

CONCEPT OF PEACE AND HARMONY IN BUDHISM & ISLAM: A COMPARATIVE STUDY

Sanaullah Bhutto*
Arshad Munir**

ABSTRACT:

The research paper aims at to analyze and determine the role and scope of religion for maintaining peace and harmony all across the world. We can state without exaggeration that Religion is a positive factor for it goes a long way to maintain peace and invoke harmony and integration for humanity. A brief glance at the religions of the world reveals that all religions of the world have their own approaches and stand for the peace in the world. Buddhist moral and spiritual teachings to a great extent stand for brotherhood and harmony throughout the world. Similarly, Islam recognizes the fact that each religious teacher has faith in his own mission and wants to establish peace for mankind. Both religions are a living organization of peace and harmony for humanity. Hence in the light of religions and their teachings, both are aimed at for the betterment of humanity as well as to propagate the message of love, equality, brotherhood, justice and equity.

INTRODUCTION

The Relation of Religion and Human Being

The important point which attracts our attention during the study of evolutionary development of human being is the relationship between human beings and religion. The life at its lower level of existence like that of animals and plants remains devoid of the concept of God and worship or altogether submission to the Creator, but no longer does it transcend to its higher level of consciousness like human being, religion becomes inalienable part and need of man. The religious ideology and teachings also progressed and evolved with the passage of time vis-a-vis human cognitive evolution. Hence religion has played a pivotal role in uplifting human moral values, devising solutions regarding psychological complexities and psychic phenomenon, character-building and mutual understanding among different fibers of the society. Thus it testifies that religion had been an integrated and inseparable part of social development and cognitive evolution. The traces of religion are noticeable in all areas of human learning and development.

The discovery of archeological findings provide information which authenticates this assumption that religion has remained cardinal stimulus and source of inspiration and integration among the nations, emergence of civilizations and unity among groups and nations.

The study of the history of religion reveals an interesting point that intuitional inclination of man towards religion is as old as far the traces of his conscious existence are found: both go hand in hand. The ancient remains and history has dived deep to unfold the various mysteries related to life and bring forth an

* PhD & Professor, Department of Islamic studies, University of Sindh, Jamshoro.
Email: sbhutto@yahoo.com

** PhD, College of Agriculture, Dera Ghazi Khan, Punjab.
Email: amleghari@gmail.com,

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Hyderabad. There is significantly gender difference found in emotional intelligence which indicated that female teachers are more emotionally intelligent as compared to male teachers further there is no-significant gender difference found in job satisfaction. Present study also shows that only 27.82% teachers of Government colleges of Hyderabad are satisfied towards their job while majority of teachers 61.97% fall in ambivalent category and remaining 10.21% are dissatisfied towards their job.

Any Government or Non-Government organization would be successful when employee will be interested towards their good job, & they will be well-known to the responsibilities of job. When in any organization male or female employees have ability to bear / tolerate hard situations; then they will do work for the welfare of humanity. Besides it they have considerable secure work environment & have a good salary. For satisfaction of job, & job performance, employee personality may be more important factor that is significantly affect on job satisfaction. There are spurious relationships between job satisfaction & performance, because both satisfaction & performance are the result of personality. Job satisfaction is affected by employees on the basis of employee's age, tenure, salary or wages, job type, job level, work environment, internal & external rewards, nature / personality of employee, supervisor, & co-workers. According to Walker, Churchill and Ford, (1977) employees' satisfaction has two dimensions, i-e extrinsic and intrinsic, whenever these both will be fulfilled then the employee will be satisfied towards his/her job.

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Further relevant study for assessing the impact of emotional intelligence and gender on job satisfaction and job performance in Nigeria Police Officers; the findings shows that high emotional intelligent police officers re more satisfied towards their jobs and they perform better than low emotional intelligence police officers, revealed by Afolobi et al, (2010). So present study supported as above and proved the hypotheses #1.

Supporting to present study; hypotheses # 2 that Female have high emotional intelligence as compared to males findings of similar studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). It is found that female are more emotionally expressive as compared to males because they have better ability to understand emotions and have interpersonal skills and they are more empathetic and perceptive, (Aquino, 2003, Argyle,1990; Hargie, Saunders & Dickson,1995; Lafferty,2004; Topia & Marsh II, 2006; Trobst, Collins, & Embree,1994). A study of relationship between gender and emotional intelligence by Naghavi and Redzoan, (2011) concluded that there is significant difference in emotional intelligence in boys and girls. Girls are high emotional intelligent than boys.

Supporting to present study; hypotheses # 3 rejected on the basis that there is no significant difference between job satisfaction in men and women employees, as similar study revealed by Emdady, (2013). There are further studies supporting to present study such as a study by Richard P. Vlosky, (2009) indicated that there is no difference of male and female employees in job satisfaction towards their job in an Organization. In Pakistan, a study for examining the difference of job satisfaction in male and female bank employees of ANZ Grind lays Bank Karachi; the results show that there is insignificant difference in job satisfaction among male and female employees concluded by Munaf and Saadat, (1995). A study conducted in China for measuring job satisfaction among Hotel employees, it indicated that there is no significant difference in demographic variables (such as age, gender, experiences) of employees for job satisfaction. It means there is no significant difference in between junior, senior and male or female employees' job satisfaction. Another study conducted by David, B & Tom, W, (2009) indicated that employees of public & private have similar level of overall job satisfaction that is high level of satisfaction; further they found that there is significant difference between male and female respondents of public and private organizations A study conducted by Karimi, L, (2009) on 387 Iranian male & female employees of a variety of organizations. It indicated that Iranian male and female experiences are similar interference in their work-family and similar in life and job satisfaction. It means there is no significant gender difference in job satisfaction among Iranian employees.

CONCLUSION

It is concluded that there is strong positive correlation between emotional intelligence and job satisfaction found in teachers of Government Colleges of

- (a) Female teachers are more scored in nature of work, coworkers, communication and supervision, while less scored areas are pay, operating conditions, fringe benefits, contingent rewards and promotion.
 - (b) Male teachers are more scored in nature of work; coworkers, communication supervision, pay and contingent rewards while less scored areas are promotion, fringe benefits and operating conditions respectively.
6. It is found that 28.95% female teachers of Govt colleges of Hyderabad are satisfied 63.16% are ambivalent and 7.9% are dissatisfied towards their jobs.
 7. It is found that 26.52% male teachers of Govt colleges of Hyderabad are satisfied, 60.61% are ambivalent and 12.88% are dissatisfied towards their jobs.
 8. It is found that overall teachers of Govt Colleges of Hyderabad (both male and female) shows 27.82% satisfaction, 61.97% ambivalent and 10.21% dissatisfaction towards their jobs.

DISCUSSION AND CONCLUSION

The purpose of present study was to evaluate “the relationship between emotional intelligence and job satisfaction and comparison of emotional intelligence and job satisfaction in between male and female teachers of Govt colleges of Hyderabad District “. Present research conforms/ proved following hypothesis:

1. There is positive relationship between emotional intelligence and job satisfaction in teachers of Govt colleges of Hyderabad.
2. Female teachers of Govt Colleges would be more emotionally intelligence as compare to male teachers of Govt Colleges of Hyderabad.
Present study rejects following hypotheses.
3. Female teachers of Govt Colleges would be more satisfied towards their job as compared to male teachers of Govt Colleges.

supported to present study; as hypotheses #1; some relevant past researches are such as concluded by Yarmohammadi (2012); i-e there is positive and significant relationship between emotional intelligence and job satisfaction in teachers; further three domains (self motivation, empathy and social skills) are predictors of job satisfaction in teachers, then a study on the effects of labor's emotional intelligence on their job satisfaction, job performance and commitment, the sample of 350 employees of corporation operating in Fars Province Industries; their results shows that emotional intelligence is positively correlated with job satisfaction of employees further there is significant relationship between labor's emotional intelligence with job satisfaction and no-significant relationship between labor's emotional intelligence with their commitment revealed by Shooshtarian, Ameli and Aminilari, (2013). Another; there is a positive correlation between emotional intelligence and job satisfaction in employees working in petroleum industry of India, further both male and female employee's emotional intelligence is positively correlated with job satisfaction study revealed by Thiruchelv, (2009), and same concluded in his research by Ealias, (2012).

Table # 16***Percentage of satisfied, ambivalent and dissatisfied of teachers of Govt College on job satisfaction survey***

Gender	Satisfied	% of satisfied	Ambivalent	% of ambivalent	Dissatisfied	% of dissatisfied	total
Female teachers	44	28.95%	96	63.16%	12	7.9%	152
Male teachers	35	26.52%	80	60.61%	17	12.88%	132
Total=	79	27.82%	176	61.97%	29	10.21%	284

Source: Self calculated and tabulated from questionnaires

FINDINGS OF THE STUDY:

In the present study, following findings are found:

1. There is strong positive relationship between emotional intelligence and job satisfaction in male and female teachers of Govt colleges of Hyderabad District., found through Spearman's Rho correlation and Pearson Correlation coefficient as shown in table # so it proved the hypotheses # 1; which is: There is positive relationship between emotional intelligence and job satisfaction in teachers.
2. It is found that there is statistically significant difference in emotional intelligence among male and female teachers of Govt College teachers of Hyderabad as shown in Table # , further it shows that mean of female teachers of Govt colleges on EQ-I is more than male teachers so it proved the hypotheses # 2 which is: Female teachers of Govt Colleges would be more emotionally intelligent as compare to male teachers of Govt Colleges.
3. It is found that there is statistically Non-significant difference in job satisfaction among male and female teachers of Govt College teachers of Hyderabad as shown in Table # , further it shows that there is no mean difference of male and female teachers of Govt colleges Hyderabad; so it rejects the hypotheses # 3 which is: Female teachers of Govt Colleges would be more satisfied towards their job as compared to male teachers of Govt Colleges.
4. By comparing the five areas of emotional intelligence among male and female teachers of Govt Colleges of Hyderabad it is found that :
 - (a) Female teachers are more intelligent in intrapersonal areas; secondly in interpersonal, thirdly in adaptability, while less intelligent areas are stress management and general mood as fourth and fifth respectively.
 - (b) Male teachers are emotionally intelligent firstly in intrapersonal areas secondly in interpersonal, thirdly in adaptability, while less emotionally intelligent areas, are stress management and general mood as both equally.
5. By comparing the nine facets of job satisfaction among male and female teachers of Govt Colleges of Hyderabad it is found that :

8. Interpersonal relationship	22.22	7.67	58.85	0.35	31	6.37	0.34
9. Reality testing	20.52	7.16	51.34	0.35	32	6.057	0.45
10. Flexibility	18.22	6.038	36.56	0.33	23	4.97	0.65
11. Problem solving	19.22	5.90	34.89	0.31	25	4.96	0.28
12. Stress tolerance	20.53	6.48	41.96	0.32	26	5.37	0.22
13. impulse control	18.59	7.50	56.26	0.40	30	6.36	0.67
14. Optimism	19.44	6.124	37.50	0.32	24	4.95	0.414
15. Happiness	19.92	6.32	39.93	0.32	25	5.16	0.46

Source: Self calculated and tabulated from questionnaires.

Table: 15

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of fifteen subscales of EQ-i on Sample of Female college teachers (N=152)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
1. Self-regard	21.53	6.08	36.95	0.28	24	5.31	0.39
2. emotional self-awareness	18.81	4.56	20.8	0.24	20	3.67	0.63
3. Assertiveness	14.26	3.57	12.81	0.25	17	2.96	0.35
4. Independence	16.05	4.30	18.51	0.27	20	3.57	0.37
5. Self-actualization	21.13	5.85	34.20	0.28	23	4.79	0.27
6. Empathy	21.04	5.60	31.37	0.27	26	4.82	0.56
7. Social responsibility	22.49	5.97	35.74	0.27	28	5.27	0.41
8. Interpersonal relationship	25.80	7.09	50.33	0.28	30	6.09	0.54
9. Stress tolerance	22.21	5.58	31.17	0.25	25	4.65	0.17
10. Impulse control	20.05	7.18	51.49	0.36	28	6.05	0.50
11 Reality testing	22.90	6.17	38.06	0.27	26	5.41	0.47
12.. Flexibility	19.125	4.87	23.70	0.255	23	3.87	0.68
13. Problem solving	20.79	4.71	22.21	0.23	19	3.87	0.34
14. Optimism	20.59	5.19	26.92	0.25	23	4.09	0.48
15. Happiness	20.68	5.55	30.90	0.27	21	4.63	0.57

Source: Self calculated and tabulated from questionnaires.

Contingent Rewards	13.71	4.13	17.06	0.30	19	3.39	-0.008
Operating conditions	14.05	4.08	16.68	0.29	18	3.38	0.19
Coworkers	16.22	4.10	16.77	0.25	17	3.46	-0.132
Nature of work	17.24	4.30	18.447	0.249	17	3.57	-0.14
Communication	15.55	4.51	20.32	0.290	20	3.77	-0.19
Total	133.29	20.83	433.91	0.156	118	16.13	-0.15

Source: Self calculated and tabulated from questionnaires

Table # 13

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of nine subscales of Job satisfaction survey on Sample of Male college teachers (N=132)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
Pay	14.56	3.76	14.140	0.259	15	3.18	-0.216
Promotion	13.03	3.51	12.32	0.27	17	2.89	0.17
Supervision	15.015	4.48	20.04	0.299	17	3.789	0.029
Fringe benefits	13.74	4.12	17.00	0.30	20	3.35	-0.005
Contingent Rewards	14.136	4.02	16.13	0.285	19	3.32	0.020
Operating conditions	13.88	3.60	12.96	0.26	13	3.056	0.166
Coworkers	16.28	3.81	14.50	0.234	14	3.222	-0.230
Nature of work	17.0	3.95	15.57	0.233	15	3.27	-0.32
Communication	15.416	4.17	17.36	0.271	20	3.60	-0.077
Total	133.21	22.04	485.62	0.166	108	16.31	-0.56

Source: Self calculated and tabulated from questionnaires.

Table # 14

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of fifteen subscales of EQ-i on Sample of Male college teachers (N=132)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
1. Self-regard	21.26	6.06	36.75	0.29	26	5.17	0.38
2. emotional self-awareness	18.41	5.90	34.82	0.32	25	4.83	0.56
3. Assertiveness	15	5.23	27.32	0.35	25	4.17	1.172
4. Independence	15.11	4.78	22.78	0.32	24	3.96	0.83
5. Self-actualization	19.27	6.41	41.13	0.33	24	5.30	0.58
6. Empathy	19.28	6.63	43.93	0.34	28	5.45	0.68
7. Social responsibility	21.09	14.49	210.00	0.68	158	7.13	7.717

Table # 10

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of five subscales of EQ-I on Sample of Female college teachers (N=152)

	Intrapersonal Subscale	Interpersonal Subscale	Stress management Subscale	Adaptability Subscale	General mood subscale	Total Scale
Mean	91.89	69.47	42.27	62.48	41.48	308.25
SD	19.056	16.30	11.89	13.05	9.08	62.56
Variance	363.15	265.78	141.60	169.28	82.47	3914.08
Coefficient of variance	0.208	0.235	0.282	0.207	0.219	0.203
Range	74	70	53	58	37	261
Mean deviation	16.215	14.25	10.154	10.87	7.58	54.161
Skewness	0.49	0.614	0.622	0.364	0.37	0.428

Source: Self calculated and tabulated from questionnaires.

Table # 11

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of five subscales of EQ-I on Sample of Male college teachers (N=132)

	Intrapersonal Subscale	Interpersonal Subscale	Stress management Subscale	Adaptability Subscale	General mood subscale	Total Scale
Mean	89.46	61.409	39.128	57.96	39.363	289.03
SD	25.89	20.317	13.426	17.893	11.74	85.61
Variance	670.278	412.802	180.263	320.17	137.88	7330.21
Coefficient of variance	0.290	0.332	0.34	0.309	0.299	0.297
Range	101	77	55	68	48	300
Mean deviation	22.184	17.31	11.45	15.154	9.604	75.03
Skewness	0.64	0.436	0.507	0.479	0.403	0.471

Source: Self calculated and tabulated from questionnaires

Table # 12

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of nine subscales of Job satisfaction survey on Sample of Female college teachers (N=152)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
Pay	14.77	4.046	16.37	0.27	18	3.405	-0.112
Promotion	12.76	3.95	15.61	0.310	19	3.27	0.0124
Supervision	15.54	4.93	24.26	0.317	18	4.255	-0.095
Fringe benefits	13.47	4.38	19.144	0.32	20	3.58	-0.042

Table # 7

Correlation coefficient of Emotional intelligence with Job satisfaction of Govt Colleges of Hyderabad

Correlation Group	Gender	Number	Correlation coefficient (r)
Emotional intelligence with Job satisfaction	Male and female	N=284	0.867

The value $r=0.867$ shows that there is strong positive correlation in emotional intelligence and job satisfaction in overall teachers (both male and female) of Govt Colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Table # 8

Correlation of Emotional intelligence with Job satisfaction of overall sample (N=284) of Govt Colleges of Hyderabad

Correlation Group	Total Number of sample	Spearman's Rho correlation	Pearson Correlation coefficient	2 sided p-value
Emotional intelligence with Job satisfaction	N=284	rho=0.907	0.87	1.212

The values of correlation $r=0.87$ and $\rho=0.907$ shows that there is strong positive correlation in emotional intelligence and job satisfaction in overall teachers (both male and female) of Govt Colleges of Hyderabad

Source: Self calculated and tabulated from questionnaires.

Table # 9

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on EQ-i

Group	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	308.25	62.77	5.09	2.1739	0.0305
Male Teachers	132	288.99	85.98	7.48		

Standard error difference= 8.859

Degree of freedom=282

Two tailed P value equals $=0.0305$, this difference indicates that it is statistically significant difference among male and female college teachers' emotional intelligence. Mean shows that female teachers of Govt colleges are more emotionally intelligence as compare to male teachers of Govt colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Two tailed P value equals =0.0305, this difference indicates that it is statistically significant difference among male and female college teachers' emotional intelligence.

Mean shows that female teachers of Govt colleges are more emotionally intelligence as compare to male teachers of Govt colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Table # 5

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on Job Satisfaction Survey

Gender	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	133.53	21.55	1.75	0.1210	0.9037
Male Teachers	132	133.21	22.12	1.93		

Standard error difference= 2.596

Degree of freedom=282

Two tailed P value equals =0.9037, this difference indicates that it is statistically Non-significant difference among male and female college teachers' job satisfaction.

Source: Self calculated and tabulated from questionnaires.

Table # 6

Correlation of Emotional intelligence with Job satisfaction among male and female teachers of Govt Colleges of Hyderabad

Correlation Group	Gender	Number	Spearman's Rho correlation	Pearson Correlation coefficient
Emotional intelligence with Job satisfaction	male	132	R=1	0.9
Emotional intelligence with Job satisfaction	female	152	R=0.906	0.86

The values of $r=1$, and $r=0.9$ of male college teachers shows that there is strong positive correlation in between of emotional intelligence and job satisfaction.

Whereas values of $r=0.906$ and $r=0.86$ of female college teachers also shows that there is strong positive correlation in between emotional intelligence and job satisfaction.

Source: Self calculated and tabulated from questionnaires.

Boy Colleges of Hyderabad District are randomly selected for research purpose. All Questionnaires individually administered. For data collection first of all permission given from respected college's principals/heads of different departments then permission is taken and willingness sought from the respondents to participate in research. After willingness and permission, Questionnaire with instructions distributed to them one by one. After collection of data, it analyzed statistically.

ANALYSES OF RESULTS AND FINDINGS

Table # 1

Frequency and percentage of respondents of the sample of study (N=284)

Gender	n	%
Male teachers	132	26.35%
Female teachers	152	26.35%

Table # 2

Frequency and percentage of Male respondents of the sample of study (N=132)

Category	n	%
Lecturers	82	62.12
Assistant Professors	43	32.57
Associate Professors	07	5.30

Table # 3

Frequency and percentage of Female respondents of the sample of study (N=152)

Category	n	%
Lecturers	99	65.13
Assistant Professors	46	30.26
Associate Professors	07	4.60

Table # 4

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on EQ-i

Gender	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	308.25	62.77	5.09	2.1739	0.0305
Male Teachers	132	288.99	85.98	7.48		

Standard error difference= 8.859

Degree of freedom=282

EMOTIONAL QUOTIENT INVENTORY (EQ-i):

EQ-i was originally developed by Reuven Bar-On. EQ-I is self-report inventory. Reuven Bar-On tested and administered this inventory on over 85,000 individuals worldwide on extensive research of 17 years in 11 different countries. The standardization of EQ-I has been established throughout the world by repeated and considerable testing of thousands of subjects, and reliability and validity of EQ-I has been ensured and carried out on over a million people worldwide, (Steve A. Daniels, 2010). EQ-i has been translated into different languages such as German, English, Spanish, French, and Swedish. English version of EQ-I use in present study. EQ-I consist of 133 items having five point rating and fifteen sub-scales. It measures following dimensions:

1. **Intrapersonal skills** included Self-regard, emotional self-awareness, Assertiveness, Independence, and Self-actualization
2. **Interpersonal skills** included Empathy, Social responsibility and Interpersonal relationship
3. **Adaptability** included Reality testing, Flexibility, and Problem solving
4. **Stress management** included Stress tolerance, and impulse control
5. **General mood** included Optimism and Happiness

JOB SATISFACTION SURVEY (JSS)

Job Satisfaction Survey Scale is originally developed by Paul E. Spector, (1994). It is applicable to all public and private organizations. It consists of 36 items, nine facet scale having six point rating scale. It measures the employee's attitudes about job, aspects of job and overall job satisfaction. Its internal consistency reliabilities (coefficient alpha) on all facets are .91 on a sample of 2,870. The nine facet of Job satisfaction survey (JSS) are as following:

1. Pay, (satisfaction with pay and pay raises)
2. Promotion, (satisfaction with promotion opportunities)
3. Supervision, (satisfaction with person's immediate supervisor)
4. Fringe benefits, (satisfaction with fringe benefits)
5. Contingent Rewards, (satisfaction with performance based rewards)
6. Operating Procedures, (satisfaction with required rules and procedure)
7. Coworkers, (satisfaction with coworkers)
8. Nature of work, (satisfaction with the type of work done)
9. Communication, (satisfaction with communication within the organization)

PERSONAL INFORMATION QUESTIONNAIRE (PIQ)

Personal information questionnaire will use for collection of bio-data or personal information of employees. It included employee's age, qualification, experience, marital status, address, siblings, number of children, family system by means of nuclear or joint family, grade/BPS system, designation and birth order.

PROCEDURE

Data collected through random sampling method. Emotional Quotient Inventory and Job Satisfaction Survey Scale are selected for data collection. Govt Girl and