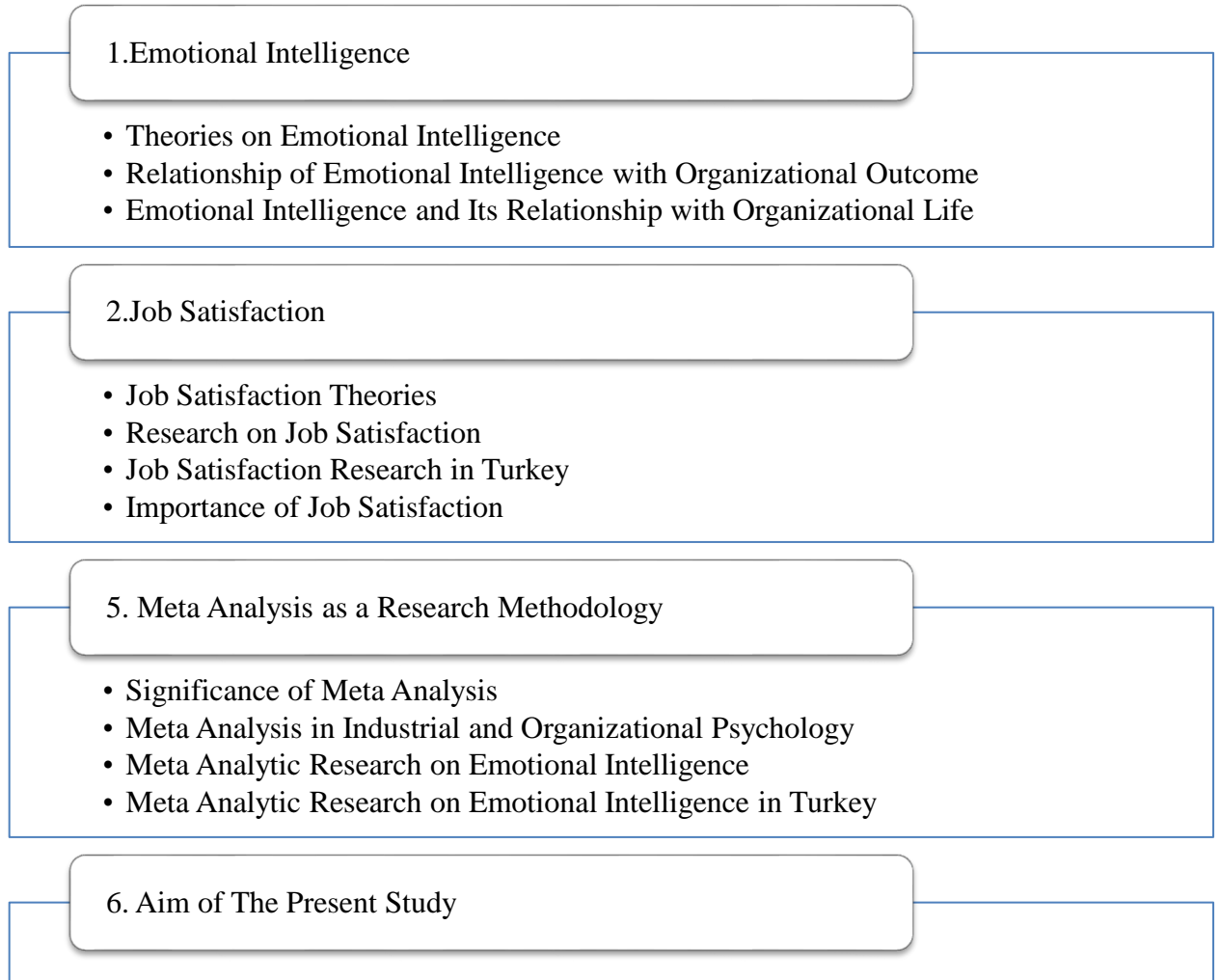


Figure 1
The Structure of the Introduction Section

Additionally, the studies on the relationship between emotional intelligence and employees will be reported. Then the literature review and theories on job satisfaction will be explained. It will also cover the studies on job satisfaction both in Turkey and abroad. Importance of job satisfaction as a scientific research subject matter will also be

explained in this part. Next, meta-analysis as a research methodology and aim of this present study will be clarified.

1. Emotional Intelligence

Emotional Intelligence has been defined 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" (Salovey & Mayer, 1990, p. 189). Later research comprised emotional intelligence on four abilities. These four abilities are 'appraisal' and 'expression of emotion' (own and others); 'use of emotions' and 'emotional management' (own and others) (Wong & Law, 2002). It is suggested that evaluating and understanding own emotions provide people to control their emotions. In addition, using emotions and emotional management provide them success in their life. One of the research on this theme found that people, who evaluate and understand their own emotions, improve their weaknesses as well so that they achieve success at their life (Rezaiean & Koshtegar, 2008). Understanding their own emotions also provide people to understand others' emotions as well with feature of empathy. This situation also helps people to use their own emotions and manage other people's emotions so that they achieve their goals more easily than others. A research related to this argument illustrated that there is a significant correlation between emotional intelligence and among dimensions of emotional intelligence including emotional self-management, self-awareness, relationship management and social awareness (Rezaiean & Koshtegar, 2008).

1.1 Theories on Emotional Intelligence

After defining and explaining Emotional Intelligence, researchers begin to explain the term Emotional Intelligence in professional field and various theoretical approaches emerged. There are three theoretical approaches that have been accepted

widely by the scientific community. These theoretical approaches are Emotional Intelligence Ability-Based Model, Bar-On's Emotional-Social Intelligence Model, and Emotional Competencies Model. A summary of these three approaches can also be seen in Table 1.

1.1.1. The Emotional Intelligence Ability-Based Model

According to the Emotional Intelligence Ability-Based Model by Mayer and Salovey (1997), Emotional Intelligence based on four different abilities which are 'perception', 'assimilation', 'understanding' and 'regulation' of emotions. In other words, perceiving emotions accurately while appraising and expressing emotions is one of the ability according to this theory. Accessing or generating feelings when they facilitate thought is another ability. Understanding emotion and emotional knowledge is the next ability; in addition, regulating emotions to encourage emotional and intellectual growth is the other ability that Emotional Intelligence cover according to this model. The ability of perception consists of both perceiving emotions of the self and of the others. The ability of assimilation formed by generating, using and feeling emotions to lead into feelings or to use them in other cognitive processes. The ability of understanding formed by understanding emotional information, how emotions associate and shift across time, and the ability to escalate emotional meanings. The last one, the ability of regulation consists of being open to feelings; in addition, monitoring and regulating one's and other's emotions to help understanding and personal growth (Mayer and Salovey, 1997).

Table 1
Summary of Approaches on Emotional Intelligence

Name of the Model	Formation of Emotional Intelligence based on the Model	Positive Features of the Model	Negative Features of the Model
The Emotional Intelligence Ability-based Model	Four abilities: - Perceiving emotions on the self and on the others (Perception). - Generating, using and feeling emotions to transfer feelings or to use them in other cognitive processes (Assimilation). - Understanding emotional information, how emotions combine and shift across time (Understanding). - Staying open to feelings, monitoring and regulating one's and other's emotions to encourage realizing and personal development (Regulation).	- Using social norms and patterns of behavior based on a global scale.	- Focusing too highly on the intellectual features of how emotion used instead of an individual's capability to distinguish and recognize emotions as their own legitimate occurrence outside of cognitive function.
Bar-On's Emotional-Social Intelligence Model	Five abilities: - Aware of and understand emotions, feelings and thoughts in the self (Intrapersonal Skills) and in the others (Interpersonal Skills). - Open to change feelings depend on the situation (Adaptability). - Control stress and emotions that occur via stress (Stress Management). - Feel and express emotions (General Mood).	- The most comprehensive and scientifically legitimate.	- Less scientifically proven, and more akin to pop psychology.
Emotional Competencies Model	Four dimensions: - Knowing one's emotions (Self-Awareness) and recognizing emotions in others (Social-Awareness). - Managing emotions (Self-Management). - Handling relationships (Relationship Management)	- Predict the efficiency and personal outcomes in the workplace and in organizational fields	

1.1.2. Bar-On's Emotional-Social Intelligence Model

Bar-On's Emotional-Social Intelligence Model is wider and more comprehensive compared to Emotional Intelligence Ability-Based Model. In this approach, 'emotional-social intelligence' based on emotional and social competencies. In addition, skills and facilitators for determining how successfully we recognize and define ourselves; in addition, recognize others and relate with them, and handle with daily demands are significant parts of Emotional Intelligence. This approach consists of five different abilities which are 'intrapersonal skills', 'interpersonal skills', 'adaptability', 'stress management' and 'general mood'. Intrapersonal skills is the ability to be conscious of and realize emotions, feelings and the thoughts of the self. Intrapersonal skills also consider five sub-factors which are 'Emotional Self Awareness', 'Self-Regard', 'Independence', 'Assertiveness' and 'Self-Actualization'. Interpersonal skills is on the other hand, the ability to be aware of and understand emotions, feelings and ideas in the others. Interpersonal skills consider three sub-factors as well. These sub-factors are 'Social Responsibility', 'Empathy' and 'Interpersonal Relationship'. Adaptability is the ability to be open to transform feelings into the circumstances and it has three sub-factors which are 'Flexibility', 'Reality-Testing' and 'Problem Solving'. Stress Management is the ability to control anxiety and emotions that occur via stress. Stress Management has also sub-factors which are 'Stress Tolerance' and 'Impulse Control'. Lastly, General Mood is the ability to feel and express positive emotions and being optimistic. The sub-factors of General Mood are 'Optimism' and 'Happiness' (Bar-On, 2006). To estimate the factors in this model, Bar-On developed many different instruments to measure Emotional Intelligence. The most employed measure for research purposes is the Emotional Quotient Inventory, which comprise 133 items and includes many emotional and social competencies (EQ-i; Bar-On, 1997). It helps to evaluate the five components described

in this model. In addition, beside an estimation of Emotional Intelligence level, it gives an affective and social profile (Bar-On, 2000). However, Bar-On's proposals seemed as a mixed model of Emotional Intelligence. As a result, other groups focused on the psychometric properties of the Emotional Quotient Inventory instead of combining social, emotional, cognitive, and personality dimensions of a mixed model of Emotional Intelligence.

1.1.3. Emotional Competencies Model

Emotional Competencies Model has been developed as one of theoretical approaches for the term Emotional Intelligence. The competencies of this model focused on the workplace. Goleman (2005) firstly suggested that Emotional Intelligence includes five crucial elements, which are knowing one's emotions and handling emotions; in addition, encouraging oneself and distinguishing emotions in others, and handling relationships (Goleman, 2005). After these suggestions, he stated a theory of performance in organizations depend on a model of Emotional Intelligence. This model is formed to found the efficiency and personal consequences in the workplace and in organizational fields (Goleman, 1998). The model presents four essential dimensions. These dimensions are 'Self-Awareness', 'Social Awareness', 'Self Management', and 'Relationship Management'. These four dimensions subdivided into 20 competencies as well. Self-Awareness comprises 'Accurate self assessment', 'Emotional self-awareness' and 'Self-confidence'. Social Awareness comprises 'Service orientation', 'Empathy' and 'Organizational awareness'. Self-Management comprises 'Self-control', 'Conscientiousness', 'Trustworthiness', 'Adaptability', 'Initiative' and 'Achievement drive'. Relationship Management comprises 'Developing others', 'Communication', 'Influence', 'Conflict management', 'Change catalyst', 'Leadership', 'Teamwork' and 'Building bonds' and 'collaboration'. These emotional competencies according to Golemans's model,

represent the Emotional Intelligence of a person and the dimensions of these model make the person more active in his or her work life (Goleman, 2001). This model uses Emotional Competence Inventory 2.0 which is based on 360* methodology. It also represents proof of validity and reliability (Boyatzis, Goleman, & Rhee, 2000).

1.2. Relationship of Emotional Intelligence with Organizational outcomes

Three theoretical approaches referred above and earlier other research on emotional intelligence cause researchers to examine the correlation between emotional intelligence and employees as much as IQ. Especially Goleman's earlier research on emotional intelligence generate an interest toward the correlation of emotional intelligence with work success. In his earlier book named *Emotional Intelligence: Why it can matter more than IQ*, Goleman pointed out that people with high IQ scores, have failed in their practical lives. On the other hand, many people with average IQ scores, have got phenomenon successes. He claimed these ideas with giving examples from earlier research in his book. He said that as people with high IQ scores fail in their practical life, they should concentrate on their strengths and weaknesses instead of their IQ test scores. In a study, he also supported the idea that people who know themselves better than others, improve their weaknesses so that they reach to success as well. He also referred to neuropsychological side of emotions. He pointed out that the function and process of emotion encourage body to act. In this case, sometimes it encourages body to over-reaction that he named it as 'emotional hijacking'. So he says that the balance between emotions and the reason to decide an action has been done by brain. As brain is still developing from childhood, Goleman supported the idea that people can improve their Emotional Intelligence in time. As a conclusion, he presented Emotional Intelligence as a main factor of success. He perceived self-control as the main feature of every successful story (Goleman, 2005). Hence, in the near future, people developed

these ideas and it is concluded that people with high Emotional Intelligence can understand their emotions and reason of their behavior better than other people. They can use their emotions as a clue to understand what their body and mind are trying to tell them. They are also capable to use their Emotional Intelligence to truly understand others and their points of view. Since then, Emotional Intelligence seem more powerful than IQ and this area seem as important in the field of Organizational Behavior because Emotional Intelligence conceptualized as predicting success at work (Goleman, 2005).

1.3. Emotional Intelligence and Its Relationship with Organizational Life

There are major number of research on emotional intelligence and its relationship with job satisfaction in Turkey and abroad. However, the research on emotional intelligence's relationship with organizational life also include other organizational areas like leadership (Goleman, Boyatzis & McKee, 2002), organizational citizenship behavior (Busso, 2003), burnout (Kwon & Kim, 2015), job performance (Duleciwz & Higgs, 2003), conflict management (Abas, Surdick, Otto, Wood & Budd, 2014), stress (Cooper, Dewe & O'Driscoll, 2001), organizational commitment (Mohamadkhani & Lalardi, 2012), decision making (Sumathy, Madhavi & Felix, 2015), motivation (Lanser, 2000; Chopra & Kanji, 2010; Emmerling & Boyatzis, 2012) and team working (Stough, Saklofske & Parker, 2009; Jordan & Lawrence, 2009). Most of them found similar results whether they are conducted in Turkey or abroad.

1.3.1. Emotional Intelligence and Leadership

Emotional Intelligence has been seen as having a major relationship with leadership (Goleman, Boyatzis & McKee, 2002). A research done by George (2000) search emotional intelligence and its relationship with being an effective or ineffective leader. This research suggested that most important characteristic of a leader is motivating and transforming team members; in addition, this characteristic require the

ability to accurately appraise others' emotions and effectively represent personal emotions. Furthermore, leaders need to have a thorough knowledge on emotions for being able to predict emotional reactions so that they can regulate emotions and manage team members in a failure. So it concluded that emotional intelligence relates with being an effective or ineffective leader. According to another study on this concept, three sides of transformational leadership, which are idealized influence, individualized focus and inspirational motivation, have a correlation with emotional intelligence (Barling, Slater & Kelloway, 2000). Another study also supported that emotional intelligence provide 90 percent of achievement in leadership (Chen, Jacobs & Spencer, 1998). The relationship between emotional intelligence and leadership also has been maintained by many other researchers as well (Gardner & Stough, 2003; Dulewicz, Young, & Dulewicz, 2005; Barbuto & Burbach, 2006).

1.3.2. Emotional Intelligence and Organizational Citizenship Behavior

There are many studies which indicate a positive relationship between Emotional Intelligence and Organizational Citizenship Behavior (Busso, 2003; Rezaei, Lorzangeneh & Khedervisi, 2014). On the other hand, some studies found that this result depend on the sub-factors of emotional intelligence because some sub-factors of emotional intelligence have no relationship with some sub-factor of organizational citizenship behavior. In a study, dimensions of emotional intelligence were emotional acknowledgment and appearance, recognizing others' emotions, emotional management and emotional control; in addition, dimensions of organizational citizenship behavior were altruism, sportsmanship, carefulness, courtesy and civic virtue. This study suggested that among the five dimensions of emotional intelligence, only Emotions Direct Cognition has a high correlation with Altruism. In addition, Conscientiousness had a positive relationship with whole dimensions of emotional intelligence, except

Emotional Recognition and Expression. There was a non-significant negative correlation between Conscientiousness and Emotional Recognition and Expression. Additionally, Sportsmanship had also a positive relationship with whole dimension, except Emotions Direct Recognition. There was an important negative relationship between Conscientiousness and Emotional Recognition and Expression. Furthermore, Courtesy related positively and significantly with whole dimensions of emotional intelligence. In terms of the relationship between dimensions of emotional intelligence and Civic Virtue, all the correlations were positive and significant as well (Chin, Anatharman & Tong, 2011). Therefore, the relationship between Emotional Intelligence and Organizational Citizenship Behavior change according to their sub-factors' relation.

1.3.3. Emotional Intelligence and Burnout

Earlier research supported that burnout experienced when emotional intelligence decreases. Most of the research directed a negative relationship between emotional intelligence and burnout. One of this research was performed with 200 psychological nurses. The results supported that there is a negative relationship between emotional intelligence and burnout (Kwon & Kim, 2015). A study done with 104 teachers also supported the same result as well (Vaezi & Fallah, 2011). There are also other studies that are in line with these earlier studies and recommended that emotional intelligence is likely to have a relationship with the experience of burnout (Chan, 2004; Platsidou, 2010).

1.3.4. Emotional Intelligence and Job Performance

There are many research that support the relationship between emotional intelligence and job performance. A study done with managers in Bank sector supported that there is a significant correlation between emotional intelligence and job performance (Praveena, 2015). Another study conducted with 155 employees, who are working in

educational administration, also found a positive significant correlation between them (Moghadam, Jorfi & Jorfi, 2010). There is also another research, which are in line with the results of these earlier studies (Duleciwz & Higgs, 2003). Earlier research represented that emotional intelligence enables people to control their emotions in order to manage stress, accomplish well under pressure and adapt to organizational change (Lopes, Grewal, Kadis, Gall & Salovey, 2006). So that this cause a relationship between emotional intelligence and job performance according to researchers (Kulkarni, Janakiram & Kumar, 2009). However, there is a study found that the mediating effect of job satisfaction on the relationship between emotional intelligence and job performance (Salovey & Mayer, 1990). This result also contradict with another study, which found job satisfaction has no mediating effect on the relationship between the two (Yoke & Panatik, 2016).

1.3.5. Emotional Intelligence and Conflict Management

There are also studies on the correlation between emotional intelligence and conflict management. One of these studies done with 42 employees in the Human Resources Division found that there is a significant relationship between emotional intelligence and conflict management. In other words, employees with high emotional intelligence are also more able to manage conflicts with their supervisors compared to others (Abas, Surdick, Otto, Wood & Budd, 2014). Another study conducted with teachers suggested that high emotional intelligence provides high ability of conflict management (Aliasgari & Farzadnia, 2012). There is also another study that supports the same result as well (Yu, Sardessai & Zhao, 2006). However, a study found that there is a non-significant correlation between emotional intelligence and conflict management (Pooya, Barfoei, Kargozar & Maleki, 2013).

1.3.6. Emotional Intelligence and Stress

The researchers suggested that employees with high emotional intelligence manage their stress in organizations better than employees with low emotional intelligence (Cooper, Dewe & O'Driscoll, 2001). A study conducted with 134 employees, who are working in a University, supported the same result (Darvish & Nasrollahi, 2011). In addition, this study also indicated that there is also a relationship between sub-factors of emotional intelligence (Cognition and expressing emotions, cognition of others emotions and feeling, cognition of directing emotions and feelings, emotional management, emotional control and emotional control) and sub-factors of occupational stress (role over load, role uncertainty, role ambiguity, role under load, duty, physical surroundings). A study proposed that emotional intelligence affect employees' ability to manage their times so that it enables them to relase their occupational stress (Bokharaeian, SetareSobh, Rahimi & Zare, 2014). There are also other studies that found a significant correlation between emotional intelligence and the ability to manage stress in business life (Sherafatmandyari, Moharramzadeh & Seyed amery, 2012; Kazi, Shah, & Khan, 2013).

1.3.7. Emotional Intelligence and Organizational Commitment

There are also studies on the relationship between emotional intelligence and organization commitment. One of these studies conducted with 423 employees working in a hotel in Tehran found a significant positive correlation between emotional intelligence and organizational commitment (Mohamadkhani & Lalardi, 2012). However, a study done with 196 civil servants suggested that self-esteem has a mediating effect on the relationship between emotional intelligence and organizational commitment (Johar & Shah, 2014). According to this study, as high self-esteem cause self-motivation and enable employees to do their job better compared to employees with low self-esteem;

therefore, organizational commitment of employees increase. Another study suggested that job satisfaction has a mediating effect on the correlation between emotional intelligence and organizational commitment (Nikkheslat, Asgharian, Saleki, & Hojabri, 2012).

1.3.8. Emotional Intelligence and Decision Making

Emotional Intelligence is also accepted as one of the most important factors that affects people's decision making processes (Sumathy, Madhavi, & Felix, 2015). This is because sub-factors of emotional intelligence like empathy, social awareness, service orientation and organizational awareness enable decision-makers to judge their decision more effectively (Goleman, 2001). A study conducted with 30 managers who are working in a hospital indicated positive correlation between emotional intelligence and their quality of decision making (Barzegar, Afzal, Maleki, & Koochakyazdi, 2013). There is also another study which examine the effect of sub-factors of emotional intelligence on different kind of decision making processes. This study found that self-awareness as a sub-factor of emotional intelligence has the major role in rational decision making processes. In addition, social awareness, which is another sub-factor of emotional intelligence, has the highest impact on intuitive decision making processes. This study is done with sport-managers and concluded that emotional intelligence has a significant impact on managers' decision making processes (Nowzari, 2015).

1.3.9. Emotional Intelligence and Motivation

The relationship between emotional intelligence and motivation is also researched. A study done with 231 employees from different universities found that emotional intelligence has a positive relationship with motivation (Atiq, Farooq, Ahmad & Humayoun, 2015). Another study with 480 executives from leadership training

program also found that there is positive relationship between emotional intelligence and motivation (Yong, 2013). There are also studies that found similar results (Chopra & Kanji, 2010; Emmerling & Boyatzis, 2012; Lanser, 2000).

1.3.10. Emotional Intelligence and Team Working

Emotional intelligence also has a major relationship with team working. Emotional intelligence increase the ability to stay motivated under stress, promote others and deal with complicated interpersonal relationships (Goleman, 2005). Hence, workplace and team behavior improve with high emotional intelligence so that team performance increases (Jordan & Lawrence, 2009). A similar study also found that recognizing emotions of teammates has a positive significant effect on work performance (Stough, Saklofske, & Parker, 2009). Another study has also indicated the same result (Jordan, Ashkanasy, Hartel, & Hooper, 2002). On the other hand, there are also other research, which suggested that emotional intelligence doesn't guarantee a good team performance (Druskat & Wolff, 2001). The researchers of this study recommended that emotional intelligence just enables people to build trust, group identity and group efficacy.

1.3.11. Emotional Intelligence and Job Satisfaction

Emotional intelligence is proposed as a fundamental predictor of job satisfaction (Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004). In other words, researchers concluded that emotional intelligence abilities and traits have a relationship with job satisfaction (Weisberg Yitzhak-Halevy & Carmeli, 2009). A research evidence represented that there is a significant positive correlation between emotional intelligence and job satisfaction. In addition, there is also a relationship between the components of social skills, empathy, motivation, and job satisfaction (Mousavi, Yarmohammadi, Nosrat, & Tarasi, 2012). Another research conducted on teachers also supported that

teachers, who have a good level of emotional intelligence, had a positive feeling toward work and had more job satisfaction (Ignat & Clipa, 2012). In addition, according to this study, the reason of this situation is due to high empathy skills. Another study which has been done with 284 college teachers also found a strong correlation between emotional intelligence and job satisfaction (Bhatti & Tabbasum, 2014). A research on health workers also supported the same result. This research has been done with 45 doctors and 71 nurses who are working in National Orthopedic Hospital in Enugu State. The results indicated that there is a significant positive relationship between emotional intelligence and job satisfaction (Nwankwo, Obi, Sydney-Agbor, Agu, & Aboh, 2013).

Research on job satisfaction reveal that people can stay away from being overlaped by negative effect, and handle with stress by managing their emotions (Mayer & Salovey, 1997). In a research from Sarawak, Malaysia concluded that the connection between emotional intelligence and physiological stress significantly relate to job satisfaction; however, the connection between emotional intelligence and job satisfaction insignificantly related to psychological stress (Ismail, Yao, Yeo, Lai-kuan & Soon-yew, 2011). According to these results, employees' capability to manage their emotions has improved their capabilities to regulate psychological stress in implementing job. Consequently, it could provide higher job satisfaction or vice versa. The theory of Emotional Intelligence also emphasizes a similar point. It suggested that people who are able to recognize and are conscious of their own feeling, and controls stress, negative emotions (Kafetsios & Zampetakis, 2008), and feeling of disappointment, (Sy, Tram & O'Hara, 2006), can definitely have enhanced correlation with colleagues and supervisors, which leads to organizational commitment (Sy et. al., 2006) job satisfaction (Wong & Law, 2002) and better job performance (Kafetsios & Zampetakis, 2008).

Another research on emotional intelligence and job satisfaction suggested that employees, who have higher emotional intelligence, could handle work challenges better than others who have lower emotional intelligence. This is because they are using core skills of emotional intelligence like interpersonal skills, intrapersonal skills, adaptability, stress management and general mood (Adeyemo, 2007). Similar research also investigated that emotional intelligence has moderating effect on the correlation between job satisfaction and organizational commitment (Carmeli, 2003; Petrides & Furham, 2006).

Some research supported no relationship between emotional intelligence and job satisfaction as well. One of these research done with academicians in Egypt found no relationship between emotional intelligence and job satisfaction. The results of 100 faculty members from four different universities have been analyzed. The findings showed that emotional intelligence has not got any influence on job satisfaction. This study also suggested that emotional intelligence and job satisfaction has not affected by gender (El Badawy & Magdy, 2015). There are also another research which are conducted to find out whether the effect of emotional intelligence on job satisfaction change in accordance with people's gender. One of these research was made with employees who were working in the petroleum industry. The results of this research supported that there is a positive correlation between emotional intelligence and job satisfaction. In addition, it also claimed that emotional intelligence among genders are positively correlated with job satisfaction (Thiruchelvi & Supriya, 2009). So, there were no difference when research analyze the difference between male and female employees' emotional intelligence and their relationship with job satisfaction.

Some studies also found that some sub-factors of emotional intelligence represent no relationship with job satisfaction, whereas other sub-factors associate with job

satisfaction. One of these studies has been done with coaches in premier Under-20 football league. The sample consisted of 48 coaches have been analyzed. The results suggested that the sub-factors of emotional intelligence, which are 'self-awareness', 'empathy' and 'social skills', have a significant correlation with job satisfaction. On the other hand, the sub-factors of emotional intelligence, which are 'self-motivation' and 'self-control', have no significant correlation with job satisfaction (Mehdi, Habib, Salah, Nahid, & Gashtaseb, 2012).

1.4. Emotional Intelligence and Job Satisfaction Research in Turkey

Many research also conducted in Turkey on emotional intelligence and its relationship with employees. Generally most of these research are about the relationship between emotional intelligence and job satisfaction. One of these research has been done with nurses. There was 333 nurses from Izmir in this research and the results concluded that there is a weak positive relationship between emotional intelligence of nurses and their job satisfaction (Büyükbayram & Gürkan, 2014). This study also reported that there may be a mediator variable that affects the job satisfaction of employees and this may be the reason for a weak correlation. In addition, another research done in Turkey with employees who are working in different areas in health sector also infer the same result (Sirem, 2009). This study also concluded that age, gender and other demographic variables don't affect the level of emotional intelligence, on the other hand, the duration of the work and job title affects job satisfaction among employees.

Emotional intelligence and its relation with job satisfaction has also been observed among academician who are working in different universities in Turkey. 748 survey has been analyzed in this research and it was found that there is a significant correlation between emotional intelligence and job satisfaction (Sudak, 2011). In

addition, another study done with academicians found a weak positive relationship between emotional intelligence and job satisfaction (Çömez, 2012).

The positive relationship between emotional intelligence and job satisfaction can be also seen in other research that were done in Turkey as well. One of this research was done with employees that are working in tourism business. This research also confirmed a significant positive relationship between emotional intelligence and job satisfaction (Genç, 2013). In a study done with managers also supported the same result. 157 managers from different sectors have been used in this research and the results concluded a positive relationship between emotional intelligence and job satisfaction with investigating their sub-factors' relationship (Avci, 2013).

Pre-school teachers in Turkey were also analyzed to find out whether there is a relationship between emotional intelligence and job satisfaction. This research also supported the same hypothesis like earlier research and found a significant positive relationship between emotional intelligence and job satisfaction (Öztürk, 2006). The same result was also supported in another research, which was done with pre-school teachers again. This research also supported a positive relationship between emotional intelligence and job satisfaction (Karakus, 2008). There are also other research that found the same results in Turkey (Canbulat, 2007).

Another research has been done with education inspectors in Turkey. The results of 184 inspectors, who are working in four different regions in Turkey, concluded that there is hypo-positive relationship between inspectors' emotional intelligence and job satisfaction. The moderate level of relationship was because of low level of stress management of inspectors had in their field of work (Şahin, Aydoğdu, & Yoldaş, 2011).

There are also research which supported no relationship between emotional intelligence and job satisfaction. For instance, there is a study done with 494 employees

who are from Istanbul and working in different sectors like bank, tourism, confection, textile, sale of medical supplies, and retail. This study suggested that there is a difference in employees' emotional intelligence according to their age, gender and education level. Employees who are older than 41 have higher emotional intelligence compared to employees whose age range is 18-27. In addition, female employees' emotional intelligence is higher than male employees' emotional intelligence. Furthermore, this research also suggested that employees' emotional intelligence increase when they have higher educational level. In terms of the relationship between emotional intelligence and job satisfaction, this research has found no relationship between them (Gürbüz & Yüksel, 2008). There is also another research that supported different results than earlier studies. This research has conducted with employees, who are working in different banks located in Istanbul. The results suggested that there is a negative relationship between sub-factors of emotional intelligence and job satisfaction instead of positive relationship (Orhan, 2012).

2. Job Satisfaction

There are various definitions of job satisfaction in organizational research. Locke defines (1976) job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Job satisfaction is also defined as "one's affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet satisfaction; e.g., supervision)" (Tett & Meyer, 1993, p. 261). In addition, Spector, Fox, and Katwyk (1999) consider the question whether employees like their job or not while defining job satisfaction.

2.1. Job Satisfaction Theories

There are a wide range of theoretical approaches toward job satisfaction. Job satisfaction theories emphasize motivational, emotional, and informational components

(Beck, 1983). Job satisfaction theories' main tenants are applicable to work settings and they have been used to explain job satisfaction. According to the literature, theories on job satisfaction based on situational theories, dispositional approaches and interactive theories. Situational theories assume that job satisfaction originate from the nature of one's job or other's perception of the environment. Dispositional approaches support that job satisfaction based on the psychological structure of the individual. Interactive theories, on the other hand, suppose that job satisfaction originate from the interaction of situational and psychological factors (Judge & Klinger, 2000).

In addition, most of the motivational theories are connected to job satisfaction; therefore, there are a high appearance of perspectives from job satisfaction in the motivational theories (Kian, Rajah, & Wan Yusoff, 2014). In other words, it is clear that motivation and job satisfaction are two different constructs. However, in the literature, we see that researchers are citing motivation theories while explaining job satisfaction at theoretical level (Dugguh & Ayaga, 2014; Teck-Hong & Waheed, 2011). Therefore, we obliged to also explain job satisfaction with some motivation theories to clarify job satisfaction, but it is obvious that in later research, there is a need to redevelop job satisfaction theories by dissociating it from motivation. Within this context, Job Characteristics Theory, Herzberg's Two-Factor Theory, Needs and Fulfillment Theory, Value-Percept Theory and Equity Theory are the theories which garnered the most of the attention and supported by most of the researchers working on job satisfaction.

2.1.1. Job Characteristics Theory

Employee's job and responsibilities that form how the person recognizes his or her demanded role in the workplace is Job Characteristics. The clarity of tasks creates more satisfaction with, commitment to, and involvement in work. Thus, the clarity of tasks provide greater job satisfaction (Moynihan & Pandey, 2007). In addition,

the jobs that are rich in motivating characteristics increases the probability of desired outcomes (Perry, Mesch, & Paarlberg, 2006). In this model, there are five main job characteristics which are 'skill variety', 'task identity', 'task significance', 'autonomy', and 'feedback'. Skill variety is related to various skills which a job requires while doing the work. More meaningfulness also occur when a job require several different skills and abilities. Task identity is related to piece of work that someone do in a job and being involved in the entire process of a work leads to employees to experience more meaningfulness in a job. Task significance is related to the degree of the job affects on others. More meaningfulness arise when a job increases either psychological or physical well-being of others. Autonomy is related to the degree of how much an employee is free and independent to plan their own job. So this leads to greater personal responsibility and more meaningfulness at the end. Feedback is related to the knowledge of an employee has about the results of their work. This leads employees to have an overall knowledge of the effect of their work and what specific actions are needed to improve their productivity (Hackman & Oldham, 1975). These five core job characteristics also effect three fundamental psychological states which are 'experienced responsibility for outcomes', 'experienced meaningfulness', and 'knowledge of the actual results'. As a result, this process impact work consequences such as absenteeism, job satisfaction, work motivation, etc. (Faturochman, 1997).

2.1.2. Herzberg's Two-Factor Theory

According to Herzberg's Two Factor Theory, some certain factors in a workplace cause job satisfaction whereas some other factors cause to dissatisfaction (Herzberg, Mausner & Snyderman, 1959). In this theory, the first of these two factors named as hygiene factors. Herzberg used the term 'hygiene' to explain the factors that cause dissatisfaction in the work. In addition, second factor named as satisfiers or

motivators. This theory asserts that the satisfiers related to the nature of the work itself and the rewards occur from the work performance. On the other hand, the dissatisfaction factors most importantly related to company policy and administration. The other important dissatisfaction factors are salary, supervision, working conditions and interpersonal relations (Herzberg, Mausner & Snyderman, 1959).

2.1.3. Needs and Fulfillment Theory

According to Needs and Fulfillment Theory, satisfaction relates to rewards or outcomes of the work (Lawler, 1994). There are different amounts of outcomes that people receive. People are satisfied depending on how much outcome or a group of outcomes they have received. According to this theory, people also compare their outcome with other people's outcome and this also affects their satisfaction level. If the outcome level of themselves doesn't satisfy them compared to others' outcome level, dissatisfaction occurs. In this theory, how much the needs of the workers are met and the significance of the needs are also important in terms of reaching satisfaction.

2.1.4. Value Percept Theory

According to Value Percept Theory, Locke (1976) supported that each person has a different desired value that will satisfy him or her and people are satisfied when their desired value is received. The importance of the value is also important while getting satisfied according to this theory. So there should be a balance between desired value and its importance according to the person. In other words, job satisfaction depends on employees' values and job outcomes. The strength of this theory is that it emphasizes individual variances in values and job consequences. However, the exogenous factors like payment have not been taken into consideration in this theory.

2.1.5 Equity Theory

Equity Theory proposed that employees measure what they put into a job (input) and what they get from it (outcome). Then, they class with this input and outcome ratio of themselves with other employees' input and outcome ratio. After they perceive there is an equality in this comparison of these ratios, a state of equity exist (Robbins, 2005). In addition, employee's satisfaction depends on this equity. A study on Equity Theory found that employee satisfaction has been increased by rewards only when rewards of employees are valued and recognized as fair by employees (Perry, Mesch, & Paarlberg, 2006).

2.2. Research on Job Satisfaction

There are many research on job satisfaction that allow us to look at job satisfaction from a broader perspective. These research are mostly about compensation, life satisfaction, cross cultural studies and consequences of job satisfaction.

2.2.1. Job Satisfaction and Compensation

A study on job satisfaction's relationship with compensation stated that when employees have low-pay, they have also low-quality jobs. Therefore, they have less job satisfaction as well (Diaz-Serrano & Cabral Vieira, 2005). Another study stated that there is a positive correlation between income and happiness (Stevenson & Wolfers 2008). In addition, there is also an effect of monetary compensation on job satisfaction. A research showed that low or high level of monetary compensation effects the correlation between wage and job satisfaction (Brown & McIntosh, 1998). However, there is also a research with controversial results. According to this research, employees who are paid low, reported higher job satisfaction compared to other employees (Leontaridi & Sloane, 2001). This study suggested that payment is not always the most important factor for individual's satisfaction so that other factors affect individual's job

satisfaction beside payment. Another research also suggested that income of an employee is at the bottom of the list for job satisfaction compared to other values like job security, interest toward work, work independency, social usefulness and etc. (Clark, 2005). Another study indicated that increase in payment positively affects employees' well-being; however, the current wage doesn't have any influence on job satisfaction (Clark, 1999).

Earlier research also recommended that the correlation between job satisfaction and payment or monetary compensation also changes for employees who are in different sectors. For instance, a research observed that employees are more pleased when their salary enhance up to a threshold in a sector illustrated by low average payments like the social-services sector. Employees from social services sector reported this result and they were more pleased when their salary enhance up to a threshold, but not above that threshold (Borzaga & Depedri, 2005).

2.2.2. Job satisfaction and life satisfaction

Most of the studies on job satisfaction found that there is a significant relationship between job satisfaction and life satisfaction. There are three possible types for the correlation between job satisfaction and life satisfaction. These three possible types are named as spillover, segmentation and compensation. Job experiences spill over onto life experiences in spillover case. In addition, job and life experiences are divided and relate to each other slightly in segmentation case. Compensation case, on the other hand, is the case when someone looking for a compensation for a disappointing job by looking for fulfillment and pleasure in his or her non-work life (Judge & Klinger, 2000). Judge and Watanabe (1994) also suggested that these various models occur for each individual independently. They also stated that life satisfaction also affects job satisfaction as well as job satisfaction affects life satisfaction (Judge & Watanabe, 1993).

2.2.3. Job Satisfaction and cross cultural studies

Some cross cultural studies claimed that job satisfaction reduced in some rich countries in recent years like in the US (Blanchflower & Oswald, 2004), in Germany (Sousa-Poza & Sousa-Poza, 2000), in the UK (Green & Tsitsianis, 2005) and in most of the Convention on the Organization for Economic Co-operation and Development countries (Clark, 2005). There are different explanations for this adverse condition. One of the explanations suggested that there are different treatments toward some classes of workers. Another study recommended that there is a decrease in job satisfaction for older and less educated employees, whereas an increase for younger and high educated employees (Clark, 2005). Another explanation is although there is an increase in economic growth and technological progress, there is also a decrease in job insecurity, work intensity, satisfaction with working hours and non-stressful jobs in the US and in Germany (Green & Tsitsianis 2005).

2.2.4. Consequences of Job satisfaction

Earlier research suggested that job satisfaction is also significant as it is related to conditions which affect workplace behavior such as attending at work (Scott & Taylor, 1985), choices to retire (Hanisch & Hulin, 1990, 1991), psychological withdrawal actions (Roznowski, Miller, & Rosse, 1992 cited in Judge & Klinger, 2000), turnover conclusions (Carsten & Spector, 1987) and pro-social and organizational citizenship behaviors (Bateman & Organ, 1983; Farrell, 1983), promotins unionization activity (Hamner & Smith, 1978), workplace incivility (Mount, Ilies, & Johnson, 2006), and job performance (Judge, Thoresen, Bono, & Patton, 2001). Therefore job satisfaction has a major impact on employees' productivity.

2.3. Job Satisfaction Research in Turkey

There are also many research on job satisfaction in Turkey as well. There are research which investigate job satisfaction on groups comparing individuals' gender, age and tenure. The other research investigate job satisfaction's relationship with life satisfaction, sectoral diversity and influencing factors.

2.3.1. Job Satisfaction and Age / Gender

One of the research on job satisfaction and gender has been done with academic members from nine non-governmental universities in Ankara (n=224). The results showed that females' job satisfaction level is lower compared to males' job satisfaction level. The results of this study also supported that different age groups have different job satisfaction level; older employees have higher job satisfaction than younger employees. Moreover, employees who work for two years in a company have lower job satisfaction level compared to employees who work for fifteen years or more than that. In addition, employees who work for three to five years have lower job satisfaction level as well compared to employees who work for fifteen years or more (Inanc & Ozdilek, 2015).

Another study, which examine job satisfaction level among different groups based on age, tenure and working hours, claimed that older nurses have higher job satisfaction level compared to younger nurses (Çimen & Şahin, 2000). In addition, nurses, who have more experience on this job, have more job satisfaction compared to others (Aslan & Akbayrak, 2002). A similar study also suggested that nurses' job satisfaction is very low in the first five years. This study also claimed that working hours also affect job satisfaction (Paşaoğlu & Tonus, 2014).

2.3.2. Job Satisfaction and life satisfaction

Ozsoy, Uslu, and Ozturk (2014) conducted a comprehensive research in Turkey focusing on job and life satisfaction. There were 427 male and 252 female employees in this study; 355 of these employees were working in public sector and 325 of them were working in private sector; 420 of them were white collar and 261 of them were blue collar workers. The results confirmed that there is not any diversity in job satisfaction and life satisfaction depending on gender. The results for job satisfaction and life satisfaction in different sectors claimed that employees in public sector have higher job satisfaction and life satisfaction compared to employees in private sector. In addition, blue-collar employees have higher job satisfaction and life satisfaction compared to white-collar employees. The results based on tenure suggested no difference for job satisfaction and life satisfaction. However, the results depending on income and education level showed that participants with high education level have higher job satisfaction and life satisfaction as well. Also participants with higher income have higher job satisfaction and life satisfaction. Overall results indicated that there is positive relationship between job satisfaction and life satisfaction (Ozsoy, Uslu & Ozturk, 2014).

2.3.3. Job Satisfaction and sectoral diversity

Job Satisfaction level also changes based on different kind of sector and working area. For instance, the research in Turkey found the same results with the research conducted abroad that job satisfaction is not generally high in nursing profession (Akgöz, Özçakır, İsmet, Tombul, Altınsoy, & Sivrioğlu, 2005; Asegid, Belachew, & Yimam, 2014; Sabanciogullari & Dogan, 2015; Yilmazel, 2013). According to another study done in Turkey, the explanations for this result are worse working circumstances and unpleasant view of nursing career in Turkish society (Gök & Kocaman, 2011). In addition, a different study done in Turkey with 2,122 nurses found that nurses have plan

to quit their job since their low professional identity predicament and minor job satisfaction (Sabanciogullari & Dogan, 2015).

2.3.4. Job Satisfaction and influencing factors

Job satisfaction has also been influenced by many job related factors. There are many research on this concept abroad, but a research which has been done in Turkey, also pointed out that job satisfaction has been affected by job related factors like payment, diverse types of benefit, working condition, recognition, relation with coworkers and supervisors and others (Yılmazel, 2013). Support of supervisors is also another important factor for job satisfaction (Paşaoğlu & Tonus, 2014).

Some studies done in Turkey also underline different factors that play important role in job satisfaction. According to a study, individual characteristics, genetic variety, family, education level, familiarity with the work, the social structure or environment of an employee has an important part in job satisfaction (Akıncı, 2002). Another study also found that the fundamental factors, which influence job satisfaction, are the level of difficulty of the work, the existence of an appropriate reward system, the remuneration, working conditions and job safety, the social views of the particular establishment, the opportunities for promotion, the manager, the amount of worker contribution in decision-making, and the workload of the employees play an important role in job satisfaction as well (Bakan & Büyükmeşe, 2004).

2.4. Importance of Job Satisfaction

Job satisfaction is very important in organizational and industrial psychology because it has an effect on major conditions like people's motivations, job performance, decision making process and retention or turnover rate. So, it has a direct effect on people's productivity. There are also research that support the effect of job satisfaction on productivity. These research concluded that emotional intelligence is important for

people to get success in many different professions. In addition, it also seems important for achieving higher job satisfaction. Furthermore, job satisfaction of employees suggested as a predictor of the efficiency of the organization which can increase the level of organizational success, individual efficiency, employees' commitment to the organization and capability to learn occupational skills (Kafetsios & Zampetakis, 2008; Abraham, 2000; Gardner, 2003 cited in Gülerüz, Güney, Aydın & Aşan, 2008). Furthermore, it is also known that job satisfaction is very important for someone's physical and mental health. It is known that it directly effects people's physiological and psychological feelings (Keser, 2006).

3. Meta-analysis as a research methodology

Meta-analysis analyze a large collection of individual researchers' statistics by combining their results (Glass, 1976). Meta-analysis enable us to assimilate data from a variety of sources and derive variability among effect sizes, moderator variables and the mean and variance of underlying population effect from the previous study results (Field & Gillett, 2010). There are six processes for conducting a meta-analysis study. The first process of meta-analysis is doing a literature search. Then the decision on some inclusion criteria and applying them should be done. In addition, calculating effect sizes for each included study; doing the basic meta-analysis; doing more advanced analysis like publication bias analysis and exploring moderator variables are the next steps respectively. The last process of meta-analysis is the writing part of the overall results of the meta-analysis (Field & Gillett, 2010).

3.1. Significance of meta-analysis

As statistical analysis considered necessary to construct sense of the hundreds of study results, meta-analysis become a major research methodology in recent years. Gene Glass (1976) focused on the issue that ordinary research reviews are deficient for further

research or judging the adequacy of their conclusion. This is because they generally choose studies for analysis by haphazard processes and explain findings in indistinct and indefinite narrative reviews. Also they generally describe slightly on the subject of their methods and details to be able to make another research or judge the findings. Therefore, Glass pay attention to meta-analysis as a solution to this case. According to Glass (1976), meta-analysis help us to find studies for a review with using objective methods. It also illustrates the features of the studies in quantitative or quasi-quantitative terms and show treatment effects of all studies on a general range of effect size. In addition, statistical techniques used to correlate study characteristics to study consequences. Glass characterized meta-analysis as it covers review results and large number of studies. In addition, meta-analysis summarize statistics, not raw data. In addition, it focuses on the relationship between study features and outcomes as well (Glass, 1976). In recent years, Glass and his colleagues published meta-analyses on class size, programmed tutoring, and computer-assisted training. Then meta-analysis had a major part as a research methodology and meta-analytic outcome from social sciences, and the health sciences increase over time.

3.2. Meta-Analysis in Industrial and Organizational Psychology

Industrial and Organizational Psychology focus on organizations and individuals in the workplace. It is the field where scientific research on employee behaviors and attitudes has been done. As the research that have been done in this field increase over time, meta-analysis become much more important for Industrial and Organizational Psychologist as well. The research on Industrial and Organizational Psychology are various and each of them constructed various results both in terms of statistical significance and the magnitude of relationship (DeGeest & Schmidt, 2011). Therefore, there is a huge need to do more meta-analysis instead of ordinary research because meta-

analysis helps us to analyze and compare more than one research with each other and reach an overall statistical result.

3.3. Meta-Analytic Research on Emotional Intelligence

As emotional intelligence of employees and its relationship with job satisfaction is an important concept, there is a meta-analysis on emotional intelligence and job satisfaction as well. However, this study only searches for whether leaders' emotional intelligence has an effect on subordinates' job satisfaction. It has found positive relationship between two (Miao, Humphrey and Qian, 2016). On the other hand, no meta-analysis was found on the direct relationship between emotional intelligence and job satisfaction.

There are also other meta-analyses on the relationship between emotional intelligence and its effect on other areas in business life. For instance, a work, which comprises meta-analyses on emotional intelligence and job performance, was done by Joseph and Newman (2010). In this research, researchers specify that emotional understanding develops due to emotional perception and this relation leads to conscious emotional regulation and job performance. Another meta-analysis on emotional intelligence and job performance comprises the research on the relationship between the two; in addition, this research showed that emotional intelligence has a positive relationship with job performance. In other words, people, who have high emotional intelligence, also have high job performance (Shahhosseini, Silong, Ismaill, & Uli, 2012). There are also other meta-analyses which consult the relevant literature on emotional intelligence and workplace success (Brackett, Rivers, & Salovey, 2011; O'Boyle, Humphrey, Pollack, Hawver, & Story, 2011).

There is also meta-analysis on the relationship between emotional intelligence and leadership styles in business. One of these research recommends that there is a

general difference on the correlations between the studies, which relies on same-source and multi-source ratings for both Emotional Intelligence and transformational leadership. Considering the overall studies, one of these meta-analysis represented that there was a strong correlation between emotional intelligence and transformational leadership. Another result in these meta-analyses is the strong correlation of emotional intelligence and transformational leadership for leaders with management positions or when same source ratings were used. In addition, a weak correlation is found for leaders when multi source ratings were used. The relationship between leadership style for trait-based and ability-based measures of emotional intelligence was also analyzed. When multi-source ratings were used, both trait-based and ability-based measures of emotional intelligence showed markedly lower validity estimates. Using same source ratings showed high correlation between emotional intelligence and transformational leadership for trait-based measures of emotional intelligence. However, multi-source ratings showed vice versa. Furthermore, using same source ratings showed lower validity estimates than trait-based measures for ability-based measures of emotional intelligence (Harms & Crede, 2010).

3.4. Meta-Analytic Research on Emotional Intelligence in Turkey

In Turkey, there is not any meta-analyses about emotional intelligence. However, it is known that meta-analyses are very important for further research because they draw a road map with a general deduction with combining earlier studies. Especially, it is a major deficiency in the field of organizational psychology in terms of broader research on emotional intelligence in Turkey. A research done by Işık (2014) also suggested that there are few meta-analyses published in Turkey. This research pointed out that according to the search dated January, 9, 2014, there are only 29 meta-analyses when the ULAKBIM Social Sciences Database with the keyword of 'meta-analysis' is searched.

According to this research, only 14 of these research are looking at the individual study's effect sizes on the selected research topic and two of these research are just about the techniques of meta-analysis. This research also suggested that these meta-analyses are published in journals on education, Police Sciences Journal, Journal of Child and Youth Mental Health, Dokuz Eylul University Faculty of Business Administration Journal and Istanbul University Business Administration Journal; however, there is no published meta-analysis study in the journals related to psychology. As it is supported from this article as well, this is a major deficiency in the field of psychology because there is no information on combined effect sizes for the research done in Turkey (Işık, 2014). When we replicate this search in ULAKBIM Social Sciences Database again (date for the search: January, 5, 2017) by including the research articles published by 2014, we recognize that number of published meta-analytic research is increasing. The keyword of "meta-analysis" bring 40 different studies amongst them 14 articles are applying the meta-analytic methodology and three of them are related to industrial and organizational psychology although they are published in the journals of educational sciences (Aytaç, 2015; Çoğaltay, Karadağ & Öztekin, 2014; Yılmaz, Altinkurt & Yıldırım, 2015).

4. Aim of the present study

Both emotional intelligence and job satisfaction are very important in organizational field as they have a direct impact on productivity because of the reasons that are enlightened in Introduction part. In addition, there are no meta-analysis on emotional intelligence in Turkey; however, meta-analysis is very necessary for future research. Meta-analysis helps us to summarize studies with providing powerful, informative and unbiased set of tools. It also offers narrative review, vote counting and combining probabilities. In addition, it expresses the result of each study on a common scale (Koricheva and Gurevitch, 2016). Therefore, the present study aims to conduct a

meta-analytic research on the relationship between emotional intelligence and employees. These research divided into fields like the impact of emotional intelligence on leadership style, job satisfaction, job performance, motivation, burnout and etc. Among all these whole studies done in Turkey, the research on the relationship of emotional intelligence with job satisfaction have been elaborated. Reason for focusing on job satisfaction in this meta-analysis is that it is a major concept for productivity as much as emotional intelligence and there are many contradictory findings on the relationship between emotional intelligence and job satisfaction so it would be beneficial to compare and combine different results with each other to provide a future roadmap.

To conclude, the present study will try to merge and examine previous studies on the correlation between emotional intelligence and job satisfaction by using meta-analytic techniques as there isn't any meta-analysis on this concept earlier even there are many individual studies about emotional intelligence and its relationship with job satisfaction. The hypothesis of the present study is that emotional intelligence will have a positive relationship with job satisfaction.

Section II - Method

1. Literature Search

As the present study is a meta-analysis conducted within the scope of Turkey, probable resources for this study were recognized via seeking of ULAKBİM and Council of Higher Education Thesis Center databases. The majority of the literature has been done in the last twenty years because of the lately increasing attention to emotional intelligence. The search of the related literature has been done in between 26 January and 19 April in 2016. Keywords used for these searches covered '*emotional intelligence*' and '*duygusal zeka*'. To be included, a study had to have examined emotional intelligence based on its relationship with organizational life. A total number of 122 studies met the inclusion criteria after the initial literature search.

2. Inclusion Criteria

Decision rules shaped respectively. First of all, the studies divided into fields according to their research topic because each of these 122 studies were looking at the relationship of emotional intelligence with different variables like leadership style, job satisfaction, predisposition on burnout, job performance or decision making process of employees and etc. The distribution of studies is given in Table 2. Among these studies, most of them included studies on emotional intelligence and its relationship with leadership style (k=32) and job satisfaction of employees (k=12). Therefore, the subject matter for the present study was selected as the relationship between emotional intelligence and job satisfaction of employees as it is one of the most researched area. The reasons why we dwell on job satisfaction, although there are more research on leadership is that job satisfaction is more important in business life compared to leadership because it has a direct effect on employees' motivations, job performance,

decision making process and retention or turnover rate as well. So that it has a major role in organizational field.

Table 2

Distribution of studies according to the constructs focused in relation to Emotional Intelligence in the initial literature review (total number of the studies: 122)

Major constructs focused in relation to emotional intelligence	Total number of studies
Leadership	32
Job Satisfaction ¹	12
Organizational Citizenship Behaviour ²	10
Burnout ³	9
Job Performance ⁴	8
Organizational Communication	7
Age / Gender	6
Conflict Management	5
Bullying	4
Stress	4
Organizational Commitment	4
Decision Making	3
Problem Solving	3
Behavior on Organizational Deviance	2
Motivation	2
Team working	2
Business Ethics	2
Organizational Health	1
Organizational Culture	1
Team learning	1
Critical Thinking	1
Career Management	1
Adaptation Performance	1
Organizational Justice	1

¹ Among the 12 studies under the category of job satisfaction, some of the studies focused on other constructs in addition to the relationship between emotional intelligence and job satisfaction. These are: job performance (1), burnout (3), organizational citizenship behaviour (2).

² Among the 10 studies under the category of Organizational Citizenship Behaviour, two study focused on job satisfaction as well.

³ Among the 9 studies under the category of burnout, one study focused on job satisfaction as well.

⁴ Among the 8 studies under the category of job performance, one study focused on job satisfaction as well.

The number of the studies, which include research on emotional intelligence and job satisfaction, are 12. While these 12 studies were viewed, it has been decided not to include 5 of them to analysis as well. This is because the studies of Genç (2013) and Sudak (2011) were using structural equation modeling; in addition, the studies of Orhan (2012) and Avcı (2013) were looking at the relationship between sub-components of emotional intelligence and job satisfaction instead of overall relationship between them. Therefore, they have not been included in the analysis. Additionally, the study of Karakuş (2008) has not been included in analytics because other seven studies' analysis are correlation; on the other hand, the study of Karakuş (2008) applied regression analysis. Rosenthal and DiMatteo (2001) notify that regression analysis shows the combined effect of multiple variables so that it may underestimate the magnitude of the effect for a single variable when the other studies included in the meta-analysis use correlational analysis. Accordingly, the study of Karakuş (2008) was not added to meta-analysis in the current study.

To conclude, the present meta-analysis included seven studies. The literature also supports that at least two studies are sufficient to do a meta-analysis. According to Valentine, Pigott and Rothstein (2010), it is not ideal, but there is a need for a conclusion. In addition, as relevant information in statistical significance tests like effect sizes and their precision has been taken as an advantage in meta-analysis, the problems related to use the statistical conclusions arising from individual tests have been avoided. Under these circumstances, it is concluded that two studies are enough for doing a meta-analysis (Valentine, Pigott, & Rothstein, 2010). As the present study includes seven studies, there is no need to be suspicious about the results due to the low number of studies that have been used.

3. Coding Procedures

Studies were coded according to correlations of emotional intelligence and employees' job satisfaction level. Each study's sample size was included. Studies were also coded according to predictor measures, or measures of emotional intelligence, and criterion measures, or measures of employees' job satisfaction. With using each studies' sample size and statistical results, overall effect of emotional intelligence on job satisfaction has been analyzed.

4. Meta-Analytic Procedures

Comprehensive Meta-Analysis Software Program (v3) was used to examine correlations get from the seven identified studies. A weighted effect size was calculated for all studies as sample size diverse for each of these studies. This software program allows us to estimate the amount of variation attributable to sampling error and artifacts such as untrustworthy in both the predictor (emotional intelligence) and criterion (job satisfaction of employees) variables, while also presenting the best estimates of the people's correlations in the lack of measurement error.

Section III - Results

The main aim of the current study was to conduct a meta-analysis on the overall relationship of emotional intelligence and job satisfaction effectiveness. The initial phase of meta-analysis was the literature review of studies conducted in Turkey and related to the relationship between emotional intelligence and job satisfactions of employees. At the end of the literature search, 12 studies have met this criteria. The other studies analyzes Emotional Intelligence's relationship with other variables instead of job satisfaction. From these 12 studies, five of them have not been included in the present meta-analysis. The reason of exclusion decision was as follows: (a) Two of these studies were analyzing the relationship between sub-factors of emotional intelligence and job satisfaction instead of overall relationship between two. (b) The other two were applying structural equation modeling. (c) The fifth study was the only study that used regression analysis. To conclude, in total seven studies have been used in the analysis.

1. Review of the studies included in meta-analysis

The number of selected articles in the present meta-analysis is seven and the details of these studies can be seen in Table 3 and Table 4. Table 3 includes the title of the paper, publication date and source, sample size of their study, measurement tools of the study and statistical results. Moreover, Table 4 is providing the details of the samples used in these studies.

Table 3
Summary characteristics of the seven studies included in meta-analysis

Authors	Title of Paper	Publication Date	Publication Source	Sample Size	Measurements used		r	Significance Level
					Job Satisfaction	Emotional Intelligence		
Şahin, Aydoğdu & Yoldaş	The relationship between job satisfaction and Emotional Intelligence: An investigation about the education supervisors	2011	ULAKBIM	184	'Supervisors' Job Satisfaction Scale (Kayıkçı, 2004; Çetinkanat, 1988; Şahin, 1999)	Bar-On Emotional Intelligence Scale (Bar-On, 2001)	.16	p<0.05
Gürbüz & Yüksel	Emotional intelligence in workplace: its relation with job performance, job satisfaction, organizational citizenship behavior and some demographic factorsG	2008	ULAKBIM	494	Job Satisfaction Scale (Wong & Law, 2002)	Bar-On Emotional Intelligence Scale (Bar-On, 2001)	.034	p=0.453
Büyükbayram & Gürkan	The Role of Emotional Intelligence in Job Satisfaction of Nurses	2014	ULAKBIM	333	Minnesota Job Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967)	Bar-On Emotional Quotient Inventory (Bar-On, 2001)	-0.19	p<0.001
Çömez	Duygusal zeka - İş Tatmini ilişkisi: Celal Bayar Üniversitesi akademisyenleri üzerine bir araştırma	2012	Council of Higher Education Thesis Center	189	Minnesota Job Satisfaction Scale (Weiss, Dawis, England & Lofquist, 1967)	Bar-on Emotional Intelligence Scale (Bar-On, 2001)	0.21	p=0.003
Sirem	Duygusal zeka düzeyi ve iş tatmini ilişkisinin analizi: Afyonkarahisar ili kamu sağlık çalışanlarına yönelik bir uygulama	2009	Council of Higher Education Thesis Center	209	Job satisfaction criterion formed with research	Bar-on Emotional Intelligence Scale shortened by Acar (2002)	.17	p=0.012
Canbulat	Duygusal zeka'nın çalışanların iş doyumları üzerindeki etkisinin araştırılması	2007	Council of Higher Education Thesis Center	403	Job Satisfaction Scale developed by Şahin and Durak (1997)	Bar-On Emotional Intelligence Scale (Bar-On, 2001)	.459	p=0.000
Öztürk	Okul öncesi öğretmenlerinin duygusal zeka yetenekleri, iş doyumları ve tükenmişlik düzeylerinin bazı değişkenler açısından karşılaştırmalı olarak incelenmesi	2006	Council of Higher Education Thesis Center	378	Hackman and Oldman Job Satisfaction Scale (1975)	Bar-On Emotional Intelligence Scale (Bar-On, 2001)	.21	p<0.01

Table 4
Sampling details of the seven studies included in meta-analysis

<i>Authors</i>	<i>Publication Date</i>	<i>Age</i>	<i>Sex</i>	<i>Education</i>	<i>Sector</i>	<i>Occupation</i>	<i>City/Region</i>
<i>Şahin, Aydoğdu & Yoldaş</i>	<i>2011</i>	<i>-</i>	<i>181 male & 3 female</i>	<i>Associate degree / License / Graduate / Education Institute (According to graduation level the number of employees did not given in the study)</i>	<i>Education</i>	<i>Education Inspector</i>	<i>Four different regions across Tukey</i>
<i>Gürbüz & Yüksel</i>	<i>2008</i>	<i>200 employee under the age of 27 / 278 employees between the ages of 28 and 40 / 16 employees above the age of 41</i>	<i>276 male & 218 female</i>	<i>70 employees graduated from primary school / 58 employees graduated from secondary school / 150 employees graduated from high school / 186 employees graduated from University / 30 employees have a master</i>	<i>44 employee (Banking Sector) / 150 employee (ready-made clothing sector) / 52 employee (tourism sector) / 40 employee (medical sector) / 100 employee (textile sector) / 108 employee (retail industry)</i>	<i>Employee</i>	<i>Istanbul</i>
<i>Büyükbayram & Gürkan</i>	<i>2014</i>	<i>152 employees between the ages of 20 and 29 / 142 between the ages of 30 and 39 / 39 employees above the age of 40</i>	<i>297 female & 36 male</i>	<i>125 employees graduate from high school / 127 employees have an associate degree / 81 employees graduate from university or have a master degree</i>	<i>Health sector</i>	<i>Nurses</i>	<i>Izmir</i>
<i>Çömez</i>	<i>2012</i>	<i>10 employees under the age of 25 / 88 employees between the ages of 26 and 34 / 55 employees between the ages of 35 and 44 / 28 employees between the ages of 45 and 54 / 8 employees between the ages of 55 and 64</i>	<i>78 female & 111 male</i>	<i>-</i>	<i>Education</i>	<i>Academician</i>	<i>Manisa</i>

Table 4- continued
Sampling details of the seven studies included in meta-analysis

<i>Authors</i>	<i>Publication Date</i>	<i>Age</i>	<i>Sex</i>	<i>Education</i>	<i>Sector</i>	<i>Occupation</i>	<i>City/Region</i>
<i>Sirem</i>	<i>2009</i>	<i>10 employees between the ages of 18 and 25 / 112 employees between the ages of 26 and 35 / 72 employees between the ages of 36 and 45 / 15 employees above the age of 46</i>	<i>154 female & 55 male</i>	<i>40 employees graduated from high school / 106 employees graduated from two years college / 36 employees graduated from University / 11 employees graduated from master / 16 employees graduated from ph.d</i>	<i>Health sector</i>	<i>39 employees working as physicians / 113 employee working as nurses and obstetrician / 57 employees working as health technicians and health officer</i>	<i>Afyonkarahisar</i>
<i>Canbulat</i>	<i>2007</i>	<i>40 employees under the age of 20 / 165 employees between the ages of 21 and 30 / 137 employees between the ages of 31 and 40 / 61 employees above the age of 41</i>	<i>160 female & 243 male</i>	<i>42 employees graduated from primary school / 109 employees graduated from high school / 198 employees graduated from University / 54 employees have a master degree</i>	<i>Banking sector</i>	<i>Employees working in banks</i>	<i>Istanbul & Ankara</i>
<i>Öztürk</i>	<i>2006</i>	<i>111 employees between the ages of 18 and 25 / 96 employees between the ages of 26 and 30 / 62 employees between the ages of 31 and 35 / 52 employees between the ages of 36 and 40 / 57 employees above the age of 41</i>	<i>-</i>	<i>71 employees graduated from associate degree / 226 employees graduated from University / 22 employees have a master degree / 59 employees graduated from distance education</i>	<i>Education</i>	<i>Preschool teachers</i>	<i>Central anatolia region</i>

1.1. Study by Şahin, Aydoğdu and Yoldaş in 2011

This study has been done with 184 supervisors, who attended in Instructional Process Development In-Service Training Course in Kuşadası. These supervisors were from four districts. Only three of them were female. 'Emotional Intelligence Scale' and 'Supervisors' Job Satisfaction Scale' have been used and the data has been analyzed with the *Mann-WhitneyU*, *Kruskal Wallis* and *Pearson Correlation*. 'Emotional Intelligence Scale' that is used in this study based on Bar-On Emotional Intelligence Scale (Bar-On, 2001) combined with The Schutte Self-Report Emotional Intelligence Test (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998). On the other hand, Job Satisfaction Scale was created by combining Job Satisfaction Scale of Kayıkçı (2004), Çetinkanat (1988) and Şahin (1999) (as cited in Şahin, Aydoğdu & Yoldaş, 2011). The results revealed that there is a low level of correlation between emotional intelligence and job satisfaction ($r = .16, p < 0.05$). The limitation of this study is the dominance of male employees compared to females. As emotional intelligence and job satisfaction may change according to gender, it will be better if approximately the same number of male and female employees are participating.

1.2. Study by Gürbüz and Yüksel in 2008

In this study, 494 employees participated; 276 of them were male employees and 218 of them were female. In addition, employees were from banking, ready-made clothing, tourism, medical, textile production, and retail sector in Istanbul region. Emotional Intelligence Scale developed by Bar-On (2001) and Job Satisfaction Scale developed by Wong and Law (2002) were used (see Appendix A for Bar-on Emotional Intelligence Scale). To analyze the results *t-test*, *ANOVA*, and *Pearson Correlation* analyses were used. The results of this study have revealed that there is a significant relationship between emotional intelligence and some demographic factors of

employees, but there is no significant relationship between emotional intelligence and job satisfaction ($r=.034$; $p=0.453$) (Gürbüz & Yüksel, 2008). One advantage of this study is that it includes employees who work in different sectors. This is significant because employees' view of job satisfaction may change depending on different sectors because every sector has its own advantages and disadvantages that may contribute to job satisfaction of employees differently. However, this study is conducted in Istanbul; therefore, there is a need to do much more studies in other regions in Turkey as well.

1.3. Study by Büyükbayram and Gürkan in 2014

In this study 601 nurses working in Atatürk Training and Research Hospital in Izmir participated. The Bar-On Emotional Quotient Inventory (Bar-On, 2001) and the Minnesota Job Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1967 cited in Büyükbayram & Gürkan, 2014) were used (see Appendix A for Bar-on Emotional Intelligence Scale and Appendix B for Job Satisfaction Scale in this study). The results analyzed with *Pearson Correlation Analysis* method. The results represented that there is a weak positive correlation between emotional intelligence and job satisfaction ($r = 0.19$; $p<0.001$) (Büyükbayram & Gürkan, 2014). The result can depend on the organizational environment related to the specific hospital used in this study. As organizational environment like organizational communication or behavior of others can change depending on different institutions, job satisfaction of nurses from other hospitals should also be measured. This study includes only employees who work as nurse; however, for employees who work in other areas and sectors, the analyses might yield different results.

1.4. Study by Çömez in 2012

In this study 189 employees participated. These participants were the academicians from Celal Bayar University; 111 participants were male and others were

female. Bar-on Emotional Intelligence Scale (Bar-On, 2001) and Minnesota Job Satisfaction Scale (Weiss, Dawis, England, & Lofquist, 1967 cited in Çömez, 2012) were used (see Appendix A for Bar-on Emotional Intelligence Scale and Appendix B for Job Satisfaction Scale in this study). Pearson Correlation and *t-test* have been used. The results on emotional intelligence and job satisfaction suggested that there is a weak positive correlation between emotional intelligence and job satisfaction ($r = .21$, $p=0.003$) (Çömez, 2012). This study is also limited because it only considers academicians in one university. So the results can show difference according to other universities that academicians are working in.

1.5. Study by Sirem in 2009

The participants of this study were from four different state hospitals in the city center of Afyonkarahisar. The participants were working in different professionals like health technicians, nurses, physicians and other employees from the hospital. Bar-on Emotional Intelligence Scale shortened by Acar (2002) and job satisfaction criterion formed with research on theoretical knowledge were used in this study (see Appendix A for Bar-on Emotional Intelligence Scale and Appendix C for Job Satisfaction Scale in this study). *Pearson Correlation* and *t-test* were used to analyze the results. The results on emotional intelligence and job satisfaction showed that there is a weak positive relationship between emotional intelligence and job satisfaction ($r = .17$, $p = 0.012$) (Sirem, 2009). Participation of employees working only in Afyonkarahisar's state hospitals is the limitation of this study. Therefore, the results cannot be generalized to other employees working in other hospitals. Therefore, other studies should be done that includes other hospitals in different geographic regions as well.

1.6. Study by Canbulat in 2007

The participants of this study were chosen from public and private institutions in Istanbul and Ankara from industry and service sectors. In total 403 participants completed the survey. 243 of them were male and 160 of them were female. In addition, 193 participants were working in public institution and 210 participants were working in private institution. Bar-On Emotional Intelligence Scale (Bar-On, 2001) and Job Satisfaction Scale developed by Şahin and Durak (1997) have been used in the study (see Appendix A for Bar-on Emotional Intelligence Scale and Appendix D for Job Satisfaction Scale in this study). The data was analyzed using *t-test*, *Pearson Correlation* and *One-Way ANOVA*. The results on emotional intelligence and job satisfaction suggested a positive significant relationship between them ($r = 0.459$, $p = 0.000$) (Canbulat, 2007). Even though Istanbul and Ankara are the two biggest cities in Turkey, which may represent the heterogeneity of Turkish society, research on employees who work in different regions can be added as well to get more generalized results on the relationship between emotional intelligence and job satisfaction.

1.7. Study by Öztürk in 2006

This study covers 378 participants, who are working as pre-school teachers in public and private preschools from 13 cities in Central Anatolia Region. Bar-on Emotional Intelligence Scale (Bar-On, 2001), Hackman and Oldman Job Satisfaction Scale (1975) and Maslach Burnout Inventory (Maslach, Jackson & Leiter, 1996) were used to find out emotional intelligence, job satisfaction and burnout experienced by preschool teachers (see Appendix A for Bar-on Emotional Intelligence Scale and Appendix E for Job Satisfaction Scale in this study). *One way variance analysis*, *t test* and *Pearson Correlation* were used for analyzing the results. The results on the overall relationship between emotional intelligence and job satisfaction suggested a meaningful

positive relationship ($r = .21, p = 0.00$) (Öztürk, 2006). Research should also be done in regions other than Central Anatolia and should include to middle school or high school teachers as well to provide more generalizable results.

2. Results from Meta-Analysis

Meta-analytic results of seven studies done in Turkey on the relationship between emotional intelligence and its effect on employees' job satisfaction has been summarized in Table 5.

Table 5

Summary of Seven Studies used In This Meta-Analysis

Type of Relationship	Correlation Type	Number of Studies
Statistically significant relationship between emotional intelligence and job satisfaction	Positive Correlation	6
	Negative Correlation	0
Statistically non-significant relationship between emotional intelligence and job satisfaction	Positive Correlation	1
	Negative Correlation	0

As it can be seen in Table 5, seven studies on emotional intelligence and job satisfaction, used in the present meta-analysis, ranked numerically according to their statistical results. Only one of them found a non-significant positive relationship between emotional intelligence and job satisfaction (Gürbüz & Yüksel, 2008). On the other hand, the rest of the studies found a statistically significant relationship between emotional intelligence and job satisfaction. One of them found strong correlation between the overall emotional intelligence and job satisfaction (Öztürk, 2006). Two of them found moderate and low level significant relationship between emotional intelligence and job satisfaction (Canbulat, 2007; Şahin, Aydoğdu & Yoldaş, 2011). The others found a

significant low relationship between emotional intelligence and job satisfaction (Büyükbayram & Gürkan, 2014; Çömez, 2012; Sirem, 2009).

The results of the present study's meta-analysis are provided in Table 6.

Table 6

Result of meta-analysis

Model	Model	Fixed	Random
	Number Studies	7	7
Effect size and 95% confidence interval	Point estimate <i>r</i>	0.211	0.210
	Lower limit	0.170	0.091
	Upper limit	0.251	0.324
Test of null (2-Tail)	<i>Z-value</i>	9.964	3.430
	<i>p-value</i>	0.000	0.001
Heterogeneity	<i>Q-value</i>	48.685	
	<i>df (Q)</i>	6	
	<i>p-value</i>	0.000	
	<i>I-squared</i>	87.676	
Tau-squared	<i>Tau Squared</i>	0.024	
	<i>Standard Error</i>	0.016	
	<i>Variance</i>	0.000	
	<i>Tau</i>	0.153	

In Table 6, the statistical results of the present study can be seen. Heterogeneity represents the variability among the studies included in the present meta-analysis. It is formed by whether treatment effect of a set of studies vary among one another or not. It is supported that if the heterogeneity test is significant, Random Effect Model should be used as meta-analytic routine (Israel & Richter, 2011; Tufanaru, Munn, Stephenson, & Aromataris, 2015)

The Q-value and I-squared are calculated for analyzing the statistical heterogeneity. Q-value focuses on the difference between the individual studies' treatment effects and the common effect, beyond what is expected by chance. It is also

added in the literature that it has a low power when there are few studies in the meta-analysis and this may cause non-significant result and this may lead to a wrong conclusion about heterogeneity (Higgins, Thompson, Deeks, & Altman, 2003). It can be seen that in the current study $Q=48.685$, $p=.000$ so that statistically significant result of Q heterogeneity test shows that the studies included in the meta-analysis are heterogeneous. Therefore, random effect model should be preferred for the present study. Figure 2 is presenting the effect sizes of the studies and the computational results based on both fixed and random model.

Moreover, Figure 3 is showing the details of Fixed Model results and Figure 4 is showing the details of Random Model Results with forest plots. In random model and meta-analysis with small sample size, I-squared is recommended as the heterogeneity measure. I-squared asks the question of how much heterogeneity is present. The range of I-squared is between 0% and 100% and it shows the percentage of total variation across studies occur by heterogeneity (Israel & Richter, 2011). Some researchers suggested a distinction like 25% equals low heterogeneity, 50% equals medium heterogeneity, and 75% equals high heterogeneity (Higgins, Thompson, Deeks, & Altman, 2003). In this sense, the present study is equal to high heterogeneity because the present study's I-squared is higher than 75% ($I^2 = 87.676$).

The results of the random model of the present study supports a significant relationship among the variables. In other words, according to the results, there is a significant relationship between emotional intelligence and job satisfaction ($r=.210$; $Z=3.430$, $p=.001$).

Model	Study name	Statistics for each study					Correlation and 95% CI				
		Correlation	Lower limit	Upper limit	Z-Value	p-Value	-1.00	-0.50	0.00	0.50	1.00
	Sahin	0,160	0,016	0,298	2,171	0,030			+		
	Gurbuz	0,034	-0,054	0,122	0,754	0,451			+		
	Buyukbayra	0,190	0,084	0,292	3,494	0,000			+		
	Comez	0,214	0,074	0,346	2,964	0,003			+		
	Sirem 2009	0,174	0,039	0,303	2,523	0,012			+		
	Canbulut	0,459	0,378	0,533	9,921	0,000				+	
	Ozturk	0,210	0,111	0,305	4,112	0,000			+		
Fixed		0,211	0,170	0,251	9,964	0,000			+		
Random		0,210	0,091	0,324	3,430	0,001			+		

Figure 2

Seven studies of meta-analysis with effect size calculations and overall effect size based on fixed and mixed model with 95% confidence intervals

Point estimate represents the estimation of the population parameter. Two sided interval, which is given by confidence interval, is represented as lower and upper limit in the table. As the random effect model has been taken into consideration in the present study, the values of point estimate, lower limit and upper limit has been taken from Random model (Figure 4). It can be seen from the Figure 4 that “0” is in out of the range of lower and upper limit values of confidence interval. So it can be concluded that 95% of the intervals would contain the population mean.

Tau-squared is used to assign the weights (Borenstein, Hedges, & Rothstein, 2007). In Figure 2, it can be seen that there is a variance between studies. In addition, the within-study variance is minimal; therefore, it cannot be completely explained by the variance within studies. In the present study, *Tau-squared* represent that the true effect in each study is randomly distributed between studies.

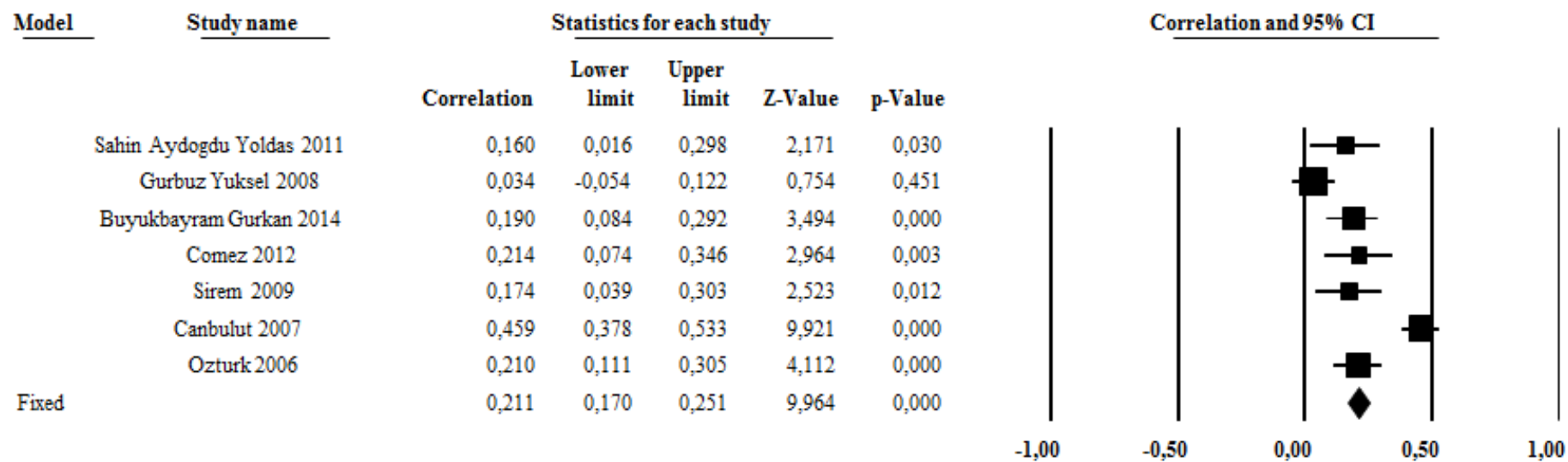


Figure 3

Fixed model results of meta-analysis over seven studies on the relationship of emotional intelligence and job satisfaction.

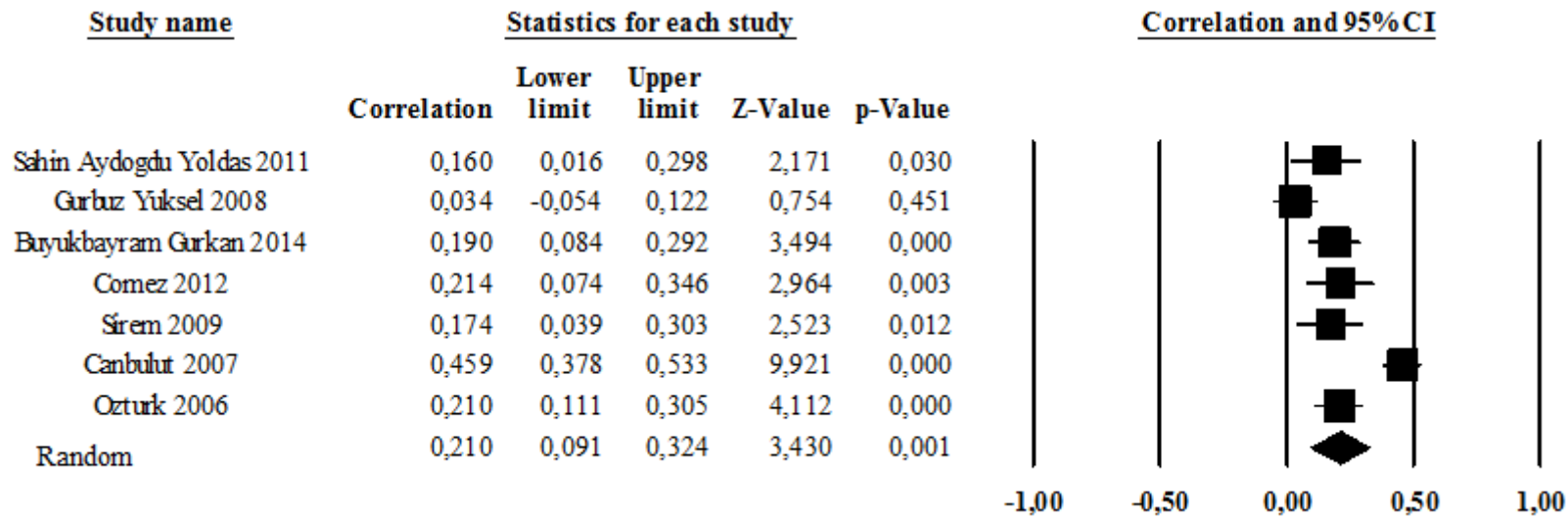


Figure 4

Random model results of meta-analysis over seven studies on the relationship of emotional intelligence and job satisfaction

Section IV - Discussion and Conclusion

Given the widespread interest surrounding emotional intelligence as a predictor of job satisfaction, we examined the relationship between emotional intelligence and job satisfaction. The earlier research in Turkey have taken the positive findings as a proof that there is a relationship between emotional intelligence and job satisfaction. However, the studies conducted in Turkey differ based on their results. Some of these studies found a strong correlation between emotional intelligence and job satisfaction (Öztürk, 2006), whereas others found weak relationship between emotional intelligence and job satisfaction (Büyükbayram & Gürkan, 2014; Çömez, 2012; Sirem, 2009). There are also studies which found moderate level of relationship between emotional intelligence and job satisfaction (Canbulat, 2007; Şahin, Aydoğdu, & Yoldaş, 2011). On the other hand, some studies found non significant relationship between emotional intelligence and job satisfaction (Gürbüz & Yüksel, 2008).

There are also research done abroad that showed different results on the relationship between emotional intelligence and job satisfaction. Some research done abroad supported that there is a strong correlation between emotional intelligence and job satisfaction (Bhatti & Tabbasum, 2014; Ignat & Clipa, 2012; Mousavi, Yarmohammadi, Nosrat, & Tarasi, 2012); in addition, some other studies found that emotional intelligence has a moderate effect on job satisfaction (Carmeli, 2003; Petrides & Furham, 2006). There are also research which supported that there is non significant relationship between emotional intelligence and job satisfaction (El Badawy, & Magdy, 2015). As the results of these studies contradict with each other, the present meta-analysis study can provide insight into the potential causes for such uncertainty in addition to provide a more defined estimate of the relationship between emotional intelligence and job satisfaction.

The results of the present study conclude that there is a statistically significant relationship between emotional intelligence and job satisfaction. In other words, the result of the present meta-analysis supports the hypothesis of present study. The results also supported findings of many earlier research that have found a significant relationship between emotional intelligence and job satisfaction. However, there is still a need to do much more research on the relationship between emotional intelligence and job satisfaction to be more precise about whether there is a really significant relationship between two. This is because the present meta-analysis, unfortunately used low number of studies to analyze the overall relationship and the most of the studies included in the present meta-analysis have found a moderate or low level relationship between emotional intelligence and job satisfaction. However, abroad, there are more individual studies, which have concluded with more different results than moderate or weak relationship between emotional intelligence and job satisfaction. Therefore, the result of the present study may be due to the lack of different individual studies with different results. More individual research on this field can yield different results to better understand whether there is a really significant relationship between emotional intelligence and job satisfaction or not.

There are also criticisms on meta-analysis. One of these criticisms suggests that the summary effect is focused in meta-analysis and there is also a possibility that treatment effect may vary from study to study. Another common criticism suggests that studies which found high treatment effects are more likely to be published and there are some that have not been published because of their lower treatment effects. So meta-analysis may overestimate the true effect size as published studies include mostly the studies with high treatment effects. The other criticism suggests that meta-analyses try to combine different kinds of studies in the same analysis. So the important differences

across studies would probably be ignored in meta-analysis (Borenstein, Hedges, Higgins, & Rothstein, 2009). This criticism can also be appropriate for the present study because each individual study used in the present meta-analysis done with different employees from different sector and age or gender groups. In addition, there are earlier research that supported employees' job satisfaction being affected by different factors like, sector of the job, age, gender, tenure and etc. (Aslan & Akbayrak, 2002; Çimen & Şahin, 2000; Paşaoğlu & Tonus, 2014; Yılmazel, 2013). However, these factors are not included in meta-analysis. Another criticism toward meta-analysis suggests that the studies included in meta-analyses may have inaccurate results because of their limitations and research methodology. So according to this criticism, this case may lead to a problematic result while conducting the meta-analysis as well. The other criticism suggests that important studies left out in meta-analysis. This criticism supports that many studies eliminated during the decision of which studies to include and which one to exclude. So according to this criticism during this process, important studies may be left out. Another criticism implies that in some conditions, meta-analysis may yield different results compared to large scale randomized trials. The last criticism toward meta-analysis emphasizes mistakes in a study is inevitable and published studies are unlikely to uncover all of these mistakes. So according to this criticism, at the end of the meta-analysis, there will occur an inaccurate result because of these mistakes come from individual studies (Borenstein, Hedges, Higgins, & Rothstein, 2009). However, still it is accepted that meta-analytic research are significant because they draw a roadmap for future research. Therefore, the present study is important although there are low number of meta-analytic studies in Turkey. So similar meta-analysis like the present study can at least give an opinion for future research.

1. Implication of the Present Study

The present study found an overall relationship between emotional intelligence and job satisfaction based on comparing the studies in ULAKBIM and Council of Higher Education Thesis Center. First of all, adding other studies which have been published in specific journals beside ULAKBIM or Council of Higher Education Thesis to the meta-analysis can be done later. This would be also good to include much more results of the studies inside the meta-analysis. Because in the present study, although the expectation was different, few articles have been reached at the end of the literature review. Some of the studies are also eliminated based on their research method. So at the end we have just done our meta-analysis with few studies.

It would also be better to do a meta-analysis in the same field. In the present study, we could not find any meta-analysis on emotional intelligence and job satisfaction that have been conducted abroad. Therefore, we could not compare our results. In addition, there is also a need to do more meta-analysis including the studies in Turkey as well because there is unfortunately no meta-analysis especially in the area of psychology (Işık, 2014).

2. Limitation of the Present Study and Future Research Directions

There were limitations as well for the present study. First of all, although much attention has been given to emotional intelligence and job satisfaction relationship in abroad, there are few studies that have been done on this concept in Turkey. Therefore, having low number of studies on the relationship between emotional intelligence and job satisfaction was a major limitation for the present study because sample size of the present study was very low compared to other meta-analysis which have been done abroad. Therefore, there is a need to do more individual research on the relationship between emotional intelligence and job satisfaction in Turkey.

Secondly, earlier research suggested that age, gender, education level, stress management skills and rewarding systems in working environment can eliminate the effect of high level of Emotional Intelligence on job satisfaction (Gürbüz & Yüksel, 2008; Orhan, 2012; Şahin, Aydoğdu, & Yoldaş, 2011). Hence, there is a need to do more research on the relationship between emotional intelligence and job satisfaction which include variables like age, gender, education level, stress management skills and satisfaction of rewarding systems as well. So the results can show more accurately whether emotional intelligence really has directly relationship with job satisfaction or there are other variables that can eliminate this case.

Lastly, in some studies, mediating effect was found while searching emotional intelligence and job satisfaction. For instance, in a research, it has been claimed that emotional labor has a partial mediating effect on the relationship between emotional intelligence and job satisfaction (Genç, 2013). So maybe there can be other mediators in the individual studies that could have been used in the present study. Therefore, more research on emotional intelligence and job satisfaction should focus on mediating variables to truly understand whether there is any relationship between emotional intelligence and job satisfaction.

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Appendix A

The Bar-On Emotional Quotient Inventory (Bar-On, 2001) used in the seven studies that included in the present meta-analysis.

Duygusal Zeka Ölçeği

Sayın katılımcı, aşağıdaki ifadelere vereceğiniz cevapları 1'den 5'e kadar sıralanan 1- Tamamen katılıyorum, 2- Katılıyorum, 3- Kararsızım, 4- Katılmıyorum, 5- Kesinlikle katılmıyorum açıklamalarından birini seçerek (X) işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışlığı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

Bu bölümdeki ifadeleri, sağ taraftaki belirtilen önermelerden size en uygun yanıtı seçerek işaretleyiniz.	1	2	3	4	5
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Zorluklarla baş edebilme yaklaşımım, adım adım ilerlemektir.					
2. Duygularımı göstermek benim için oldukça kolaydır					
3. Çok fazla strese dayanamam.					
4. Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.					
5. Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.					
6. Üzücü olaylarla yüz yüze gelmek benim için zordur.					
7. Biriyle aynı fikirde olmadığımda, bunu ona söyleyebilirim.					
8. Kendimi kötü hissettiğimde, beni neyin üzdüğünü bilirim.					
9. Başkaları, benim iddiasız biri olduğumu düşünürler					
10. Çoğu durumda kendimden eminimdir.					
11. Huysuz bir insanımdır.					
12. Çevremde olup bitenlerin farkında değilimdir.					
13. Derin duygularımı başkaları ile kolayca paylaşamam.					
14. İyi ve kötü yanlarıma baktığım zaman kendimi iyi hissederim.					
15. Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.					
16. Sevgimi belli edemem.					
17. Tam olarak hangi konularda iyi olduğumu biliyorum					
18. Eski alışkanlıklarımı değiştirebilirim					

Bu bölümdeki ifadeleri, sağ taraftaki belirtilen önermelerden size en uygun yanıtı seçerek işaretleyiniz.	1	2	3	4	5
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
19. Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.					
20. Başkalarına kızdığımda bunu onlara söyleyebilirim.					
21. Hayatta neler yapmak istediğime dair kesin bir fikrim yok.					
22. Yapacaklarımın bana sık sık söylendiği bir işte çalışmayı tercih ederim.					
23. Bir problemi çözerken her bir olasılığı inceler, daha sonra en iyisine karar veririm					
24. Bir liderden çok, takipçiyimdir.					
25. Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım					
26. Fiziksel görüntümden memnunum.					
27. İnsanlara, ne düşündüğümü kolayca söyleyebilirim.					
28. İlgimi çeken şeyleri yapmaktan hoşlanırım.					
29. Sabırsız bir insanım.					
30. Diğer insanların duygularını incitmemeye özen gösteririm.					
31. İşler gittikçe zorlaşsa da, genellikle devam etmek için motivasyonum vardır.					
32. Başkalarıyla iyi ilişkiler kurarım.					
33. Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.					
34. İnsanlara yardım etmekten hoşlanırım.					
35. Son birkaç yılda çok az başarı elde ettim.					
36. Öfkemi kontrol etmem zordur.					
37. Hayattan zevk almıyorum					
38. Duygularımı tanımlamak benim için zordur.					

Bu bölümdeki ifadeleri, sağ taraftaki belirtilen önermelerden size en uygun yanıtı seçerek işaretleyiniz.	1	2	3	4	5
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
39. Haklarımı savunamam.					
40. Oldukça neşeli bir insanımdır.					
41. Düşünmeden hareket edişim problemler yaratır.					
42. İnsanlar benim sosyal olduğumu düşünürler.					
43. Kurallara uyan bir vatandaş olmak çok önemlidir.					
44. Kendimi olduğum gibi kabul etmek bana zor geliyor.					
45. Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun annesini ve babasını bulmasına yardım ederim					
46. Arkadaşlarım bana özel şeylerini anlatabilirler.					
47. Kendi başıma karar veremem.					
48. Başka insanlara saygı duyarım.					
49. Başkalarına neler olduğunu önemserim.					
50. Bazı şeyler hakkında fikrimi değiştirmem zordur.					
51. Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca, genellikle tıkanır kalırım.					
52. Fanteziler ya da hayaller kurmadan, her şeyi gerçekte olduğu gibi görmeye çalışırım.					
53. Neler hissettiğimi bilirim.					
54. Benimle birlikte olmak eğlencelidir.					
55. Sahip olduğum kişilik tarzından memnunum.					
56. Hayal ve fantezilerime kendimi kaptırırım.					
57. Yakın ilişkilerim, benim ve arkadaşlarım için çok önemlidir.					
58. Yeni şeylere başlamak benim için zordur.					
59. Eğer yasaları çiğnemem gerekirse, bunu yaparım.					

Bu bölümdeki ifadeleri, sağ taraftaki belirtilen önermelerden size en uygun yanıtı seçerek işaretleyiniz.	1	2	3	4	5
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
60. Endişeliyimdir.					
61. Yeni şartlara ayak uydurmak benim için kolaydır					
62. Kolayca arkadaş edinebilirim.					
63. Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.					
64. Başkaları ile çalışırken, kendi fikirlerimden çok onlarınkine güvenirim.					
65. Kendimi çok sık kötü hissederim.					
66. Konuşmaya başlayınca zor susarım					
67. Çevremdekilerle iyi geçinemem.					
68. Zor şartlarda serin kanlılığımı nasıl koruyacağımı bilirim.					
69. Kendimi takdir ederim.					
70. İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.					
71. Tarzımı değiştirmem zordur					
72. Hayatımdan memnunum.					
73. Başkalarının bana ihtiyaç duymalarından çok, ben başkalarına ihtiyaç duyarım.					
74. Hafta sonlarını ve tatilleri severim.					
75. Çok sinirlenmeden stresle baş edebilirim.					
76. Çok zor durumların üstesinden geleceğime inanıyorum.					
77. Acı çeken insanların farkına varamam.					
78. Genellikle en iyisini ümit ederim.					
79. Başkalarına göre, bana güvenmek zordur.					
80. Endişemi kontrol etmemin zor olduğunu biliyorum.					

Bu bölümdeki ifadeleri, sağ taraftaki belirtilen önermelerden size en uygun yanıtı seçerek işaretleyiniz.	1	2	3	4	5
	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
81. Başkalarının duygusal ihtiyaçlarını kolaylıkla fark ederim.					
82. Abartmayı severim.					
83. Gülümsemek benim için zordur.					
84. Uygun bir zamanda negatif duygularıyla yüzleşir, onları gözden geçiririm.					
85. Yeni bir şeylere başlamadan önce, genellikle başarısız olacağım hissine kapılırım.					
86. İstedğim zaman “hayır” demek, benim için zordur.					
87. Bir problemle karşılaştığımda önce durur ve düşünürüm.					
88. Yukarıdaki ifadelere samimi bir şekilde cevap verdim.					

Appendix B

The Minnesota Job Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967) used in the studies, which are Çömez (2012) and Büyükbayram and Gürkan (2014), included in the present meta-analysis.

MİNNESOTA İŞ DOYUM ÖLÇEĞİ

Aşağıda belli bazı duyguları ve durumları içeren ifadeler yer almaktadır. Bu ifadelerde belirtilen duygu ve durumları yaşıyıp yaşamadığınızı düşünerek size en uygun olan sıklık sayısını aşağıdaki tabloya bakarak her cümle için en uygun rakamı yazmanız gerekmektedir.

Duygulan Yaşama Sıklığı Ve Sayısı				
1	2	3	4	5
İşimden hiç hoşnut değilim	İşimden hoşnut Değilim	İşimle ilgili kararsızım	İşimden hoşnudum	İşimden çok hoşnudum
	Hangi Sıklıkta			
1		Beni her zaman meşgul etmesi bakımından		
2		Tek başıma çalışma olanağımın olması bakımından		
3		Ara sıra değişik şeyler yapabilme şansımın olması bakımından		
4		Toplumda "saygın bir kişi" şansını bana vermesi bakımından		
5		Amirimin karar vermedeki yeteneği bakımından		
6		Amirimin emrindeki kişileri idare tarzı bakımından		
7		Vicdanıma aykırı olmayan şeyler yapabilme şansımın olması bakımından		
8		Bana sabit bir iş olanağı sağlaması bakımından		
9		Başkaları için bir şeyler yapabilme olanağına sahip olabilmeme bakımından		
10		Kişilere ne yapacaklarını söyleme şansına sahip olmam bakımından		
11		Kendi yeteneklerimle bir şeyler yapabilme şansımın olması bakımından		
12		İş ile ilgili alınan kararların uygulanmaya konulması bakımından		
13		Yaptığım iş karşılığında aldığım ücret bakımından		
14		İş içinde terfi olanağımın olması bakımından		
15		Kendi kararlarımı bana uygulama serbestliği vermesi bakımından		
16		Kendi yeteneklerimi kullanabilme şansını bana sağlaması bakımından		
17		Çalışma şartları bakımından		
18		Çalışma arkadaşlarımla birbirleri ile anlaşmaları bakımından		
19		Yaptığım iyi bir iş karşılığında takdir edilmem bakımından		
20		Yaptığım iş karşılığında duyduğum başarı hissinden		

Appendix C

The Job Satisfaction Questionnaire developed by and used in the study by Sirem (2009) included in the present meta-analysis.

İş Tatmini Ölçeği

Aşağıdaki ifadelerden size en çok uyan ifadenin yanındaki numarayı işaretleyiniz.

1. Aldığımız maaş miktarı ve maaş artış oranları sizi ne derecede tatmin ediyor?

Beni hiç tatmin etmez (1)	Beni yeterince tatmin etmez (2)	Kararsızım (3)	Beni oldukça tatmin eder (4)	Beni çok tatmin eder (5)
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2. Sizinle benzer işi yapan diğer iş arkadaşlarınızın aldığı maaşı kıyasladığınızda sizin ve arkadaşlarınızın maaş miktarı sizce ne kadar adil?

Hiç adil değil (1)	Yeterince adil değil (2)	Kararsızım (3)	Yeterince adil (4)	Son derece adil (5)
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3. İş yerinizde veya kurumunuzda terfi olanakları doğduğu zaman yetenekli ve çalışkan kimseler tercih ediliyor mu?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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4. Kurumumda veya iş yerimde uygulanan terfi sistemi yeterince adaletlidir.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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5. Şu an yaptığımız işte yükselme (terfi) olanağınız var mı?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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6. Yaptığınız iş tüm bilgi ve yeteneklerinizi kullanma imkanı sağlıyor mu?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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7. Çalışmakta olduğum işim bilgi ve yeteneklerimi kullanmam açısından bana uygundur.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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8. İşimde gösterdiğim performans sonucunda gösterdiğim gelişim ve ilerlemenin farkındayım.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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9. İşinize zevkle bir şeyler yapma arzusu içinde geliyor ve iş bitiminde “ başarı” hissi duyuyor musunuz?

Hiçbir zaman (1)	Nadiren (2)	Bazen (3)	Genellikle (4)	Her zaman (5)
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10. İşiniz ile ilgili bir sorunu çözme konusunda inisiyatif (bağımsız karar verme) şansına sahip misiniz?

Hiçbir zaman (1)	Nadiren (2)	Bazen (3)	Genellikle (4)	Her zaman (5)
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11. Yaptığımız iş ve görevlerin kurumunuz için sizce önem derecesi nedir?

Hiç önemli değil (1)	Önemsiz (2)	Biraz önemli (3)	Oldukça önemli (4)	Son derece önemli (5)
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12. Yaptığımız iş, sorumluluk duygularımızı artırıyor mu?

Hiçbir zaman (1)	Nadiren (2)	Bazen (3)	Genellikle (4)	Her zaman (5)
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13. İş ortamınızın fiziksel koşullarını nasıl değerlendiriyorsunuz?

Çok kötü (1)	Kötü (2)	Orta (3)	İyi (4)	Çok iyi (5)
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14. İş yerimde güvenli ve rahat bir ortamda çalışıyorum.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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15. İş yerimdeki mesai saatlerinden, tatil ve izin durumundan memnunum.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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16. Amirlerim bana dostça ve samimice yaklaşmakta, bana yeterince destek olmakta, gelişmeye yardımcı olarak beni yönlendirmektedir.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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17. Amirlerimiz karar alma mekanizmasında yer almama olarak sağlar, benim düşüncelerime de önem verir.

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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18. Amirleriniz tüm çalışanlara adil davranıyor mu?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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19. İş yerinizdeki iletişim araçlarının (telefon,faks, internet vb.) yeterliliği hakkında ne düşünüyorsunuz?

Çok yetersiz (1)	Yetersiz (2)	Kararsızım (3)	Yeterli (4)	Kesinlikle yeterli (5)
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20. İşinizle ilgili olarak ihtiyaç duyduğunuz bilgiye ve kişilere rahatlıkla ulaşabiliyor musunuz?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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21. İş arkadaşları ve iş grubunuz ile iyi anlaşabiliyor musunuz?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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22. İşinizi yaparken ihtiyaç duyduğunuzda, iş arkadaşlarınız size yardımcı oluyor mu?

Kesinlikle hayır (1)	Büyük ölçüde hayır (2)	Kararsızım (3)	Büyük ölçüde evet (4)	Kesinlikle evet (5)
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Sorular burada sona ermektedir. Araştırmamıza katıldığınız için teşekkürler

Appendix D

The Job Satisfaction Scale developed by Şahin and Durak (1997) and used in the study by Canbulat (2007) included in the present meta-analysis.

İş Doyumu Ölçeği

Sr no	İş Doyumu Unsuru Lütfen, işinizle ilgili belirtilen ifadenin size sağlamış olduğu doyumun derecesini, ifadenin hizasındaki ilgili kutucuğa (X) işareti koyarak işaretleyiniz	İş Unsurunun Doyum Sağlama Düzeyi				
		Çok tatmin edici	Epey tatmin edici	Orta düzeyde tatmin edici	Biraz tatmin edici	Hiç tatmin edici değil
1	Yaptığım iş karşılığı aldığım ücret					
2	İşimde bana sağlanan yükselme imkanları					
3	İş yerimdeki idari politikalar ve işleyiş biçimi					
4	İş yerimdeki idari yapılaşma (hiyerarşik yapı)					
5	İş yerimdeki hizmet içi eğitim programları					
6	Amirlerimin yöneticilik stili					
7	İş yerimde alınan kararlara katılım payım					
8	İş yeri arkadaşlarımla ilişkilerim					
9	Birlikte çalıştığım grubun büyüklüğü					
10	İş yerimin fiziksel koşulları					
11	İş yerimdeki sorunların çözümünde idarenin yaklaşımı					
12	İşimin kapsamı					
13	İş yerimde yükselebilmem için yapmam gerekenlere ilişkin bilgilerin açıklığı					
14	İş yerimdeki rollerin belirginlik düzeyi					
15	İş yerimdeki performansımın değerlendiriliş biçimi					
16	İş yerimdeki ikramiye ya da prim olanakları					
17	İş yerimde benden beklenenlerin belirtiliş biçimi					
18	İdarenin personele karşı tavrı					

Sr no	İş Doyumu Unsuru	İş Unsurunun Doyum Sağlama Düzeyi				
		Çok tatmin edici	Epey tatmin edici	Orta düzeyde tatmin edici	Biraz tatmin edici	Hiç tatmin edici değil
19	Lütfen, işinizle ilgili belirtilen ifadenin size sağlamış olduğu doyumun derecesini, ifadenin hizasındaki ilgili kutucuğa (X) işareti koyarak işaretleyiniz					
20	İş yerimde, personeli doğrudan ilgilendiren konularda kararların alınış şekli					
21	Yaptığım iş üzerindeki kendi kontrol düzeyim					
22	İşimdeki çeşitlilik miktarı					
23	İş yerimdeki insanlar arası iletişim şekli					
24	İş yerimdeki çalışma saatlerim					
25	İş yerimdeki gürültü düzeyi					
26	İş yerimdeki düzen ve temizlik					
27	İş yerimdeki teknolojik imkanlar					
28	İşimi yaparken bana tanınan özgürlük derecesi					
29	İşimi yaparken bana verilen sorumluluk miktarı					
30	İş performansım ile ilgili olarak bana verilen bilgi					
31	Yaptığım işin yeteneklerime uygunluğu					
32	Yaptığım işin eğitimime uygunluğu					
32	Yaptığım işin kişiliğime uygunluğu					

Appendix E

The Hackman and Oldman Job Satisfaction Scale (1975) used in the study by Öztürk (2006) included in the present meta-analysis.

HACKMAN VE OLDHAM İŞ DOYUMU ÖLÇEĞİ (ENVANTERİ)

	Çok Yetersiz	Yetersiz	Kararsızım	Yeterli	Çok Yeterli
1. İşinizin size sağladığı güvenlik derecesi nedir?					
2. Aldığınız para ve destekler yeterli mi?					
3. İşinizde kişisel gelişme ve yükselme olanakları var mı?					
4. İşinizde beraber çalıştığınız ve ilişki içinde olduğunuz kişilerden memnun musunuz?					
5. Amirlerinizin size karşı davranışlarını adil ve saygılı buluyor musunuz?					
6. İşinizi yaparken, takdir edileceğiniz duygusu içinde misiniz?					
7. İş yerinde birlikte çalıştığınız arkadaşlarınızla yakın ilişki içinde misiniz?					
8. Üstlerinizden gördüğünüz destek ve yardımdan memnun musunuz?					
9. Yaptığınız iş karşılığında aldığınız para sizce adaletli mi?					
10. İşinizi yaparken bağımsız olarak kişisel istek ve düşüncelerinizi uygulayabiliyor musunuz?					
11. Geleceğinize ilişkin planlarınız açısından iş yerinizi güvenceli buluyor musunuz?					
12. İş yerinizdeki ilgililerle düşüncelerinizi paylaşma olanağı oluyor mu?					
13. İşinizde, başarınızı gösterme ve yarışma fırsatı var mı?					
14. İş yeri yönetiminin tutumundan memnun musunuz?					