

ASSOCIATION AMONG EMOTIONAL INTELLIGENCE AND JOB SATISFACTION OF UNIVERSITY TEACHERS IN DISTRICT CHARSSADA, KHYBER PAKHTUNKHWA, PAKISTAN

Shakila Malik¹, Asma Asma², Zafar Iqbal^{3*}, Rahim Khan⁴, Farooq Hussain⁵

¹Ph.D., Scholar, Qurtuba University of Science & Information Technology, Hayatabad, Peshawar, Khyber Pakhtunkhwa, Pakistan; ²Lecturer, Department of Education, Islamia College University, Peshawar, Pakistan; ^{3*}Ph.D., Scholar, Qurtuba University of Science & Information Technology, Hayatabad, Peshawar, Khyber Pakhtunkhwa, Pakistan, & Assistant Professor at Government College Peshawar Khyber Pakhtunkhwa, Pakistan; ⁴Assistant Professor, Qurtuba University of Science & Information Technology, Hayatabad, Peshawar, Khyber Pakhtunkhwa, Pakistan; ⁵Assistant Professor, Department of Physical Education & Sports, Abdul Wali Khan University Mardan, Khyber Pakhtunkhwa, Pakistan. Email: ¹shakila.malik224@gmail.com, ²asma@icp.edu.pk, ^{3*}zafariqbal101275@gmail.com, ⁴dr.rahim43@gmail.com, ⁵farooqhussain@awkum.edu.pk

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Abstract

Purpose of the research: To cope with the upcoming challenges in the contemporary work environment and especially in organizational features, Emotional intelligence (EI) and Job satisfaction (JS) are taken as main highly interested assumptions by researchers because of serving as a viable role in the personal and organizational life of personals.

Methodology: Quantitative approach with a questionnaire as a research tool having 205 sample sizes was distributed among universities teacher's in-district Charssada to collect the data. A random sampling technique was used for sample selection. KMO and Bartlett's Test for validity and Cronbach alpha for reliability were used respectively. Furthermore, statistical analysis was done by the researchers through descriptive statistics, t-test comparison, and multiple regression analysis.

Main Findings: The teacher's emotional intelligence shown a significant positive correlation with JS. furthermore, various aspects of EI were also explored for correlation with Job satisfaction. Results showed that "emotion regulation (ER)" ($B=.362, p<.05$) and "Social skills (SS)" ($B=.564, p<.05$) and self-awareness(SA)" ($B=0.096, p<.05$) have a positive and significant relationship with JS. While the last dimension of emotional intelligence, social-awareness (So-A) ($B=0.30, p>.05$) was not found to be related to job satisfaction. Furthermore, 'emotion regulation (ER)' was found to be a suppressor variable in the present research.

Applications of this study: The role of teachers' emotional intelligence with the background to increase their job satisfaction level will be enlightening through this research. This study will also help university teachers to know their own emotions as well as the others, at the workplace. Results will help stimulate further research. Implications of the findings are discussed for academics and practitioners.

Novelty/Originality of this study: The core message of this study based on the correlative link of job satisfaction and emotional intelligence is that more rational thoughts are needed rather than effective action for teacher's better performance in the workplace. From a theoretical perspective, the mentioned study focuses on important constructs and taking into account that, limited research is found on these two notions in the Pakistani context. Finding the relationship of emotional intelligence with job satisfaction in public university teachers in Pakistan is the novelty of the study as the research on this spectrum in the local population has not been considered before.

Keywords: Emotional Intelligence, Job Satisfaction, Khyber Pakhtunkhwa, Pakistan.

INTRODUCTION

Educational scholars are interested in teachers' job satisfaction with their teaching position or employment. Teachers must be comfortable and satisfied with their profession to succeed in their key function boosting students' learning and educational accomplishment. Job satisfaction is a wide term that refers to a person's overall attitude about work. Individuals who are happy at work are more positive attitudes toward their jobs, whereas those who are disappointed with their job role are more likely to have negative attitudes towards his/her profession ([John, Yatim, & Mani, 2011](#); [Luzzi & Spencer, 2011](#)).

Job satisfaction is an issue that has received a lot of attention from academics and the industry. It describes an employee's emotive response to his or her employment. It relates to how much a person enjoys his or her profession, or the emotional attachment that person has to his or her employment ([Jorfi & Jorfi, 2011](#)). Teachers' job satisfaction has been measured using a variety of variables. ([Karlsson, 2013](#)), stated that a teacher's professional identity is linked to his or her development ([Izadinia, 2015](#)) and is one of the indications of teacher engagement at the workplace ([Izadinia, 2015](#)). Employees with higher emotional intelligence are regarded to be more satisfied at work. This is because people with higher emotional intelligence can create strategies to deal with the negative effects of stress, but individuals with lower emotional intelligence will be unable to cope with stressful situations. People with high emotional intelligence also can control others' emotions in a group situation, improving their own and their co-workers' morale. Furthermore,

([González-Calvo & Arias-Carballal, 2017](#)), claimed that instructors' unique experiences and the environment combine to form their teaching identity.

Emotional intelligence is a collection of cognitive skills allowing people to recognize, comprehend, express, and control their emotions according to the situation when needed. ([Mayer, Caruso, & Salovey, 2016](#)). EI can be considered as a skill or a personality trait ([Pau & Sabri, 2015](#)). EI refers to the extent that it is the ability & capacity to recognize, assess, manage, and control one's own, others, and group's emotions in a societal context. Emotional intelligence is viewed as a critical aspect and considered the demand of today's era to be evaluated and examined by the expertise. Its theories are often used to measure effectiveness in areas such as job profiling, planning, recruitment, and selection. Another important component of emotional intelligence is that it helps in the understanding and control of emotions. As we all know, it also aids in the examination of one's behavior ([Ealias & George, 2012](#)).

According to researchers, teachers' emotional intelligence interacts with their professional identities to influence how they teach, develop professionally, and engage with students ([Yan, Evans, & Harvey, 2011](#)). Teachers' capacity to see the job as a combination of personal, social, cultural, ethnic, and environmental interests, to improve element, allows for productive interactions with their students. When instructors identify with their employment, they take pride in what they do and are content with their work. Emotionally competent teachers foster an educational environment that stimulates students to develop self-awareness and improve emotional, social & interpersonal skills ([Fried, Mansfield, & Dobozy, 2015](#); [Hernández-Amorós & Urrea-Solano, 2017](#); [Roorda, Koomen, Spilt, & Oort, 2011](#); [Šarić, 2015](#)).

Statement of the problem & Rational

For the best knowledge of researchers, there is less amount of literature about the correlation between emotional intelligence, and teacher's Job satisfaction of Pakistani public institutions so, there is a need to explore whether is relationships exist between emotional intelligence and teacher's job satisfaction in their professional lives. So, in line with the studies above presented, and moving from previous research about emotional intelligence and job satisfaction of instructors in educational set up, the researchers have tried to search the relationship of university teacher's emotional intelligence with job satisfaction.

Research Objectives

Following are the main objectives of this present study.

1. To explore the association between emotional intelligence and teachers' job satisfaction.
2. To find out the association between Self-awareness and teachers' job satisfaction.
3. To ascertain the association between Emotion Regulation and teachers' job satisfaction.
4. To find out the association between Social awareness and teachers' job satisfaction.
5. To explore the association between Social skills and teachers' job satisfaction.
6. To find out the significant difference between males and females regarding emotional intelligence.
7. To explore the significant difference between males and females regarding their job satisfaction level.

LITERATURE REVIEW

Emotional Intelligence

[Setoodeh Nezhad & Reza Bahramzade, 2013](#), explored the relationship between emotional intelligence and clerks' job satisfaction of the water department in Mashhad. Literature has gradually shifted from logical to emotional maturity in recent years. According to the results of their study, there is a considerable link between self-confidence and job happiness. Additionally, they concluded that self-confidence and self-awareness are more important than the other elements in boosting clerks' emotional intelligence; nonetheless, Individual behavior components are allied to two variables i.e., self-awareness and self-confidence. ([Costa, Ripoll, Sánchez, & Carvalho, 2013](#)) discovered a link between emotional and physical well-being in college learners & found an association among the two discussed variables. Significant Link between pupils' EI and academic success was also found by ([Emdady & Bagheri, 2013](#); [Maraichelvi & Rajan, 2013](#); [Tagoe & Quarshie, 2017](#)).

[Yan et al. \(2013\)](#) suggest that educators' EI associates with their professional identities influence how they deal with their students in the teaching-learning process, professional grooming, and involve actively with students. Teachers' abilities to see their job as a combination of their personal and working development. Teachers who identify with their jobs seem to be more motivated to accept pleasure in their work and be inspired to educate. Their positive behaviors are transported to the students, resulting in more effective learning. As a consequence, the stimulating aspect to take into consideration that how emotional intelligence, professional identity, and work satisfaction interact to predict educators' work engagement. As per ([Rust, 2014](#)), teachers who are emotionally intelligent produce students who perform superior.

Job satisfaction (JS) is seen to be an important feature in employee retention. The relationship between (EI) and JS is explored in newly qualified Malaysian 3-year mandatory service personnel through this study. Data on sociodemographic and occupational variables, EI, and JS were obtained by a postal questionnaire survey. Additionally, no significant relationship was found regarding Sociodemographic characteristics with both EI and JS, whereas abroad graduates reported greater on the EI scale than local graduates. Linear regression analysis shows that emotional intelligence is a significant predictor of employee's job satisfaction. EI was found to be statistically linked to JS in patient relationships. However, there was no statistically significant link between EI and JS and income. These findings have significance for developing interventions to improve EI and JS to encourage dentists to stay in the field. (Pau & Sabri, 2015). In Malaysia, (Mohamad & Jais, 2016) investigated that emotional intelligence influenced school performance.

In addition, a study among Pakistani business students, (Malik & Shahid, 2016), studied the connection between the two constructs. Data was investigated utilizing a method with a 30-item questionnaire. The grade point average (GPA) of the students was used to assess their academic performance. The two constructs had an opposed interaction in this study. For instance, no link between the two concepts was found in the first year. However, EI predicted GPA over the last year. (D'Amico, Geraci, & Tarantino, 2020), study aims are to find out the relationship between emotional intelligence, burnout, work engagement, and job satisfaction. Findings showed that there is a significant association of emotional intelligence with work engagement and job satisfaction, nonetheless, a negative relationship was explored with burnout.

Working women do not often have the same rights as their male colleagues. Because they can't compete with men, many women are forced to give up their ambitions of being structural career women. As a consequence, clear performance measurements are designed to prove that which clarifies that female teachers can also perform properly. Explanatory research with a quantitative approach was used in this study. The test was carried out using AMOS and SEM analytical techniques. a significant relationship was found among EI & JS and also Commitment and Job Satisfaction based on statistical evidence. The result of the second test in this study explains that commitment level and ljob satisfaction did not affect female job performance and job performance is just affected by family conflict in a negative way (Wijayati, Kautsar, & Karwanto, 2020).

Butakor, Guo, & Adebajji, 2021, also explored the connection between teachers' emotional intelligence, job satisfaction, professional identity, and work engagement. To achieve the objective, 260 teachers from the Adentan Municipal in the Greater Accra Region were given a questionnaire with four research tools. Association between emotional intelligence and work engagement in teachers is moderated by job satisfaction, a study showed. As per the current research, the direct and indirect impact of emotional intelligence through job happiness on professional identity is observed by the authors in the study. Female instructors were also seen to have a stronger sense of professional identity as well to be happier than their male counterparts. As per the current research, emotional intelligence does indeed have a positive impact on professional identity, both directly and indirectly through job happiness. Female educators were also shown a larger sense of professional identity and to be happier than their male counterparts.

Job Satisfaction

Teacher's job satisfaction is the main research area of today researcher's and no doubt that academics are the pyramid of the educational setting for a quality product (students) in the market. For the achievement of educational goals, desirable change, and holistic development of the student, teachers might be satisfied with their professional needs. By summarizing it may be said that the present-day demands to diagnose that what are the parameters that make a teacher satisfied for effective and efficient performance.

For example, the relationship among compensation, supervision, recognition, promotion, working conditions, and job satisfaction was ascertaining by (Mghana, 2013). As per the findings, 73 percent of teachers dispute the idea that income is a measure of competency. Furthermore, 58 percent of teachers said their pay did not cover their expenses. In sum, 58 percent of workers were unsatisfied with the pension system. 61 percent of respondents were dissatisfied with extra advantages, and 79 percent were dissatisfied with the medical plan. In general, teachers seemed dissatisfied regarding his pay. Based on the responses of these teachers, it reveals that their salary level is a major cause of job dissatisfaction. Instructors' perceptions of job satisfaction in Tanzania were also researched by (Msuya, 2016), and it was found that teachers were satisfied with the job's social benefit factor. When demographic factors were taken into consideration, female young teachers were more satisfied with their job than male and older teachers. Teachers who also had worked for less than 21 years were more satisfied than those that have remained for more than 21 years, as per the results.

Nutsuklo, 2015, studied job satisfaction factors and found that teacher satisfaction was low due to less salary package and high workload. (Zembylas & Papanastasiou, 2004), discovered that instructors select the teaching profession to teach for intrinsic reasons. Job satisfaction could be classified into two parts: extrinsic and intrinsic. Extrinsic satisfaction refers to factors such as work difficulty, compensation, job opportunities, an appropriate incentive system, and interpersonal relationships in the workplace. Meanwhile, intrinsic job satisfaction in the working environment comprises on financial and reputation might be gain via the performance of the profession and relationship with a friend, fellowship and respect to improve in the organization. Extrinsic factors are referred to as "extrinsic job value " in some studies &perceiving that receiving the advantages from the outer world for the individual job (Gahan & Abeysekera, 2009; Wu & Ye, 2016).

In a competitive and modern work environment, emotional intelligence and job satisfaction are perceiving as high-interest concepts. They play a significant role in the personal and professional lives of humans and assist them to compete and cope with the increasing challenges (Ealias & George, 2012), personnel with higher emotional intelligence are more satisfied with their job. such people can create strategies to overwhelmed the possible consequences, arising from their stress in an unpleasant situation. While on the other hand employees with low emotional intelligence are not in the condition to reduce the stress situations. Adding the main point that employees with higher emotional intelligence in the organization can successfully influence other's emotions in such a way that, enhances their own and their worker's self-esteem.

Research conducted by (El Khouly, Ghoniem, Ghadami, & Ibrahim, 2011), in three different organizations exploring the effect of job satisfaction and emotional intelligence based on gender. Findings argued that emotional intelligence and gender could be the best predictor of JS. Additionally, employees feel more satisfaction who have a high level of emotional intelligence on the other hand personal having low EI are not fully satisfied with their current conditions in the working environment.

Emotional intelligence and professionals job satisfaction level

The abundance of literature (previous studies done by the various researcher) exist which gives the direction toward both variables i.e., emotional intelligence and worker's job satisfaction level in different disciplines and situations (Çekmecelioglu, Günsel, & Ulutaş, 2012; Emdady & Bagheri, 2013; Syed Salim, Nasir, Mohamed Arip, & Mustafa, 2012; Tagoe & Quarshie, 2017). For instance, a positive and significant relationship between EI and job satisfaction among Ghanaian nurses was found by (Tagoe & Quarshie, 2017) Same result is given by (Çekmecelioglu et al., 2012) in Turkey and (Emdady & Bagheri, 2013) in Iran.

Theoretical Framework

The theoretical framework is given below by the researchers to explore the phenomenon.

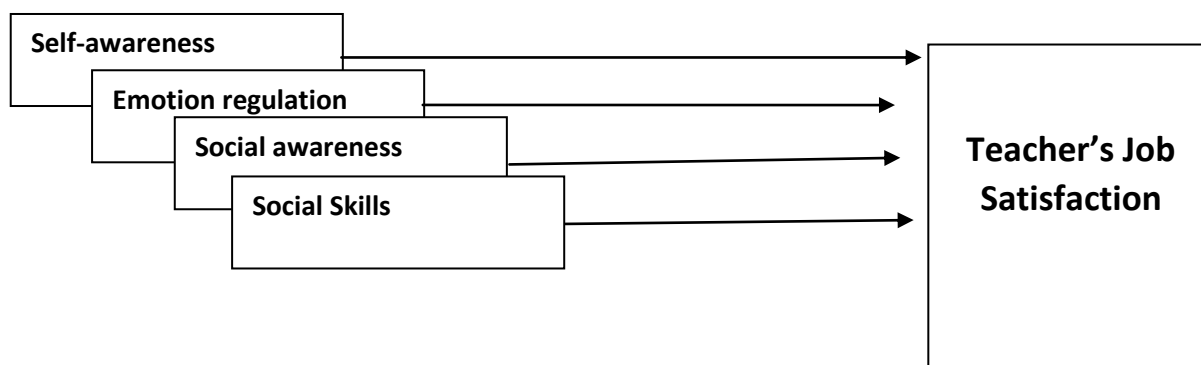


Figure 1: Theoretical Framework

Hypotheses Formulation

Following are the main hypothesis as suggested by the researchers through reviewing previous studies done by others researchers and considered suitable to the present research.

H₁: There is a positive & significant association between emotional intelligence and teachers' job satisfaction.

H_{1a}: There is a positive & significant association between Self-awareness and teachers' job satisfaction.

H_{1b}: There is a positive & significant association between Emotion Regulation and teachers' job satisfaction.

H_{1c}: There is a positive & significant association between Social awareness and teachers' job satisfaction.

H_{1d}: There is a positive & significant association between Social skills and teachers' job satisfaction.

H₂: There is a significant difference between males and females regarding emotional intelligence.

H₃: There is a significant difference between males and females regarding their job satisfaction level.

METHODOLOGY

Research Design

The study is descriptive that to ascertain the correlation of emotional intelligence with teacher's job satisfaction among public university teachers in district Charssada, Khyber Pukhtunkhwa, Pakistan. A quantitative design was followed using a 5-point Likert Scale.

the population of this research comprised 431 teachers. Two public sector university of District Charssada, Khyber Pukhtunkhwa, Pakistan constitutes the population.

Sample

The extent to which a finite part of the population is taken in research and for gaining information about the whole population, its properties are studied (Shearer & Webster, 1985). Furthermore, (Sekaran & Bougie, 2016) also defines that the process of sample selection from a population that appropriately amplifies the population of that area, and findings of research might generalize on the whole population. The sample of the study consisted of 205 public university teachers in district Charsada, Khyber Pakhtunkhwa, Pakistan.

Sampling Technique

For data collection, the Random sampling technique was used by the researchers in the present study.

Strategy for Sample Size Determination

Krejcie & Morgan, 1970, have defined a table for determining sample size, through which population of this study is 431, as per rule 205 sample size are taken by the researcher's which represent a cross-section of the population. Nevertheless, a proper sample size strategy to provide enough accuracy to make decisions from the findings with confidence is necessary to take into the researcher's consideration. so, the sample size recommended by (Krejcie & Morgan, 1970), is most appropriate for the study.

Variables

Independent Variable: Emotional Intelligence was taken as the independent variable. Research tool developed by Mehta and Singh, 2013 was used to measure teacher's emotional intelligence ranging from (Strongly disagree = 1 to Strongly agree = 5).

Dependent Variable: The teacher's Job satisfaction was taken as the dependent variable. Minnesota Satisfaction Questionnaire-Short Form (Weiss, Dawis, & England, 1967), was used to assess teacher's job satisfaction levels ranging from (Very Dissatisfied = 1 to very satisfied=5).

Nature of data: Research tools are formulated in nominal and interval scales in which responses of the respondents are studied.

Data Analysis technique

Mean and standard deviation was used to analyze Emotional intelligence and the level of teacher's job satisfaction. T-test for comparison & multiple regression analysis was applied to test the hypothesis of emotional intelligence & its dimension (Self-awareness, emotion of regulation, social awareness, and social skills) towards job satisfaction of university teachers in district Charssada. Data were analyzed through SPSS 23 version.

Data Collection Procedure

The respondents are Pakistani university teachers in district Charssada aging from 25 to 60. A total of 205 questionnaires were divided through a field survey. The questionnaire consisting of 52 items is divided into three sections in which respondents were required to respond to a series of responses. six questions were specified to define the respondent's demographic background in section A. Respondents were grouped by gender, university, age, qualification, experience, and marital status. In Section B, 34 questions were specified to quantify university teacher's emotional intelligence. In Section C, another set of 18 questions was given to measure the level of teacher's job satisfaction.

Reliability & validity check

50 university teachers were selected for a pilot study. A pilot study was done by the scholars to check the validity and reliability of the data and if founded any misconception was removed by the researchers. The main purpose of the pilot study is to find out whether the study might be conducted, should continue by the researchers, & how it may be proceeding. Nevertheless, a pilot study is done for a specific purpose having some characteristics; it is organized on a smaller measure rather than the whole measure used in research. shortly, the excellence and proficiency of the central study might be developing through a pilot study. Additionally, the safety of treatment or interventions, examine the randomization and blinding process, increase the researchers' experience with the study methods, and provide estimates for sample size calculation is possibly done through this process in research (In, 2017). (Briggs, Morrison, & Coleman, 2012), are also agree with the statement that both validity and reliability are equally significant in quantitative as well as qualitative research and research work may be validated through this process.

Table 1: Testing Pilot Study through Cronbach alpha

	Number of Items	Cronbach's alpa Score
Emotional intelligence	34	.941
Job satisfaction	18	.801

Source: Data Processed

According to the above table 1, it is clear that reliability is ($r=.941;.801$) for Emotional intelligence and Job satisfaction respectively, and clarifies that both measures are reliable and valid for study.

Table 2: Factor analysis for Emotional intelligence

KMO and Bartlett's Test		
Sample adequacy of Kaiser-Meyer-Olkin.		.804
	Approx. Chi-Square	1846.340
Bartlett's Test of Sphericity	Df	190
	Sig.	.000

Source: Data Processed

Table 3: Factor Analysis for dependent variable job satisfaction (JS)

KMO and Bartlett's Test		
Sample adequacy of Kaiser-Meyer-Olkin		.8765
	Approx. Chi-Square	1210.430
Bartlett's Test of Sphericity	Df	28
	Sig.	.000

Source: Data Processed

KMO and Bartlett test for EI is shown in table 2 indicates that the value of the KMO test has been found more than .70 which means that the factor analysis is suitable and may be used in a study. Table 3 gives a reflection on KMO & Bartlett's test for teacher's job satisfaction and P-Value was found <0.01 for KMO and Bartlett's test, indicating variability (Kaiser Mayer measure of sampling adequacy = 0.876).

RESULTS/FINDINGS

Demographic characteristics

the demographic information comprises gender, age, Qualification, Experience, designation, and marital status, etc. Overall, the majority of the participants were male (69.2 %), aged between 31-40 years old (43.8%), and possessed minimum M.Phil. qualification (42.2%). Most of the participants are married teachers (67.1%) and possess teaching experience between 1 to 5 years (45.4%).

Descriptive analysis

The findings showed that Emotion Regulation has the highest mean (3.27; S D=0.35), reflecting on the main dominant variable which has highly associated with job satisfaction possessed by the university teachers, followed by Social Skills (3.23), self-awareness (2.65) & Social awareness (2.50).

Table: 4 Emotional Intelligence

Variables	Mean	SD
self-awareness	2.65	0.38
Emotion Regulation	3.27	0.35
Social awareness	2.50	0.58
Social Skills	3.23	0.34

Source: Data Processed

Table: 5 Level of Teacher's Job satisfaction

No.	Items of Job Satisfaction	Mean (M)	Std.Deviation (SD)
1	Q1	3.56	1.140
2	Q2	3.72	1.077
3	Q3	3.42	1.164
4	Q4	3.76	1.011
5	Q5	3.98	.957
6	Q6	3.91	.930
7	Q7	3.90	.942
8	Q8	3.92	.809
9	Q9	3.23	1.100
10	Q10	3.82	1.046

11	Q11	3.61	1.096
12	Q12	3.45	1.096
13	Q13	3.19	1.151
14	Q14	3.48	1.065
15	Q15	3.26	1.167
16	Q16	3.49	1.084
17	Q17	3.28	1.265
18	Q18	3.53	1.902

Source: Data Processed

The findings presented in Table 5 reveals that overall, the level of teacher job satisfaction among the university teachers is at a middle level ($\mu = 3.23 \pm 3.98$). Teachers perceived that to some extent they are satisfied with their educational environment and can use their emotional intelligence according to the situation at the workplace.

Testing Hypothesis

The main results of the hypotheses tests are presented by the researchers in this section. Table 6 shows the regression analysis of teacher's emotional intelligence and teacher's job satisfaction.

Table 6: Regression analysis of emotional intelligence and Job Satisfaction

Model	Unstandardized Coefficients		Coefficients Standardized	T	Sig.
	B	Std. Error	Beta		
(Constant)					
Emotional intelligence	1.256	.015	.972	85.413	.000

a. Dependent Variable: Job satisfaction

Source: Data Processed

A strong relationship was found between emotional intelligence and teacher's job satisfaction as shown in the above table of coefficients with a p-value of 0.000. the coefficient value of 85.413 explains that a unit change in emotional intelligence will bring 85.413 changes in job satisfaction.

Table 7: Multiple regression of dimension of emotional intelligence and Job Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.800	.125	.771	25.003	.000
Self-awareness	.096	.053	.187	2.048	0.047
Emotion Regulation	.362	.070	.283	5.160	.000
Social awareness	.030	.059	.226	.504	.614
Social skills	.564	.048	.565	11.754	.003

a. Dependent Variable: Total teacher's Job satisfaction *Significant at $p < 0.05$

Source: Data Processed

Multiple regression was used to check the hypothesis. The result of the analysis is reported that Beta value=.096; p value=. 047 for the first variable which shows a significant and positive relationship between self-awareness and teacher's job satisfaction. Emotion Regulation is the most dominant variable which positively & significantly associates teachers' job satisfaction as shown from the above table (B= .362; P-value =.000) while an insignificant relationship was also found among social awareness and teacher's job satisfaction (B .030=; P= .614). The fourth variable determines that social skills are positively & significantly related to the job satisfaction level of teachers as proven from B=.564 & P value = .003 is given above in Table 7.

Table 8: Comparison of Emotional Intelligence among university teacher's

Gender wise Mean Difference in Emotional Intelligence of University Teachers				
Group	N	Mean	SD	T
Male	205	70.24	9.76	
Female	205	60.08	12.18	4.60*

Note: * $p < 0.01$.

Source: Data Processed

Table 8 shows that teacher's significant difference was found between males and females regarding emotional intelligence ($p < 0.01$). Furthermore, the t-test for comparison of the group means indicates that level of emotional intelligence was higher for males (70.24) than the female university teachers (60.08).

Table 9: Comparison of Job satisfaction level among university teacher's

Group	N	Mean	SD	T
Male	205	70.00	9.21	
Female	205	62.88	11.51	3.42*

Note: * $p < 0.01$.

Source: Data Processed

Table 9 shows that the Job Satisfaction scores of university instructors significantly differ ($p < 0.01$) by type of gender (hypothesis 6). T-test result illustrates that male's job satisfaction level is high (70.00) than the female teachers (62.88).

DISCUSSION/ANALYSIS

Few studies were found to exploring the association between emotional intelligence and job satisfaction (Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Sy, Tram, & O'hara, 2006). A positive and significant relationship was found between emotional intelligence and university academic job satisfaction by the authors in this study. Emotional intelligence is the key indicator of a teacher's performance in an educational setting and those who have a high level of emotional intelligence are shown more satisfaction at their workplace instead of those who have low emotional intelligence. They take active participation in their daily task and show more effectiveness when dealing with their students during the teaching-learning process. The results are consistent with the study of (Wong & Law, 2002), and (Sy et al., 2006), which gives a result that employees/teachers are more satisfied who have a high level of emotional intelligence in their working environment. (Setoodeh Nezaad & Reza Bahramzade, 2013), have concluded in their study that focuses on the individual behavior of persons to increase emotional intelligence for growing job satisfaction is very crucial.

From the data analysis, it is proved that three dimensions of emotional intelligence, self-awareness, emotion regulation, and social skills are positively and significantly correlated with job satisfaction. currently, many scholars have claimed that is perceiving as a central variable influencing employees' job satisfaction. A positive significant correlation was found between Self-awareness and teachers' job satisfaction in the present study, so hypothesis 1a is accepted. Thus, we concluded that emphasis may be given to the individual behavior of teachers to improve self-awareness for increasing job satisfaction. A previous study was done by (Setoodeh Nezaad & Reza Bahramzade, 2013), which also supports the findings of this study.

Hypothesis 1b is also confirmed by the researchers through statistical analysis and explains that emotion regulation positively and significantly correlates with teacher's job satisfaction levels while encountering their academics activities. The study consisted with the findings of (Gross, 1998), (Güleriüz, Güney, Aydın, & Aşan, 2008) & (Sy et al., 2006), in which they find that high emotional intelligence of workers can regulate their emotions, so have a high level of confidence and the potential to do their job in a better way, as consequences help them to be more efficient, more productive and positively influence their work outcomes. Consequently, awareness of this aspect (ER) that provokes particular emotions and knowing the effects of those emotions facilitate personnel with high emotional intelligence to take the proper actions that might affect job satisfaction. For instance, personnel with high EI (compared with employees with low EI) might be more skillful at identifying the cause roots when they feel overburden by stress. This awareness enables them to find out the main causes of their stress, thus allowing them to make creating ideas and proper ways to maintain their emotional reactions to these stressors when needed.

Based on multiple regression H1d is also accepted and found social skills also have a positive and significant relationship with job satisfaction. It clarifies the importance of teacher's social skills in social interactions in the workplace. Few or most of the social exchanges in organizational setting could be linked to obligation, optimistic affiliation, effectivity and quality product (Students) in the market, however, research work on whether and how emotional intelligence positively or negatively affect the employee's performance is still limited (Kafetsios & Loumakou, 2007). So, the authors had tried to contribute literature on emotional intelligence influencing teacher's job satisfaction in the working platform.

CONCLUSION

Findings show that a significant & positive relationship exists among university teacher's emotional intelligence and job satisfaction in the District Charassada relationship. After exploring the objectives, it is necessary to arrange educational programs following organizational purposes to upraise the emotional bits of intelligence of the teachers to motivate them for providing the quality product (students) in the market as well as teachers' job satisfaction at the workplace. Furthermore, emotional intelligence and job satisfaction between males and females are also key considerations to increase teacher's effectiveness in an educational setting.

LIMITATION AND STUDY FORWARD

The few limitations of this study consist of: (i) population define in this research that limits to District Chrssada and (ii) the selected sample size which does not denote the entire region of Pakistan. Therefore, the concluding result may not have been generalized. Some other variables may be added by future researchers with selected variables i.e., job satisfaction and emotional intelligence, and also with including more amount of sample for the study.

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AUTHORS CONTRIBUTION

Considerable work to the present study is contributed by co-authors. suggesting the research idea, exploring the existing literature for expressing the hypothesis, and discussion of this study is done by the first author. Data analysis and interpretation are contributing by the second and third authors. Concluding and reviewing the whole research paper is done by the fourth and fifth authors.

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