

**EMOTIONAL INTELLIGENCE AND JOB SATISFACTION  
AMONG UNIVERSITY TEACHERS**

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**ABSTRACT**

*The current study investigated the predictive relationship of emotional intelligence with job satisfaction among teachers. The sample comprised of 310 teachers (87 school teachers, 133 colleges' lecturers, and 90 teachers of public sector universities). Sample's age range was 25-40 years ( $M=33.38$ ;  $SD=4.727$ ) and there was inclusion of both genders in sample (148 males and 162 females). The questionnaire administered were Job Satisfaction Survey Urdu version (Spector, 1985; Abbas & Khanam, 2015) and Trait Emotional Intelligence Questionnaire-Short Form (Petrides & Furnham, 2006; Shahzad, et al., 2014) were administered. Results of regression analysis found emotional intelligence a significant predictor of job satisfaction. It is concluded that emotional intelligence plays a significant role to empower the teachers' degree in job satisfaction.*

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**Keywords:** Emotional Intelligence, Job Satisfaction, Aspects of the Job, Teachers

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## **INTRODUCTION**

Job satisfaction is essential for all organizations to attain success. Employees' positive attitudes toward workplace refer to doing the job well and have concerns with the organizations, while employees' negative attitudes toward their organizations decrease job efficiency and job satisfaction. Workers positive behaviors and relationships with colleagues' increase their satisfaction with the job. This indicates that there is a greater significance of job satisfaction for organizational betterment such as positive outcomes, positive behaviors and perceive attractive workplace environment (Rue & Byars, 2005; Ghazzawi, 2008; Oyewobi et al., 2012). Oshagbemi (2000) and Fajana (2001) expressed that employees' job satisfaction enhances organizational productivity, performance, and healthy positive relationships. Cockburn and Perry (2004) reported that satisfaction with work promotes employees' potential to attain desired goals, and according to this perspective job satisfaction plays a mediating effect on workplace stipulations and organizational effectiveness.

Locke (1976) described satisfaction with job is an emotional response that an employee experience through a job experience which reflects through person's reaction and attitude toward job. as a "positive emotional state resulting from the appraisal of one's job experiences, an effective reaction to one's job and positive attitude to one's job." Later on, Spector (1997) coined the term job satisfaction. According to him, the overall job satisfaction is a uni-dimensional because it results as a variable of better outcomes. Furthermore, he said it is a multi-dimensional construct that provides elaborative types or facets like satisfaction with supervision, pay, the opportunity of promotion, relationship with colleagues, operating conditions, type of work etc. (Wright & Davis, 2003; Borzaga & Tortia, 2006). Furthermore, job satisfaction is a combination of activities that associates within or outside the workplace, and how employees live with these activities and utilize themselves in the environment directly or indirectly. Some authors argued that job dissatisfaction influences individuals' interest in work, potential, and efficiency as well as mental or physical health (Moser, 1997).

As we know, employees' satisfaction with work is crucial to attaining organizational success. Similarly, our educational system depends on teachers. Educational institutions are considered as platform for learning, and personal, career and social growth. In fact, academic institutions polish individuals as a whole and obviously, teachers can perform their job in this regard. Selye (1956) argued that teachers' satisfaction with their jobs uplifts the performance of the

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overall education system. This indicates, employees' satisfaction with job enhances their motivations and interests and usually these teachers become experts, skillful and competent in the teaching profession. Dissatisfaction with job leads to irregularity, and non-punctuality, and have negative attitudes and behaviors toward the job, and they tend to quit jobs and also have poor psychological well-being (George & Jones 2008; Ghazzawi & Smith, 2009). Furthermore, teachers' job satisfaction can be associated with situational (i.e., feedback, rewards, appreciations, awards & bonus) and personal (i.e. work potential, energy, motivations & competency) factors (Dormann & Zapf, 2001; Heller, Judge, & Watson, 2002). Moreover, there are many aspects of a person's personality which helps him to manage a job or daily life problems but there is a greater significance of emotional intelligence.

Emotional intelligence had long been studied and considered as an important construct of job functioning. It is observed, high level of emotional intelligence boost up individual's better emotional understanding and growth (Mayer & Salovey, 1997). Emotionally competent individuals have ability to think and regulate and manage emotions (Mayer, Salovey, & Caruso, 2000). It is an interchange process between emotion and intelligence and is comprised of a person's abilities and personality traits. Emotionally rich individuals have clear understandings about their feelings and emotions as well as to restore it into normal mood while individuals with low emotional intelligence think negative, feel difficulty in managing emotions and perceive emotional disturbance (Ciarrochi, Chan, & Caputi, 2000).

According to another perspective emotional intelligence is composite of four major aspects (Wong & Law, 2002). Self-emotional appraisal is an ability to express and understand an emotional response more intensively and deeply; for example, an ability to sense and understand the emotions of self and others. The second dimension is others' emotional appraisal which refers to recognize and appraise others' emotions. The next dimension is emotion regulation which helps the individual to regulate and manage emotions during difficult situations. The fourth dimension refers to the ability to use emotions to facilitate work performance. This indicates that emotional intelligence plays a significant role in shaping a person's personality. This also helps the individual to build passion, interests, motivations, self-confidence and friendly behavior (Goleman, 1999).

Goleman (1995) stated that, emotional intelligence helps the person to perform good interpersonal, social and management skills. These competencies are

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more important for teachers in the workplace (Gardner & Stough, 2003). Teachers with high emotional intelligence have good interpersonal skills (Jordan,

Ashkanasy, & Hartel, 2002) and the quick ability of decision making (George, 2000). On the other hand, a person with low emotional intelligence has difficulty in managing interpersonal relationships and stressful conditions (Caruso & Salovey, 2004). The happier people with their job are said to be more satisfied. Further, emotional intelligence plays role among teachers to perform healthy behaviors, collaboration with each other, and positive attitude toward the job and to be genuine with the workplace activities (Zeidner, Matthews, & Roberts, 2004).

Previous studies have suggested that employees' satisfaction with work is a potential outcome of association with emotional intelligence (Vacola, Tsaousis, & Nikolaou, 2003). Furthermore, Guleryuz and associates (2008) expressed that emotional intelligence play a role in performing the job at a satisfactory level. In Iran, Najafi and Mousavi (2012) conducted a study on employees and found a link of emotional intelligence with job satisfaction. Some other studies reported emotional intelligence helps the employees in understanding and performing job functions (Adeyemo, 2007). This leads to satisfaction with the job (Goleman, Boyatzis, & McKee, 2002) and commitment to work (Sy & Cote, 2004).

Moreover, Platsidou (2010) found the significant relationship of the variable of emotional intelligence with work satisfaction among teachers. Further, various authors have conducted studies and they investigated there is a significance role of emotional intelligence in performance of workplace activities (Brackett et al., 2010; Badri et al., 2012; Jorfi et al., 2010). Salim and colleagues (2012) conducted as a study over 1200 teachers and investigated the positive role of emotional intelligence when person undergoes job related activities. Khugshal and colleagues (2014) reported emotional intelligence is a strong predictor of job satisfaction. Furthermore, two studies investigated that emotional intelligence play a very helping role during job and it leads to satisfaction with work (Akomolafe & Ogunmakin, 2014; Yin et al., 2013). In Pakistan, limited studies are conducted on primary schools teachers or university teachers with limited sample group but no one study is conducted over colleges' teachers (Atta et al., 2012; Mangi et al., 2011).

The psychologists, researchers, educationalist, and academicians have reported the significance of emotionally intelligent teachers for the successful education system. Education system depends upon the quality of teaching, this

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greater role of teachers in the educational system made teachers' job more demanding. In fact, competent teachers can attain these goals efficiently than their counterparts. Teachers who accept these challenges work hard to achieve targets, they are usually considered emotionally intelligent and competent. When they achieve their goals successfully then they feel confident and satisfied with their work. This is only possible when educationalists and researchers develop interest in studies then they can develop some modalities to promote teachers' job satisfaction. In Pakistan, there is dearth of studies in the domain of emotional intelligence with relation to satisfaction with job in teachers. Therefore, in Pakistan, there is a greater need to understand these factors to promote teachers' job satisfaction. Hence, in order to fill this gap, the current study is planned to investigate the association emotional intelligence and job satisfaction. Further, present study also investigated the association of some job facets with job satisfaction among teachers.

Contemplating literature, following hypothesis was framed:

1. Emotional intelligence would predict job satisfaction among teachers.

## **METHOD**

### ***Participants***

A total sample of 310 respondents were taken from different public sectors institutions of the Karachi. The study sample was comprised of male (n=148) and females (n=162) with single (n=150) married (n=160) marital status. Sample was classified into teachers (i.e. school =87, colleges=133, university=90). Respondents age range was 25-40 years (i.e.  $M= 33.38; \pm SD= 4.73$ ).

### ***Measures***

#### **Job Satisfaction Survey**

The Job Satisfaction Survey (JSS; Spector, 1985) is nine facet scale. The JSS has 36 items. This scale is developed to assess the level of job satisfaction of employees and it is standardized to assess employees' attitudes and behaviors of all human service organizations. Each statement is scored 6 point likert scale with range of "disagree very much" to "agree very much". The JSS minimum score range

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is 36 and maximum score is 216. The JSS reliability was calculated .91 for overall scale and .60 to .82 for nine subscales with test re test reliability of .70. The JSS Urdu version yield significant results. The JSS overall reliability was estimated .88 and .67 to .78 for the subscales with test-retest reliability .80 (Abbas & Khanam, 2015).

### **Trait Emotional Intelligence Questionnaire**

The TEIQue-SF developed by Petrides and Furnham (2006) was used to assess the employees' emotional intelligence. This scale is consisted of 30 items. Each statement is scored on seven-point Likert Scale from "strongly disagree" to "strongly agree". Scale negatively worded items have reversed scoring to calculate overall scale composite. In this study, translated version by Shahzad et al. (2014) was used which has sound psychometric properties. The scale reliability was calculated .89, Split-half reliability was found .86 with test re-test reliability .82.

### ***Procedure***

Initially, permission from the authorities was taken. Participants were informed about the objectives of the study. The researcher also informed the participants that their participations is voluntarily. They were informed that the gathered information would be confidential and their identity will never be disclosed. Participants were asked to read out consent form and if they were willing to participate in study then they should sign on the consent form, then JSS and TEIQue-SF were administered in Urdu language.

### ***Statistical Analysis***

All measures were scored according to the instructions given by authors of the measures. Linear regression analysis was used to calculate the predictive association between emotional intelligence and job satisfaction. All the statistical analyses were computed using SPSS-Version 24.

RESULTS

Table 1  
Descriptive Statistics for Demographic Characteristics of the Sample (N = 310)

Characteristic	<i>f</i>	%
Types of Teachers		
School Teachers	87	28.07
College Teachers	133	42.90
University Teachers	90	29.03
Gender		
Male	148	47.74
Female	162	52.26
Marital Status		
Single	150	48.39
Married	160	51.61
	<i>M</i>	<i>SD</i>
Age	33.38	4.73

Table 2  
Linear Regression Analysis with Emotional Intelligence as Predictors of Job Satisfaction among Teachers

Variables	<i>B</i>	<i>SE</i>	$\beta$	<i>R</i> <sup>2</sup>	<i>F</i>	<i>Sig.</i>
Constant	71.042	7.978				
Emotional Intelligence	.570	.049	.554	.307	136.406	.001

\**p* < .05, *df* = 1, 309

## **DISCUSSION**

The study examined the predictive relationship of emotional intelligence with job satisfaction among teachers. The results (Table 2) revealed emotional intelligence variable significantly predict level of satisfaction with job in teachers. These findings are consistent with the previous studies who claimed that emotional intelligence contributes in job functioning (Daus & Ashkanasy, 2005; Najafi & Mousavi, 2012; Platsidou, 2010). Emotional intelligence also facilitates individuals to manage workplace functions. Further, it helps the person to develop positive and healthy attitudes and behaviors towards work which leads a positive perception in a person's mind about the job. In that ways, emotional intelligence plays supporting or direct role in predicting job satisfaction (Salim et al., 2012). Employees with high emotional intelligence are considered emotionally stable, strong, mentally healthy and fully functioning at the job (Ciarrochi & Godsell, 2006).

Emotional intelligence can be related to job through various functions. Its role starts in a way that how a person perceives the job when he/she sees job agreement, job description, and workplace environment before starting a job. A person with high emotional intelligence chooses a better ways to respond the situation. Such people have abilities to make decisions and to manage workplace stressors. Employees with high emotional capability perform better work functions (George, 2000). This shows that there is a greater role of emotional ability among teachers to understand and perform well at the workplace (Bar-On, Handley, & Fund, 2006). Teachers with high emotional competency can perform better work efficiency, high quality of teaching and maintain educational standard in the classrooms. They also can sort out problems of students easily. They can also easily control workplace negative behaviors and stressors. Their keen interests and motivations produce positive job outcomes (Sy, Tram, & O'Hara, 2006). This reflects the greater worth of emotionally intelligent teachers in academic institutions. Employees' high degree of satisfaction with a job may increase organizational performance and productivity (Okpara, 2004).

It is concluded that the construct of emotional intelligence promote work functions which gradually leads to teachers' job satisfaction. The findings of the present study provide a valuable background and a better understanding to academicians and administration of education institutions highlighting the significance of emotional intelligence at workplace. Hence, training programs must be offered at workplace targeted at fostering emotional intelligence to boost up teachers' job satisfaction.

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Present study has some limitations as well. This study was conducted in the public sectors institutions of the Karachi only, and the findings may be different from the employees of the other regions, employees of rural areas and employees working in private sectors. Hence, future studies may employ diverse sample. Another limitation of this study was that it focused only on the role of emotional intelligence in job satisfaction. There can be other potential variables which may further elaborate job related functions. Hence, future studies may include other variables too.

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