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## Teacher's Emotional Intelligence and its Impact on Teacher's Job Satisfaction

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**Keywords: Emotional Intelligence, Teacher Commitment, School culture, Teacher's Job Satisfaction.**

### Abstract

The aim of this paper is to find the impact of teacher's emotional intelligence on teacher's job satisfaction. The respondents of this research are college and university teachers of Karachi. Method of data collection that is used in this research is primary source of data collection. Data has been collected from 235 respondents out of 250. Regression analysis is applied as a statistical test. The hypotheses are: There is significant impact of teachers' emotional intelligence on their job satisfaction. There is significant impact of school culture on teachers' job satisfaction. There is significant impact of teacher commitment on teachers' job satisfaction. Correlation analysis results that 1<sup>st</sup> hypothesis of this research is accepted, that is teachers' emotional intelligence has significant impact on teacher's job satisfaction. 2<sup>nd</sup> and 3<sup>rd</sup> hypothesis is rejected that school culture and teachers' commitment has insignificant impact on teacher's job satisfaction.

**Keywords:** Emotional Intelligence, Teacher Commitment, School culture, Teacher's Job Satisfaction.

### 1. Introduction

#### Overview:

Emotional intelligence refers to the ability to exactly perceive, assess, and precise emotions, the capability to access and create feelings when 'they simplify thinking, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to substitute emotional and knowledgeable progress.' The following five elements are known to be the components of emotional Intelligence. [1]

#### Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills:

Self-awareness mentions to the capability to monitor and comprehend humors and personal emotions and readers and their possible effect on others. Further, self-regulation is the capability to Resistor boring needs and ponder before acting. Innermost motivation goes outside extrinsic incentive research and deals with the happiness and fulfillment of something. Empathy is the capability to apprehend and share the feelings of others and to express concerns about them. Social skills include building and maintaining relationships and finding public ground. [2]

The concept of teacher's emotional intelligence in the business world leads to discussions about leaders and sets them on fire, educational institutions that play the role of back support for future leaders, who should try to play their part in the ongoing evolutionary process. [3]

The teacher's emotional intelligence can lead to important information on how the emotional intelligence of teachers can be used to connect to motivation. The teacher's emotional intelligence is better furnished to deal effectively with change by responding adaptably to situations in which an interpersonal nature. [4]

The teacher's job satisfaction is a field of research which remains to attract great concern in education for many stages Organization and guidance. [5]

A teacher's job satisfaction denotes to a teacher's emotional relationship with his or her teaching character and is a task of the perceived relationship between what is expected of the teacher and what he or she offers to a teacher. teacher. Past teacher satisfaction models presented two main areas for talk about satisfaction and dissatisfaction: the actual work of teaching - autonomy, salary, challenge, diversity, stiffness - and the situations under which work must be achieved. - management, guidance of the school head, response, school environment, culture, nature of the organization. [6]

The problem with teachers 'emotional intelligence is teachers' stress and satisfaction, which is changing the learning environment and contributing to dissatisfaction and replacement of teachers, a greater chance of leaving the profession and negative healthier life. Morgan, & O'Leary (2004) noted the impact between teacher's emotional intelligence (EI) and teacher's job satisfaction (JB) matter, particularly in those schools serving high risk populations.

The objective of this study is to find out the teacher's emotional intelligence (TEI) and its impact on teacher's job satisfaction (TJB), how the culture of school (where they work) impact on their job satisfaction and how teachers' commitment impact on their job satisfaction? whether these variables are involved in the retention of teachers' at their workplace or not?

This research finds out the impact of teachers' emotional intelligence, school culture, teachers' commitment on their job satisfaction.

The importance of including elements of emotional intelligence and the value of the teacher in the study of job satisfaction comes from the fact that people in very similar work situations attach different meanings to their work.

Therefore, the study of teachers' emotional intelligence becomes important in this regard, as their communication with pupils is much more direct and significant than the role of the main. The influence of teachers' emotional intelligence on teacher's job satisfaction is an under-researched area in Literature. [1] The current study is therefore a search to explore the impact of teachers' emotional intelligence on job satisfaction which has not been explored in depth in the past.

## **2. Literature Review**

### **Teacher's Emotional Intelligence:**

Emotions and (EI) are integral to the teaching and life of the teacher. People with high employment insurance are able to know and express their own emotions. Recognize the emotions of others, set affects and use emotions to adopt adaptive actions. Teachers with high marks in (EI) have high motivation, presentation, efficiency, assurance and helpfulness Pervaiz, Ali, & Asif, M, (2019). (EL) is seen as the process by which teachers strive to constrain, create and achieve their feelings and emotions in accordance with the normative opinions and hopes of the teaching profession Yin & Lee, (2012). The IE hotel staff, vendors and teachers are also surely concomitant with the use of Deep Acting. Teachers with a high level of IE are capable to know, accomplish and use their emotions to break down barriers and progress their career as a low level of (IE). [7]

Emotionally intelligent teachers are expected to teach effectively as soon as they are aware of it Strengths and weaknesses of the individual and his students and therefore have the ability to adapt teaching conditions. Because they are aware of their strengths and weaknesses

and his ability to be responsible for his activities, emotionally intelligent teachers should achieve better results through concentration more and strengthen their weaker areas compared to teachers who are not emotional clever.

A good emotional teacher has self-efficacy when applied to teachers, refers to the extent to which teachers trust that they can make changes and influence student actions and learning consequences. Teachers who have a high degree of efficiency in their teaching skills can motivate their students and improve their mental improvement. "The task of making learning atmospheres is highly dependent on the talents and personal effectiveness of teachers." [8]

### **Teacher Commitment**

It's important to comprehend that in addition to emotional circumstances, a teacher needs to be is committed to helping students achieve better results, as expected dedicated teachers work harder to create tutorial room actions other meaningful. There is a positive relationship among teacher's emotional intelligence and teacher commitment. It is anticipated that teacher's emotionally intelligent will do so not only comprehend the strong point and feebleness they have as teachers Managers could also evaluate what and where their students are missing. Nevertheless, just knowing that it would not mean much if they had not committed to teaching [1]. This emphasizes that emotional intelligence has an impact Teacher commitment, while teacher commitment has a positive impact on teacher job satisfaction.

Overall and personal effectiveness appeared as the two main analysts of commitment in teaching, with teacher-pupil ratios, school environment, and gender. In small, a greater commitment to teaching was usually expressed by teachers who were both usually and individually more effective who communicated in schools with rarer pupils per teacher; and who operated under the direction of a school that received positive reviews in the areas of school management, support, management, and pupil and staff relations. The pedagogical commitment was also greater for the teachers.

The commitment to teach is used at this time as a pointer of a teacher's emotional Commitment to the teaching work. Well-defined in this way, commitment to teaching is generally assessed in two methods. First, the absence of the teacher is examined. For instance, new figures suggest that about half of those who start teaching leave school within the first 4 years. In addition, a unequal number of graduates come from underserved disciplines such as mathematics and the natural sciences. A second method to examine the commitment to teach is to ask teachers if they would choose this occupation if they chose to choose another time.

In this framework, we assume that the emotional intelligence of the teacher has a positive impact on the job satisfaction of the teacher only if the teacher also works for his profession and his work and the satisfaction of the teacher.

### **School Culture:**

School culture is one of the components that influences the morality of a teacher. In over-all, school culture in the context of the values and standards of the school. A school with an optimistic culture supports teachers feel encouraged and engaged, they try to do their best and at the same time contribute to the achievement of the aims and task of the school. Like a As a result, teachers are enthusiastic about helping students perform well in both areas. [1] Personal and educational activities. A positive and empowering school Culture not only gives pupils the opportunity to learn, but also to feel relaxed school.

The school climate has been a subject of research for various periods. At that time, construction was called "esprit de corps", "soul and emotion" and "ether, culture, possessions and social systems of a school." [8]

The centuries-old interest in this area stems from the fact that the school environment is an influential characteristic that can promote flexibility or become a risk factor for students,

teachers, administrators, parents and other members of the school community. The opinion of the school environment has been linked to fatigue and commitment to work. [8]

In this framework, we comprehend that the teacher's emotional intelligence only has a positive impact on the teacher's job satisfaction uncertainty the school culture is positive and capable of learning. We also trust that the teacher's emotional intelligence has the power to encourage a stronger positive school culture, which in turn affects the job satisfaction of the teacher.

### **Teacher's job Satisfaction:**

The satisfaction of the experience depends on the perceived relationship among what a person acquires from their job and what he observes as an offer Demirtas, (2010). Studies show that teachers are emotionally intelligent, likely, to feel greater satisfaction at work. Similarly, teacher EI has a significant impact on teacher satisfaction in the teaching space. [9]

It is the result of personal features, the relational environment, the work itself and the milieu of the association. It has a detrimental effect on feature of life at work and job satisfaction. EL is related to the job satisfaction of employees. The more they are able to control their behavior emotionally, the more they work EL strategies. After all, teachers will be more satisfied with their work less satisfied. It is detected when more performers are executed and staffs are dissatisfied with their work. Some studies support the optimistic relationship of profound action with job satisfaction. Teachers have an optimistic relationship with their satisfaction. reports an adverse time, but the job cannot prove a relationship between Profound action and satisfaction at work. [9]

Compare the experience of job satisfaction of teachers in these schools with that of teachers in non-disadvantaged schools. Although studies like those of Perie et al. noted that "objective" circumstances of employment have little or no relation to teachers' job satisfaction. In Ireland, teachers in deprived areas may experience more stressful experiences because of the economic and social circumstances in which their schools work. and therefore incline to be less satisfied with their work. [7]

Based on the appropriate works, job satisfaction can be well-defined in several methods. Job satisfaction can mean a person's positive emotional condition, which results from a valuation of the work state and is related to the features and necessities of the workplace (op cit).

It describes job satisfaction as "a pleasant or pleasant emotional condition resulting from the evaluation of a person's work or professional capability". Emphasize that job satisfaction comprises multidimensional spiritual reactions to one's own effort, and that these reactions have intellectual, emotional, and social constituents job satisfaction resulting from a worker's valuation to determine the extent to which work. [8]

Other researchers share the view that job satisfaction can be considered as an independent or dependent variable. As an independent variable, it is measured to be the reason or determinant of various actions in an entity's work. Other studies of job satisfaction and assuming that working conditions and attitudes are related to overall satisfaction in a person of life, as they can be transferred to that individual's non-working hours. Positively, in approximately cases, the relationship between job satisfaction and satisfaction with life is reciprocal. Nevertheless, it is fairly conceivable that job satisfaction affects the level of satisfaction and, equally, that the fulfillment of life has an impact on the professional life of the individual. (op cit.)

Based on the above advices, the following hypotheses are recommended:

H1: There is significant impact of teachers' emotional intelligence on their job satisfaction.

H2: There is significant impact of school culture on teachers' job satisfaction.

H3: There is significant impact of teacher commitment on teachers' job satisfaction.

### 3. Methodology

This chapter includes research methodology, and design that examines the variables and the test hypothesis. It also describes methods and sources of data collection, tests sample sizes, and variables to measure the connection between Teacher emotional intelligence, Teacher commitment, school culture and teachers' job satisfaction. A self-administered questionnaire was designed as a survey tool to record the respondents' practices and observations of job satisfaction on a five-point Likert scale, which sequenced from "strongly agree" [1] to "strongly disagree" [1] [5]. All the elements used to develop the survey tool are taken from previous studies and the measures taken are indicated in the following section. The target group identified in this research report is based on colleges and the University of Karachi.

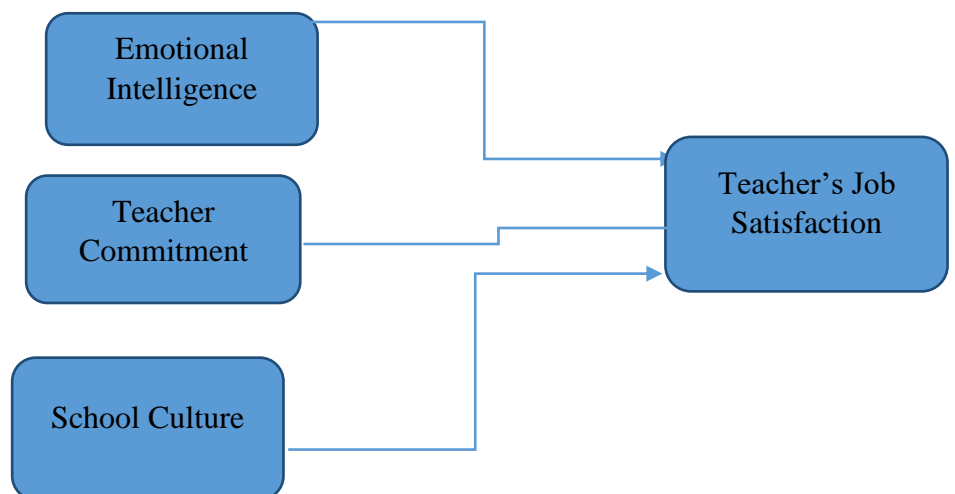
As the total population size of this study is unfamiliar, it is assessed. In the table, 250 is the optimum sample size for a population. No significant variation in sample size is detected, even if the total population exceeds this number. The sample of 250 teachers' is collected from colleges and universities which allow us to collect data.

The convenience sampling technique, which is the part of non-probability sampling technique is being used in this research report. This technique is used because this technique allows collecting data from participants that are easily accessible. Another reason is that the target population for this study is large and dispersed.

#### Research Model:

Given the above hypothesis, it is believed that the teacher's emotional intelligence has a significant impact on teacher's job satisfaction. However, this relationship is reflected in the commitment of teachers and school culture.

Figure 1 displays the theoretical framework of this study in which teacher's emotional intelligence is an independent variable, Teachers' job satisfaction is used as the dependent variable. Teacher commitment and school culture convey the relationship among the teacher's emotional intelligence and the teacher's job satisfaction.

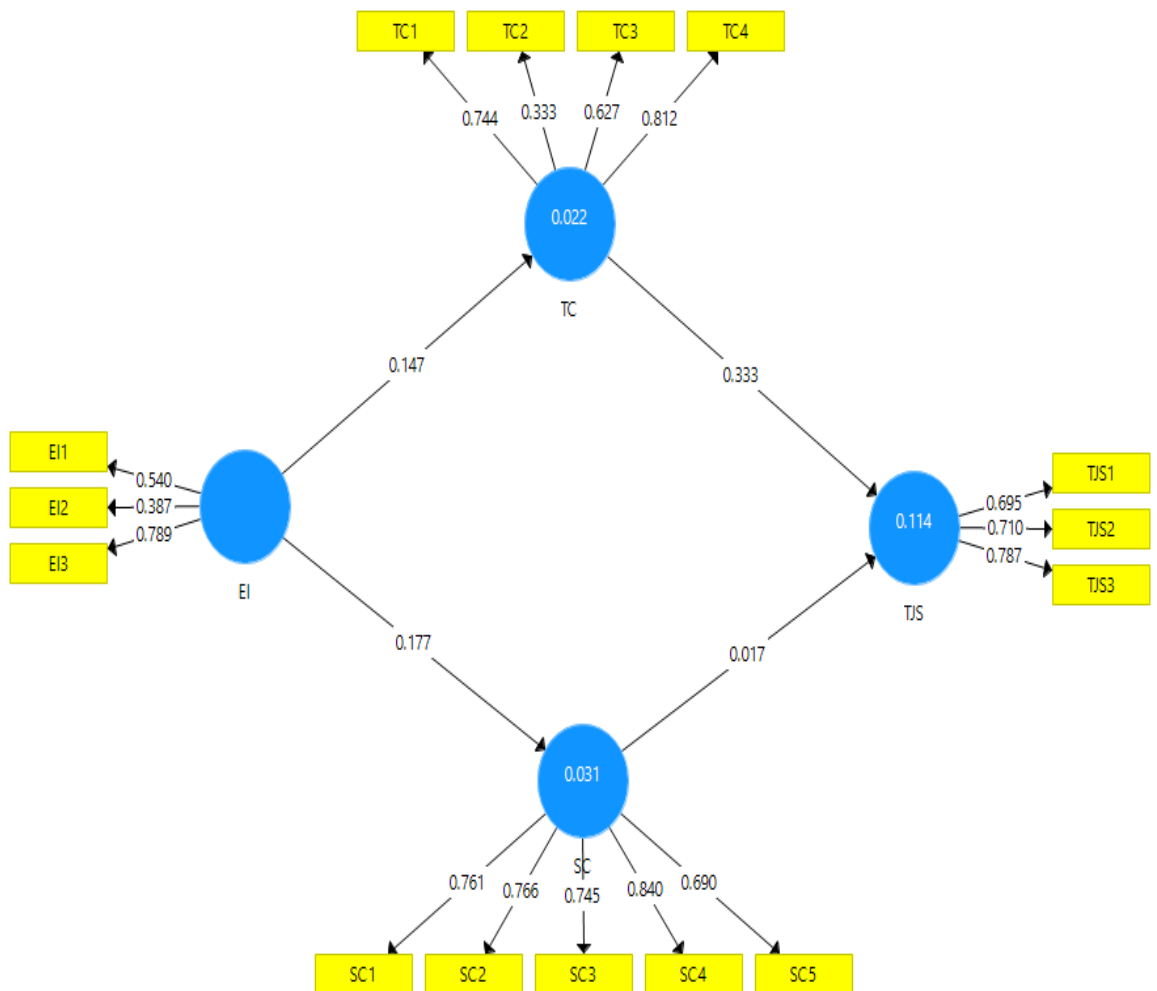


<u>Items</u>	<u>Adapted source</u>	<u>Factor loading</u>
<b>Emotional intelligence (Cronbach's <math>\alpha</math> 0.207)</b>		
I am aware of my emotions as I experience them.		.784
When I am in a positive mood, I am able to come up with new ideas.		.707
I motivate myself by imagining a good outcome to tasks I take on.		.716
<b>Teacher commitment (Cronbach's <math>\alpha</math> = 0.611)</b>		
I would be very happy to spend the rest of my career) in this profession.		.592
Too much of life would be disrupted if I leave this profession.		.611
I have invested too much time in this profession to consider working elsewhere.		.716
<b>School culture (Cronbach's <math>\alpha</math> = 0.828)</b>		
There is no fighting in this school.		.815
There is no cutting classes or skipping school.		.674
There is no stealing in this school.		.796
There is no damage done to school property.		.751
There is almost no cheating.		.765
<b>Teacher's job satisfaction (Cronbach's <math>\alpha</math> =0.599)</b>		
Satisfaction in fulfilling a professional commitment.	Brunetti. (2001) (12)	.772
Satisfaction in serving society (i.e. 'making a difference by educating future citizens).		.779

Satisfaction in working with young people (including involvement in extracurricular activities).		.552
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#### 4.Results

The results show that teachers' emotional intelligence is negatively related to teachers' job satisfaction. ( $p > 0.05$ , i.e. 0.013). Thus, H1 was rejected. School Culture has insignificant impact on teachers' job satisfaction. ( $p > 0.05$ , i.e. 0.660). Thus, H2 was rejected. Teachers' commitment has insignificant impact on teachers' job satisfaction. ( $p > 0.05$ , i.e. 0.006). Thus, H3 was rejected. In the result, the value of R square is 0.74. It means 74% variation in dependent variable (Teachers' job satisfaction) is due to independent variables (teachers commitment, School Culture and Teachers' emotional intelligence). In our research, Adjusted R square is 0.062, which shows that there is 62% unnecessary predictor in this model.



### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Adequacy Measure	of Sampling	.730
Bartlett's Test of Sphericity	Approx. Chi-Square	778.642
	Df	120
	Sig.	.000

### Communalities

	Initial	Extraction
EI1	1.000	.490
EI2	1.000	.640
EI3	1.000	.590
EI4	1.000	.585
TC1	1.000	.558
TC2	1.000	.517
TC3	1.000	.549
TC4	1.000	.546
SC1	1.000	.674
SC2	1.000	.510
SC3	1.000	.651
SC4	1.000	.628
SC5	1.000	.611
TJS1	1.000	.631
TJS2	1.000	.671
TJS3	1.000	.454

Extraction Method:  
Principal Component  
Analysis.



**Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
SC4	.765				
SC3	.707				
SC1	.699	-.402			
SC5	.676				
SC2	.667				
TC1	.416				
TJS2		.620	.448		
TJS3		.566			
TJS1		.518	.439		
TC5		.455	-.434		
TC3			-.504		
TC4	.452		-.494		
EI5				-.553	.402
EI2				.529	.474
EI1				.512	-.441
EI3					.408

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

**Rotated Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
SC1	.815				
SC3	.796				
SC5	.765				
SC4	.751				
SC2	.674				
TC3		.716			
TC4		.686			
TC2		.611			
TC1		.592			
TJS2			.779		
TJS1			.772		
TJS3			.552		
EI2				.784	
EI3				.707	

EI4					.716
EI1					-.679

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 6 iterations.

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.416	21.349	21.349	3.416	21.349	21.349	3.022	18.889	18.889
2	2.040	12.750	34.099	2.040	12.750	34.099	1.956	12.224	31.113
3	1.527	9.542	43.641	1.527	9.542	43.641	1.861	11.629	42.742
4	1.200	7.499	51.140	1.200	7.499	51.140	1.275	7.966	50.708
5	1.122	7.013	58.153	1.122	7.013	58.153	1.191	7.445	58.153
6	.940	5.872	64.025						
7	.886	5.539	69.565						
8	.796	4.972	74.537						
9	.733	4.581	79.117						
10	.644	4.022	83.139						
11	.606	3.789	86.928						
12	.514	3.212	90.140						
13	.453	2.831	92.971						
14	.427	2.670	95.641						
15	.356	2.227	97.868						
16	.341	2.132	100.000						

Extraction Method: Principal Component Analysis.

### Component Transformation Matrix

Component	1	2	3	4	5
1	.858	.432	.250	.117	.032
2	-.460	.425	.743	.174	.160
3	.196	-.767	.463	.398	.021
4	-.103	.181	-.152	.616	-.744
5	-.054	.107	-.385	.647	.648

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

**Regression**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298 <sup>a</sup>	.089	.077	.5382

a. Predictors: (Constant), SCAV, EIAV, TCAV

b. Dependent Variable: TJSAB

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.541	3	2.180	7.526	.000 <sup>b</sup>
Residual	66.920	231	.290		
Total	73.461	234			

a. Dependent Variable: TJSAB

b. Predictors: (Constant), SCAV, EIAV, TCAV

**Coefficients<sup>a</sup>**

Standardized Coefficients	Beta	T	Sig.
.235		4.134	.000
.090		3.637	.000
.083		1.344	.180
		1.256	.210

a. Dependent Variable: TJSAB

**Correlation**

**Correlations**

	EIAV	TCAV	SCAV	TJSAB
EIAV	1	.221**	.137*	.266**
	Pearson Correlation			
	Sig. (2-tailed)	.001	.036	.000
	N	235	235	235
TCAV	.221**	1	.289**	.166*
	Pearson Correlation			

	Sig. (2-tailed)	.001		.000	.011
	N	235	235	235	235
SCAV	Pearson Correlation	.137*	.289**	1	.141*
	Sig. (2-tailed)	.036	.000		.031
	N	235	235	235	235
TJSA V	Pearson Correlation	.266**	.166*	.141*	1
	Sig. (2-tailed)	.000	.011	.031	
	N	235	235	235	235

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	235	100.0
	Excluded <sup>a</sup>	0	.0
	Total	235	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.474	.505	4

#### Item Statistics

	Mean	Std. Deviation	N
TJSA V	1.927	.5603	235
EIAV	2.008	.4073	235
TCAV	2.498	.5748	235
SCAV	2.668	.8391	235

**Inter-Item Correlation Matrix**

	TJSAV	EIAV	TCAV	SCAV
TJSAV	1.000	.266	.166	.141
EIAV	.266	1.000	.221	.137
TCAV	.166	.221	1.000	.289
SCAV	.141	.137	.289	1.000

### **5. Discussion and Implication**

The study proposes that teacher's emotional intelligence is positively related with teachers' job satisfaction. Teachers' emotional intelligence leads them to long term retention in this field. Self-motivation brings new and innovative ideas to their mind that can also affect students' satisfaction. Because of the circumstances of country people income is less so they have to find multiple resources to increase the ratio of their income. So many people are teaching as their part time job. They are not fully committed to this profession. School culture has insignificant impact on teachers' job satisfaction. According to survey, teachers are not much concerned about stealing in the college/university, any damage in the college/university. They are only concerned about their course and salary.

There are many teachers who are not permanent faculty of the particular college/ university. They are also teaching other students at other universities or colleges. In this case what makes them to retain in that university is co-ordination of management of that university and flexibility of time hours. So management of universities should consider this and provide them flexible timings to be retained in that university/college. Universities should focus on the career growth and job security of teachers so that they can be satisfied from their job.

#### **Limitations**

The limitation of our study is number of variables. In this research report only two variables have been studied that are school culture and teachers' commitment. Several variables can determine the impact of emotional intelligence on teachers' job satisfaction. In future, more variables would be helpful to perceive the impact of emotional intelligence on teachers' job satisfaction. Another limitation is population which is very limited so the data that had been collected is so short. More data could be helpful to know the impact between two variables.

#### **Conclusion**

The study of teacher's emotional intelligence is very new and this study finding its relationship to teacher's job satisfaction. that how a teacher satisfies to their job? A teacher satisfies to their job, when a teacher has full self-confidence to their job through some factors such as good salary, challenges, career growth, work life balance, job security and recognition. as teacher's emotional intelligence is also self-awareness, self-regulation, motivation, empathy, and with social skill.

As well as emotional intelligence helps teachers face certain stressful conditions in which their actions can impact the teacher's job satisfaction and well-being. Also it helps them deal with new thoughts with the new tasks. As ability to motivate, it helps teachers comprehend that how to motivate themselves, which then lets them to motivate their teacher's job satisfaction. Similarly, empathy helps teachers communicate with students and comprehend them. teacher's emotional intelligence is also social and skillful.as long as every teacher have impact than we think. Every teacher should have these basic skills to improve emotional intelligence in teachers such as: self-knowledge, emotional control, ability to motivate empathy, social and leadership skills.

Total and personal output emerged as the two leading teaching participation analysts, with teacher-pupil ratios, school climate, and gender. In small, a greater dedication to teaching was usually expressed by teachers who were more successful on both average and individually. There are so many people who teach as part-time work. They do not fully commit themselves to this profession.

School culture has a negligible impact on job satisfaction for teachers. According to the survey, in college/university, teachers are not much concerned about cheating, any harm at college/university. They're all worried about their paycheck and course.

We additionally trust that the teacher's emotional intelligence has the ability to encourage a stronger positive faculty culture that successively affects the duty satisfaction of the teacher.

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