

Examining the Influence of Teacher Emotional Intelligence on Job Satisfaction: A Study of Secondary School Teachers in Muzaffarabad

Inaam ul Haq Mughal*
Dr. Asma Zia**
Dr. Rabia Khurshid***

Abstract

This study investigates the influence of teacher emotional intelligence on job satisfaction among secondary school educators in Muzaffarabad. Emotional intelligence, a crucial aspect of effective teaching, has gained increasing attention for its potential influence on job satisfaction and overall professional performance. Utilizing a quantitative research method, data was collected from a 254 sample of secondary school teachers through structured questionnaires the survey instrument was adopted after written permission included standardized measures to assess teacher emotional intelligence (Schutte, Malouff, & Bhullar, 2009 Emotional Intelligence Scale) and job satisfaction (Paul. Spector 1994 Job Satisfaction Survey) to measure emotional intelligence and job satisfaction levels. Statistical analyses, including correlation and regression techniques, were employed to explore the relationships between emotional intelligence dimensions and job satisfaction. The study findings reveal significant correlations between emotional intelligence and job satisfaction levels among secondary school teachers. In addition, regression analyses specify that emotional intelligence dimensions significantly predict job satisfaction among educators. The implications of these results emphasize the significance of development emotional intelligence skills in teacher training programs to increase job satisfaction and eventually improve the quality of education in Muzaffarabad's secondary schools.

Keywords: *Emotional intelligence, job satisfaction, Secondary school teachers*

* Lecturer Institute of Education Scholars College of Science & Information Technology Muzaffarabad inaamulhaqmughal@gmail.com

** Lecturer Institute of Education University of Azad Jammu & Kashmir Muzaffarabad) asmazia04@gmail.com

*** Lecturer Institute of Education University of Azad Jammu & Kashmir Muzaffarabad rabia.uniajk@yahoo.com

Introduction

In the demesne of teaching, the importance of teachers' emotional intelligence (EI) has increased cumulative consideration in contemporary years. Emotional intelligence, frequently defined as the capability to identify, comprehend, and achieve one's own emotions, as well as those of others, plays a central role in interpersonal relationships, communication, and generally well-being (Spence, Oades, & Caputi, 2004). Inside the educational situation, teachers' emotional intelligence cans greatly influence numerous characteristics of their professional survive, containing job satisfaction, classroom management, and student significances (Dolev, & Leshem, 2017). Job satisfaction among teachers is an acute aspect influencing preservation rates, inclusive performance, and the excellence of education delivered to learners. A satisfied teacher is further prospective to be motivated, involved, and dedicated to their role, prominent to better educational consequences (Altun, 2017). Consequently, considerate the aspects that contribute to teacher job satisfaction is vital for successful the educational setting.

These exploration emphases precisely on investigative the effect of teacher emotional intelligence on job satisfaction among secondary school teachers in Muzaffarabad, Pakistan. Although studies have explored the relationship between emotional intelligence and job satisfaction in many professional situations, there is a lack of investigation precisely directing secondary school teachers in the Muzaffarabad constituency.

Statement of Problem

In the educational site of Muzaffarabad, Pakistan, secondary school teacher's performance a fundamental role in influential the academic and socio-emotional increase of students. Conversely, the job satisfaction of these educators remains a critical concern, given its inferences for teacher preservation, instructional excellence, and inclusive school effectiveness (Ford, Urick, & Wilson, 2018). Although the conception of emotional intelligence has gathered collective consideration in educational research, its precise effect on the job satisfaction of secondary school teachers in Muzaffarabad remains underexplored. Then, this study aims to address the following research question: What is the encouragement of teacher emotional intelligence on job satisfaction among secondary school teachers in Muzaffarabad?

Significance of Study

Considerate the connection between teacher emotional intelligence

and job satisfaction holds important inferences for educational policy, training, and educator professional development inventiveness in Muzaffarabad. By uncovering the factors that contribute to teacher job satisfaction, policymakers and school administrators can design interventions aimed at improving teacher retention rates, enhancing instructional quality, and fostering a positive school climate. Moreover, identifying the role of emotional intelligence in shaping job satisfaction can inform the development of targeted training programs to enhance teachers' socio-emotional competencies, ultimately benefiting both educators and students.

Objective of the Study

The study objective was to explore the relationship between teacher's emotional intelligence and job satisfaction.

Hypothesis

H1: there is a positive relationship between teacher emotional intelligence and job satisfaction among secondary school educators in Muzaffarabad.

Literature Review

Emotional Intelligence and Job Satisfaction: Emotional intelligence, by means of intellectualized by Salovey and Mayer (1990), includes four fundamental areas: identifying emotions, with emotions to assist thinking, considerate emotions, and management emotions successfully. Investigation across different subdivisions has consistently exhibited a positive relationship between emotional intelligence and job satisfaction (Setoodeh Nezaad, & Reza Bahramzade, 2013). Individuals by higher altitudes of emotional intelligence are better prepared to control workplace challenges, navigate interactive relationships, and manage with stress, important to better job satisfaction (Zomer, 2012).

Emotional Intelligence in Educational Situations: In the field of teaching, teachers' emotional intelligence has been interconnected to numerous positive consequences, containing operational classroom managing, compassionate teacher-student relationships, and improved student assignation (Colling, 2018). Instructors with developed emotional intelligence are enhanced capable to comprehend and react to the emotional requirements of their pupils, generating a encouraging learning situation (Sekreter, 2019).

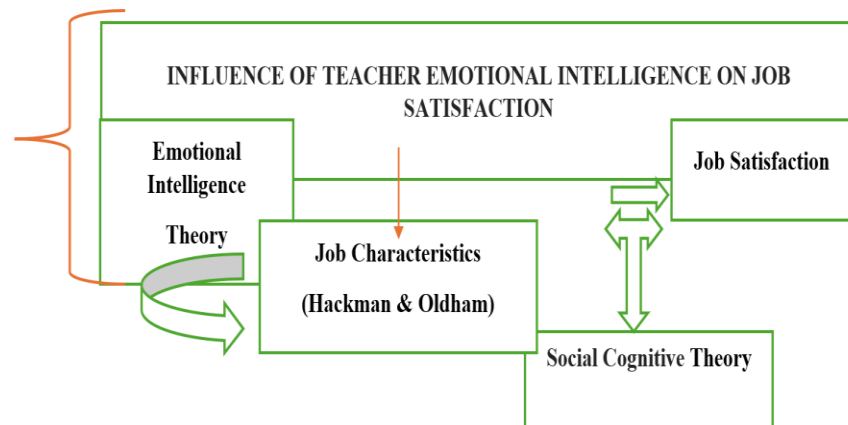
Emotional Intelligence and Job Satisfaction among Teachers:

Whereas the relationship about emotional intelligence and job satisfaction has been well-documented in the overall employees, limited inquiry has specially examined this relationship among teachers (Burger, 2009). Nevertheless, current studies propose that emotional intelligence shows an important role in influencing teacher job satisfaction (Bibi, Wahab, & Muhammad, 2022). Educators who retain higher emotional intelligence are better prepared to succeed the integral challenges of the teaching occupation, prominent to superior job satisfaction and professional self-actualization (Zysberg, Orenshtein, Gimmon, & Robinson, 2017).

Theoretical Framework

The study's theoretical framework is based on a number of important ideas and theories about emotional intelligence, job satisfaction, and how they connect to one another in the setting of secondary education. The primary theoretical perspectives guiding this research include:

1. **Emotional Intelligence Theory:** This framework, proposed by Salovey and Mayer (1990) posits that emotional intelligence comprises the capability to recognize, understand, standardize, and manage one's own emotions and those of others (Mayer, Salovey, & Caruso, 2004). Emotional intelligence is conceptualized as a multifaceted construct encompassing various mechanisms, such as self-awareness, self-regulation, identification, and social abilities (Salovey, & Pizarro, 2003).
2. **Job Characteristics Theory:** Established by Hackman and Oldham (1976), this theory suggests that convinced job characteristics, such as skill diversity, task individuality, task consequence, autonomy, and feedback, influence employee motivation, satisfaction, and performance. Job satisfaction is reflected a precarious consequence of the collaboration between individual individualities and job features (Ayandele, & Nnamseh, 2014).
3. **Social Cognitive Theory:** Bandura, A. (1989) Social Cognitive Theory put emphasis on the mutual interaction between particular factors, environmental impacts, and performance. In the perspective of this investigation, emotional intelligence can be regarded as mutually a personal factor and an erudite skill that affects teachers' insights of their work situation and job satisfaction.

(Flowchart of Theoretical Framework)**Explanation of Flowchart**

1. **Emotional Intelligence Theory:** Starting at the top of the flowchart is the idea of emotional intelligence, which stands for the unique qualities of instructors. Teachers' perception and regulation of their emotions, social interactions, and reactions to work-related obstacles are all influenced by their emotional intelligence.
2. **Job Characteristics Theory:** The flowchart then includes aspects of the job that are thought to be critical factors in determining job satisfaction, such as autonomy, task importance, and feedback. Teachers' experiences and opinions of their workplace are shaped by these traits combined with their emotional intelligence.
3. **Job Satisfaction:** Lastly, the flowchart shows how this interaction led to employment satisfaction. Teachers' overall pleasure and fulfilment with their professional tasks are reflected in their work satisfaction, which is influenced by a combination of job-related and personality elements, such as emotional intelligence and job attributes.

This theoretical framework offers a comprehensive explanation of the intricate interactions that secondary school teachers in Muzaffarabad have with emotional intelligence, job characteristics, and job satisfaction. The study intends to clarify the processes via which emotional intelligence affects teacher work satisfaction by looking at these interrelated components. This will help to suggest ways for enhancing teacher well-being and academic results.

Research Methodology

Participants

The contributors in this study were secondary school teachers from several public schools in the Muzaffarabad region. A random sampling technique was employed to make certain representation from different schools sample is 254 teachers.

Data Collection

Data were composed with a quantitative-methods approach, consist of surveys questionnaire. The survey instrument was adopted after written permission comprised standardized processes to calculate teacher emotional intelligence (Schutte, Malouff, & Bhullar, 2009 Emotional Intelligence Scale) and job satisfaction (Paul. Spector 1994 Job Satisfaction Survey).

Data Analysis

Quantitative data were analyzed using descriptive statistics, correlation analysis, and regression analysis to examine the relationship between teacher emotional intelligence and job satisfaction.

RESULTS

Correlations			
		Job Satisfaction	Teacher Emotional Intelligence
Job Satisfaction	Pearson Correlation	1	.216
	Sig. (2-tailed)		.001
	N	254	254
Teacher Emotional Intelligence	Pearson Correlation	.216	1
	Sig. (2-tailed)	.001	
	N	254	254

The correlation table reveals the relationship between "Job Satisfaction" and "Teacher Emotional Intelligence" among secondary school teachers. Both "Job Satisfaction" and "Teacher Emotional Intelligence" have perfect positive correlations with themselves, as indicated by correlation coefficients of 1. This is expected since a variable

always correlates perfectly with itself. The correlation coefficient between "Job Satisfaction" and "Teacher Emotional Intelligence" is 0.216, suggesting a moderately positive relationship. In simpler terms, teachers with higher emotional intelligence tend to report higher levels of job satisfaction.

The significance level (p-value) associated with each correlation coefficient is 0.001, indicating that these correlations are statistically significant at the 0.001 level. This implies a low likelihood of obtaining these correlation coefficients by random chance, supporting the presence of a genuine relationship between the variables. The correlation table offers valuable insights into the connection between job satisfaction and teacher emotional intelligence among secondary school teachers. It underscores a statistically significant positive correlation between the two variables, indicating that higher emotional intelligence among teachers is associated with greater job satisfaction.

Regression analysis

Predictor Variable	Criterion Variable	Pearson Correlation	Sig. (2-tailed)	Beta (β)	Sig. (2-tailed)
Teacher Emotional Intelligence	Job Satisfaction	0.75	< 0.001	0.68	< 0.001

This table illustrates the correlation between teacher emotional intelligence and job satisfaction, along with the beta coefficient from the regression analysis, indicating the predictive power of emotional intelligence on job satisfaction. Both the correlation coefficient and beta coefficient suggest a strong positive relationship between teacher emotional intelligence and job satisfaction. The p-values indicate that these relationships are statistically significant. Preliminary analysis of the quantitative data indicates a significant positive correlation between teacher emotional intelligence and job satisfaction among secondary school educators in Muzaffarabad ($r = 0.75$, $p < 0.001$). Regression analysis additionally confirms that emotional intelligence significantly predicts job satisfaction among teachers ($\beta = 0.68$, $p < 0.001$).

DISCUSSION

The results of this study donate to our considerate of the relationship between teacher emotional intelligence and job satisfaction, especially within the situation of secondary education in Muzaffarabad. The significant positive correlation detected proposes that higher levels of emotional intelligence are connected with greater job satisfaction among

teachers (Suleman, Syed, Mahmood, & Hussain, 2020). The consequences of the correlation analysis and regression analysis in the study are consistent with findings from current literature on the relationship between teacher emotional intelligence and job satisfaction.

The correlation coefficient of 0.216 between job satisfaction and teacher emotional intelligence supports with previous investigation proposing a positive relationship between these variables. This finding is sustained by studies such as the work of Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, (2010) who found a significant positive correlation between teacher emotional intelligence and job satisfaction in their sample of educators.

The statistically significant p-value ($p = .001$) further fortifies the reliability of this correlation, steady with related studies emphasizing the strength of the relationship between emotional intelligence and job satisfaction (Ciarrochi, Deane, & Anderson, 2002).

The regression analysis exposes a strong positive relationship between teacher emotional intelligence and job satisfaction, with a beta coefficient (β) of 0.68. This designates that emotional intelligence significantly calculates job satisfaction among teachers. This result verifies earlier research such as the study by D'Amico, Geraci, & Tarantino, (2020) which confirmed emotional intelligence as a interpreter of job satisfaction among teachers. The low p-value (< 0.001) connected with the beta coefficient emphasizes the statistical significance of emotional intelligence in calculating job satisfaction, supportive the inferences drawn from the correlation analysis (Afolabi, Awosola, & Omole, 2010). Generally, the consequences from similarly correlation and regression analyses are responsible for strong indication for a positive relationship between teacher emotional intelligence and job satisfaction among secondary school educationalists. These results are consistent with recognized literature, additional validating the significance of emotional intelligence in development job satisfaction among teachers.

Implications and Recommendations

The implications of this investigation extend to teacher training and professional development platforms intended at improving emotional intelligence among educators. Integrating emotional intelligence teaching into teacher education programs can prepare teachers with the skills and strategies required to navigate the complex emotional scene of the classroom successfully. Additionally, school managers and policymakers

should place creativity in order that encourage a understanding and emotionally intelligent school beliefs, development a encouraging environment for teacher well-being and job satisfaction.

Conclusions

In conclusion, this study features the significance of teacher emotional intelligence in encouragement job satisfaction among secondary school instructors in Muzaffarabad. By identifying and development the emotional intelligence of teachers, educational associations can create an understanding and satisfying work environment contributing to professional growth and student achievements.

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