

## **Relationship between Emotional Intelligence and Job Satisfaction of University Teachers**

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### **Abstract**

*Emotional Intelligence is an emotional stability and balanced behavior in social interaction. Job satisfaction is one's likeness or enjoyment derived from job. Both the variables are very important for university teachers as they have to deal with emotionally most unstable persons. Their balance behavior and satisfaction can produce balance society. The study was aimed to investigate the relationship between emotional intelligence and job satisfaction with respect to age, gender, designation, qualification and work experience of university teachers. University teachers working at faculty of social sciences were the population of the study. 288 teachers were selected randomly. Two instruments were used to measure the level of emotional intelligence and job satisfaction. It was found that professors and above 50 years of age are most stable persons and highly satisfied from their job and associate professors and teachers between 46-50 years of age are most unstable and dissatisfied from their job. The university administration was recommended to formulate the policies and take care of their employee's needs.*

**Keywords:** Emotional Intelligence, Job Satisfaction, University Teachers, Designation, Qualification, Work Experience.

### **Introduction**

Human personality is a combination of emotions. The role of emotions can't be separated from human life. Emotions act as a driving force. These are feelings; which give meaning to person's life. The importance of emotions can't be denied in personal social and professional life. In fact at any stage it is important to have control on our emotions in order to perform socially acceptable roles. The control on emotions is a form of intelligence called emotional intelligence. Emotional intelligence is a skill learned by some sort of activities during learning process. According to Mehrad, Hamsan, Redzuan, and Abdullah (2015) 'Emotional Intelligence' is realizing, evaluating and monitoring individual's behavior and reactions which identifies the moods that are emerged in private and social situation. Everyone experience certain emotions during his/her personal, social, academic and the professional life. He/she

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exhibits different kind of emotions at different stages of life. So it is important to have control on our own emotions along with managing others emotions during social interaction. Otherwise the unstable emotional state can make life miserable (Rosete & Ciarrochi, 2005; Silick & Schutte, 2006).

Different people in different streams of life described Emotional Intelligence in different ways. According to McCluskey (2000) Emotional Intelligence gives awareness about ourselves and world around us. It helps to improve the performance and increase the harmony in life. The control on emotions in personal life also helps to lead a successful professional life. Newstrom (2007) described you can't divorce emotions from work place as you can't divorce emotions from people.

The job satisfaction is another major construct of one's life. Robbin and Coulter (2005) described that job satisfaction is the person's general attitude toward his/her job. It can be said that greater job satisfaction results in high motivation, commitment and involvement in job improves the efficiency of an employee and reputation of an organization.

Universities are the nurseries for the future development of the nation. The teachers in these universities are nation builders. They have a pivot role in the construction of society. The teachers are responsible to train students and make them able to take the charge of different sectors in the society including, schools, economy, court, pharmacy, banks politics, engineering etc. They transmit the culture, knowledge, wisdom and their experience to next generation and make them able to live a successful, happy and satisfied life. No doubt teachers' role is very demanding and needs high level of emotional stability and control. To perform these responsibilities it is necessary that the teachers must possess high level of emotional intelligence and they are satisfied from their job.

For any organization it is very difficult to retain skilled and qualified teachers if they don't care about their needs. One such need is satisfaction with their job, which is related to different aspects such as salary, chance of promotion/selection, their work load, working conditions, unbiased supervision, awards/rewards, involvement in decision making about their professional life. This satisfaction is directly related with the emotional stability and management at work place (Awang, Hanim, & Mohammed, 2010). Therefore the teacher's emotional intelligence enables academicians to manage their emotions and other member's emotions (Kassim, Bambale, & Jakada, 2016). There is dire need to investigate the relationship between emotional intelligence and job satisfaction of university teachers to make the necessary arrangements for teachers to get maximum performance.

The human emotions remained focus in literature since long from the Greek Philosophers and still have central importance in 21<sup>st</sup> century. The term 'emotional

intelligence' was introduced by Mayer & Salovey (1997) which was further elaborated by Reece & Brandt (2005), they defined emotional intelligence as the ability to monitor personal emotions and feelings along with others emotions to determine the thinking and behavior. According to them emotional intelligence is comprised of four components.

- (1) Perceptions of emotions: It involves ability to recognize the emotions and emotional content.
- (2) Emotional facilitation of thinking: It describes the emotional event in logical way.
- (3) Understanding and analyzing emotions: It is the ability to distinguish, label and understand emotions.
- (4) Regulation of emotions: It is conscious effort to manage the emotions for promoting personal development.

On the basis of Mayer and Salovey's (2005) definition, different models of emotional intelligence were emerged one is mixed intelligence model. Mixed model of emotional intelligence was popularized by Goleman (1995). According to Goleman the emotional intelligence involves cognitive ability and personality aspects. Its cognitive part helps to understand and control the emotions and its personality parts contributes towards recognizing needs and feelings of others to make the interaction effective. According to Goleman Intelligent Quotient (IQ) contributes only 20% in the success of an individual's life. There are several other competences and characteristics which make individual successful in their life. He referred those competencies and characteristics as emotional Intelligence which was further categorized as intrapersonal and interpersonal skills. Self-report measure of emotional intelligence (SRMEI) was developed by Khan & Kamal (2010) based on Mixed Emotional Intelligence Model Goleman (1998) which is used in this research.

Keeping in view the above discussion and research studies conducted previously the current study was designed to investigate the relationship between emotional intelligence and job satisfaction of university teachers in Pakistan. On the basis of literature review following research questions have been tailored for investigation. The study was designed to investigate the following research question and hypothesis:

#### *Research Questions*

1. Does the age effects the emotional intelligence and job satisfaction of university teachers?
2. Does the teaching experience effects the emotional intelligence and job satisfaction of university teachers?
3. Does the job satisfaction is effected by qualification and designation of university teachers?

### *Research Hypothesis*

1. There is no significant relationship between emotional intelligence and job satisfaction of university teachers.
2. There is no significant difference in emotional intelligence and job satisfaction of male and female university teachers.

### **Methodology**

The descriptive study was designed and survey method was used to answer above stated research questions and hypothesis. The population of the study was all university teachers working at faculty of social sciences in public sector universities of Islamabad and Rawalpindi. Both are twin cities. One is the capital of Pakistan. All the universities are well equipped, working under the guidelines provided by Higher Education Commission Pakistan. There were only five universities in the target area that have faculty of social sciences. Total 288 teachers (122 females and 106 males) were selected as sample. Two instruments were used to collect data.

### *Research Instruments*

*Emotional Intelligence.* The emotional intelligence was measured by Self-Report Measure of Emotional Intelligence (SRMEI) which was developed by Khan and Kamal (2010). This SRMEI was based on Mixed Emotional Intelligence Model (Goleman, 1998). It consisted upon 60 statements and designed on 5 point likert scale ranging from always, often, sometimes, rarely to never. The coding of the scale done in the way 5 stands for always and 1 for rarely. Reverse scoring was done for negative statements. The score range of said scale varies from 60 – 300. According to this, if someone has score below 150 he/she has low emotional intelligence and one who got score above 150 possess high emotional intelligence.

*Job Satisfaction.* Job satisfaction of university teachers was measured by Job Satisfaction Survey (JSS) developed by Spector (1997). It contains 36 statements that assess the job satisfaction of an employee. It was designed on 6 point likert scale. The score range varies from 36-216. The level of satisfaction was based on the obtained scores. If the score range from 36-108 it stands for dissatisfaction, if the score lies in the range 109-144 it is described as ambivalent and 145-216 stands for satisfaction with job. The scoring procedure of both the instruments was according to the manual given by the authors. The content of the instruments was culture free and easy to understand and found suitable for university teachers.

### *Validity and Reliability of the Instruments*

The SRMEI and JSS were got validated by the experts. Both were pilot tested. Cronbach alpha was used to calculate the reliability. The reliability of SRMEI was 0.83 and of JSS it was 0.80. The university teachers were requested for their response. Out of

288 teachers only 160 (100 females and 60 males) teachers completed the instruments. The response rate was 70%.

### **Data Analysis**

Descriptive statistics (frequency, percentage, mean) and inferential statistics (Pearson's correlation, t-test) was used to analyze data.

Table 1  
*Demographic detail of respondents*

Variable	Frequency	Percentage	Variable	Frequency	Percentage
Gender			Designation		
Female	100	62.5	Lecturer	103	64.37
Male	60	37.5	Assistant Prof	43	26.87
Teaching Experience in years			Associate Prof	6	03.75
1 – 5	86	53.75	Professor	8	05.00
6 – 10	29	18.12	Age in years		
11 – 15	11	6	Below 25 years	7	04.37
16 – 20	12	7	26 – 30	72	45.00
Above 20	22	13.75	31 – 35	26	16.25
Qualification			36 – 40	18	11.25
MA / M.Sc	53	33.12	41 – 45	16	10.00
MS / M.Phil	56	35.00	46 – 50	6	03.75
PhD	51	31.87	Above 50	15	09.37

The information of Table 1 will be used for further discussion. The contribution of female teachers is more than the male teachers. Majority are beginners as they have less than 5 years of experience and less than 30 years of age. They are lecturer and having MS/M.Phil qualification. The EI and JS of university teachers were studied with different variables and analysis of data showed following results.

Table 2  
*Emotional intelligence and job satisfaction of university teachers with respect to age*

Age in years	N	Mean of EI	Mean of JS
Below 25 years	07	220.00	149.43
26 – 30	72	220.58	148.06
31 – 35	26	219.00	146.81
36 – 40	18	226.78	149.06
41 – 45	16	222.13	143.69
46 – 50	06	220.00	125.33
Above 50	15	232.27	158.73

The above information shows the most satisfied person from their job are above 50 years of age. They are also emotionally stable and intelligent people. The most dissatisfied teachers belong to the age group between 46 to 50 years. The emotional intelligence level of other teachers is almost same. Little variation has been observed. The lowest emotional intelligence level has been observed between the age group of 31 to 35 years. Teachers belonging to age group 36 – 40 years are emotionally intelligent as they got 226 score and they are a bit satisfied from their job.

Table 3  
*Emotional Intelligence and job satisfaction of university teachers according to teaching experience*

Teaching Experience in years	N	Mean of EI	Mean of JS
1 – 5	86	220.78	150.05
6 – 10	29	224.21	142.69
11 – 15	11	211.09	142.18
16 – 20	12	223.50	144.00
Above 20	22	224.77	150.18

The teachers having above 20 years of experience are emotionally stable and satisfied from job. The teachers have less than 5 years of experience, although they have lowest level of emotional stability, but they are highly satisfied with their job. Low emotional stability may be because of their age as it is found that with increase in age teachers become emotionally stable. The respondents who have 6 to 10 years of teaching experience they are more emotionally stable but have low job satisfaction.

Table 4  
*Mean score of EI & Job satisfaction of university teachers with respect to qualification*

Qualification	N	Mean of EI	Mean of JS
MA / M.Sc	53	210.10	146.45
MS / M.Phil	56	220.65	150.93
PhD	51	224.80	145.57

The analysis of data showed the teachers having PhD qualification possess high emotional intelligence but less satisfaction from their job. The teachers with qualification of MS/M.Phil have low level of emotional intelligence but reported high level of job satisfaction in the sample.

Table 5  
*Mean score of EI & Job satisfaction of university teachers with respect to designation*

Designation	N	Mean of EI	Mean of JS
Lecturer	103	219.88	147.51
Assistant Professor	43	220.36	147.98
Associate Professor	6	218.71	138.50
Professor	8	224.77	156.25

The findings revealed that professors are most emotionally stable and satisfied from their job and associate professors are most unstable and dissatisfied from their job. Lecturers and Assistant professors possess almost same level of emotional intelligence and job satisfaction.

Table 6  
*Relationship between emotional intelligence and job satisfaction*

	N	r	p
EI & JS	160	.486*	.000

\* Significant at  $\alpha = .05$

The values in table 2 shows significant positive relationship exist between emotional intelligence and job satisfaction of university teachers.

Table 7  
*Relationship between EI and Job Satisfaction of university teachers according to different age groups*

Age in years	N	r	P
Below 25 years	7	0.828*	.021
26 – 30	72	0.478*	.000
31 – 35	26	0.533*	.005
36 – 40	18	0.520*	.027
41 – 45	16	0.296	.266
46 – 50	06	-0.043	.935
Above 50	15	0.511	.052

The relationship between EI and JS of university teachers with age is significant till the age of 40 years. This relationship is not significant but moderate between two age groups i.e. 36 – 40 years and above 50 years. The different finding appears as this relationship is negative between the age group of 46 – 50 years.

Table 8  
*Gender-wise difference between EI and JS of university teachers*

	Emotional Intelligence						Job Satisfaction				
	N	Mean	SD	t	df	p	Mean	SD	t	df	P
Female	100	224.0	18.6	1.603	38.5	.112	147.9	21.0	.153	158	.879
Male	60	217.3	28.9				147.2	19.6			

The analysis of data in table indicates there is no significant gender difference regarding emotional intelligence and job satisfaction of university teachers. The mean scores showed female teachers are emotionally stable and satisfied from their job as compared to male teachers.

### **Discussion and Conclusion**

The first research question was about the level of EI and JS with respect to age. The findings showed that level of EI & JS remained the same till the age of 30 years but during the age of 36 to 40 years only emotional intelligence level increases. The lowest level of EI and JS appears at the age group of 46-50 years. It shows both the construct are not permanent. One can affect the other. When the result of first research question was correlated with the findings of the table 7, it was found that at the age group of 46 to 50 years EI and JS has negative relationship although it is not significant but it shows the age group 46 to 50 years in university teachers life is a significant period.



The second research question was about effect of teaching experience on EI and JS. The findings showed both EI and JS levels are on its peak during first 5 years and above 20 years of job experience but when a person reaches at 11-15 years of their job experience EI and JS levels decreases.

The third question was about the effect of qualification and designation on EI and JS of university teachers. It is found that EI level increases with qualification but JS level decreases. The teachers with M.Phil/MS degree are highly satisfied from their job. Different results were found with respect to designation. EI and JS level of lecturers and assistant professor is higher than the associate professors. A Professor has highest EI and JS level.

The first hypothesis was about the relationship between EI and JS level of university teachers and it is found that significant positive relationship exists between both the variables. The EI has significant relationship with age till the 40 years. After 40 years of age this relationship is not significant. Even at the age 46 to 50 years a negative relationship was found between these variables.

The second hypothesis was about the difference in EI and JS levels of male and female teachers. They have similar levels of EI and JS as no significant difference is found. The findings of the study are consistent with Carmeli (2003), Hasankhoyi (2006) and Gardner & Stough (2003) with respect to significant relationship between EI & JS. Some findings of our study are contrary to Mousavi, et. al. (2012). They found EI and JS are higher between 11-15 years of experience but this study showed it's decreasing. One of the finding of current study is higher qualification has significant relationship with EI & JS. This finding supports the previous literature (Alam, (2009); Seyal & Afzal (2013); Ashraf, Ahmad, Shaikh & Bhatti (2014) and Kassim, Bambale & Jakada (2016)) in the way that EI & JS has significant positive correlation. Gu (2016) study these variables with public school teachers and concluded that with increase in teaching experience teachers were more dissatisfied from their jobs because of heavy work load.

The findings showed no significant difference in EI & JS regarding gender exists which is contrary to the findings of Ahmad, Bangash & Khan (2009). They found male have higher EI. The findings regarding age and Job satisfaction support the findings of Saner & Eyupoglu (2012) teachers above 50 years of age has higher JS level at higher education institutions.

Although EI and JS are studied as independent variables but the data analysis showed the JS appeared as a main variable. According to Reece & Brandt (2005) EI is ability. Mayer and Salovey (2005) presented ability based model of EI. In the literature the definition of EI it is an ability to control and regulate emotions in social interaction and JS is a construct related to the satisfaction and fulfillment of one's needs. According to findings of this study, both the variables are fluctuating. It means, no one

is permanent in nature. When needs are not satisfied it leads to dissatisfaction from job and creates emotional instability. So EI is not an ability it is learned behavior and can be affected in different situations. The significant relationship between these variables also strengthens this argument. This situation needs consideration from university administration and human resource department.

### **Recommendations**

On the basis of findings and conclusion it is recommended for university administration and Human resource Departments to formulate such policies that support and fulfill the needs of university teachers. Such steps will leads to emotional stability and teachers will get more satisfaction from their job.

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