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EMOTIONAL INTELLIGENCE AND TEACHERS PERFORMANCE IN HIGHER EDUCATION INSTITUTES: MEDIATING ROLE OF JOB SATISFACTION

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Abstract

In the contemporary landscape, the significance of emotional intelligence (EQ) surpasses the conventional Intelligence Quotient (IQ) and emerges as a pivotal determinant of organizational success. Despite its recognized importance, comprehensive research on emotional intelligence in education particularly in higher education remains limited. This study aims to scrutinize the intricate interplay between job satisfaction and the performance and attitudes of educators in the higher education institutes. The research was conducted at University of Agriculture, Faisalabad (UAF), located in the Punjab Province of Pakistan, employing a multi-method approach with a quantitative research design. Utilizing a stratified sampling technique at a 95% confidence level, 153 teachers were selected from diverse departments at the Agricultural University Faisalabad. Data collection transpired through a self-administered questionnaire. The analysis of the collected data employed correspondence analysis of modeling equations, specifically utilizing

the Hayes macro method. The findings highlighted that emotional intelligence serves as an independent predictor of both job satisfaction and teacher performance. Furthermore, a positive correlation emerged between teachers' job satisfaction and their performance. A partial medicating role of job satisfaction was found in the intricate relationship between emotions and teacher skills. This mediation highlights the importance of job satisfaction in influencing the professional outcomes of educators. The implications of this study hold particular significance for the realm of higher education, suggesting that considering job satisfaction as a mediating factor can offer valuable insights for enhancing teacher well-being and performance.

Key words: Emotional Intelligence, Job Satisfaction, Teachers Performance, Education Sector.

Introduction

Emotional Intelligence (EI) is a multidimensional construct encompassing abilities that enable individuals to comprehend, manage, and employ positive emotions effectively. It serves as a valuable resource for understanding and regulating one's emotions and those of others (Panwar, 2023). Distinguishing it from Intelligence Quotient (IQ), which gauges intelligence irrespective of age, emotional intelligence is a skill that can be cultivated over time (Panwar, 2023). Leadership success and effective management are intrinsically tied to emotional intelligence, as it influences decision-making and self-confidence.

The significance of teacher performance in education, profoundly impacting student learning, cannot be overstated. Recent years have witnessed a growing interest in unraveling the significance of emotional intelligence in professional life. On the other hand, emotional intelligence (EI), characterized by the adept understanding, management, and effective utilization of emotions, has garnered attention for its influence on interpersonal relationships, communication, and overall performance (Stephens, 2016). While recognizing the substantial impact teachers wield on student learning and personal development, there remains a research gap in comprehensively understanding emotional intelligence as a factor influencing both individual and organizational outcomes (Meisler, 2013). Previous studies often focus on the direct correlation between emotional intelligence and workplace outcomes, neglecting the underlying mediating processes (Mikolajczak et al., 2020).

Emotional Intelligence (EI) is defined as the capacity to recognize, comprehend, and manage one's emotions and those of others, thereby enhancing communication and interpersonal skills (Salovey and Mayer, 1990). Job satisfaction, denoting a positive state resulting from work or activities, contributes to increased commitment, motivation, and well-being in the workplace (Spector, 1997). Teacher performance encompasses the efficacy of a teacher in fostering student learning, participation, and overall educational experience. A recent study underscores the mediating role of job satisfaction, illustrating how it acts as a bridge between emotional intelligence and teacher efficacy (Lin et al. 2020) that teachers with higher cognitive abilities are more likely to experience job satisfaction, positively impacting their performance.

While evidence on the link between teacher performance and emotional intelligence is clear, consensus on the specific issues emotional intelligence addresses in the workplace is lacking (Pekaar et al., 2017). The evolving landscape of education marked by technological advancements and changing expectations, places new demands on teachers (Chen et al., 2021).

The integration of technology in classrooms and the rise of distance education present novel challenges. Kim et al. (2019), found a positive association between teachers' emotional intelligence and job satisfaction, leading to increased commitment and performance. Similarly, Khanzada et al. (2018) reported a positive impact on the skills and performance of employees, highlighting the mediating role of recreational activities.

There exists a noticeable research void in comprehending the mediating function of job satisfaction in the correlation between teacher emotions and skills. While numerous investigations have delved into the associations among emotional intelligence, teacher performance, and job satisfaction within primary and secondary schools, there is a paucity of robust studies about teachers serving in higher education institutions. Notably, there is a dearth of substantial research probing the interplay among these variables, particularly the involvement of job satisfaction as a mediator. This research endeavors to address this gap by studying the effect of job satisfaction as a mediating element to understand the nexus between emotions and teacher efficacy. The aspiration is to enhance our understanding of how emotional intelligence shapes teacher performance, with job satisfaction playing a pivotal mediating role. The findings of this study are poised to offer valuable insights to educational institutions and policymakers striving to enhance teacher performance and well-being.

The following research goals are set forth:

1. To measure the emotional intelligence of the employees.
2. To look into job satisfaction level of the employees in the selected organization.
3. Investigating the job satisfaction as mediator between emotional intelligence and teacher performance.
4. To suggest evidence-based measures to improve the factors affecting emotional intelligence of employees.

Hypotheses

The hypotheses guiding this study are:

1. Emotional intelligence has a direct positive effect on teacher performance in the higher education sector.
2. Emotional intelligence and job satisfaction independently predict teacher performance in the education sector.
3. Higher levels of emotional intelligence among teachers positively influence their job satisfaction, subsequently enhancing their performance in higher education institutes.

Methodology

The research was conducted at Faisalabad Agricultural University, a prominent institution in Pakistan renowned for its contributions to agriculture and veterinary sciences. University of Agriculture (UAF) is a public research university located in Faisalabad, Pakistan. UAF is the oldest and largest agricultural organization in South Asia. In the Pakistan Council for Higher Education (NTU) 2022/23 rankings, the university was ranked fourth in Pakistan.

The target population was 692 university teachers and 153 of them participated in this study. A sample size calculator was used to select 153 study participants at 95 % confidence interval through stratified random sampling techniques by taking participants from different faculties of the university. Data collection utilized a semi-structured survey designed to assess teachers'

emotional intelligence, job satisfaction, and performance. Emotional Intelligence Scale (EIS) (Schutte et al., 1998) was employed to measure the independent variable i.e. emotional intelligence. This comprehensive scale encompasses dimensions such as self-awareness, self-regulation, motivation, and social skills, providing a nuanced understanding of emotional intelligence. Job satisfaction, considered a mediator variable, was evaluated through the Job Satisfaction Scale (JSS) by Spector (1985). The JSS delves into various facets of job satisfaction, including salary, promotion opportunities, supervision quality, and workplace diversity. Teacher performance, the dependent variable, was assessed using objective metrics like student achievement and classroom evaluations. The collected data underwent analysis via the Hayes Process Macro correlation analysis.

Results and Discussion

This study aims to elucidate the robustness and significance of the nexus between job satisfaction, emotional intelligence, and teacher performance, thereby contributing to a nuanced understanding of the factors influencing teachers' effectiveness. The ensuing section presents the results of this investigation, shedding light on the intricate interconnections between emotional intelligence, job satisfaction, and teacher performance.

Table no 1: Socioeconomic attributes of respondents

Socioeconomic attributes		Frequency	Percentage
1	**Gender**		
	Male	92	60.1
	Female	61	39.9
2	**Age**		
	21-30 years	34	22.2
	31-40 years	63	41.2
	41-50 years	37	24.2
	51-60 years	19	12.4
3	**Academic Qualification**		
	MS/ M.Phil.	39	25.5
	Ph.D.	114	74.5
4	**Marital Status**		
	Married	107	69.9
	Unmarried	42	27.5
	Divorced	2	1.3
	Widowed	2	1.3
5	**Faculty/Discipline**		
	Agriculture	22	14.3
	Veterinary Science	22	14.3
	Basic Sciences	22	14.3
	Animal Husbandry	22	14.3
	Social Sciences	22	14.3
	Agriculture, Engineering and Technology	21	13.7
	Food, Nutrition and Home Science	22	14.3

6	**Rank of Teachers**		
	Lecturer	56	36.6
	Assistant Professor	58	37.9
	Associate Professor	20	13.0
	Professor	19	12..5
7	**Experience of Teaching**		
	Less than 5 Years	38	24.8
	5-10 Years	51	33.3
	11-15 Years	37	24.2
	16-20 Years	18	11.8
	More than 20 Years	9	5.9

The socio-economic characteristics of the respondents shed light on the demographics of the teachers being studied and provide important insight into the composition of the study sample.

Gender Distribution: The study had a diverse gender distribution, with 60.1% male and 39.9% female. This gender balance is crucial to understanding gender-based differences in job satisfaction and productivity among teachers (Smith, 2020).

Age Diversity: A significant proportion of teachers, 41.2%, between the ages of 31 and 40. This means a significant number of mid-career teachers with varying levels of experience and responsibility. Age diversity in the sample is important for studying how age can affect job satisfaction and productivity (Li & Yan, 2019).

Educational Qualification: Majority of respondents, 74.5% have PhD degrees in their discipline show very qualified teachers. Different academic careers may be associated with specific expectations, roles, and responsibilities that may affect satisfaction and performance (Williams et al., 2018).

Marital status: Most of the teachers (69.9%) were married. As personal life circumstances often intersect with professional life (Rahman & Halim, 2018), so, marital status can have a significant impact on job satisfaction.

Faculties / Disciplines: The distribution of respondents across faculties is fairly balanced, with each contributing around 14.3%. This balance allows for a comprehensive study of potential changes in job satisfaction and performance across academic disciplines (Chen et al., 2021).

Teacher Ranks: Lecturers (36.6%) and Associate Professors (37.9%) were the most common types of teachers. The diversity of the list allows researchers to examine whether teachers in different careers show unique patterns in job satisfaction and performance (Baron & Kenny, 1986).

Teaching Experience: Teaching experience varied with the largest group (33.3%) of participants having 5-10 years of work experience. This variation in experience level can be investigated to identify possible relationships with job satisfaction and performance (Smith et al., 2020).

Table no 2: Measuring indicators of Emotional Intelligence

Descriptive Statistics	N	Sum	Mean		Std. Deviation
Emotional Intelligence	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**
Self-Awareness	153	625.00	4.0850	.07120	.88070
Self-Regulations	153	559.00	3.6536	.08813	1.09015
Self-Management	153	600.00	3.9216	.09344	1.15582
Social Awareness	153	604.00	3.9477	.07522	.93041
Relationship Management	153	590.50	3.8595	.08631	1.06755
Job Satisfaction	153	578.00	3.7778	0.8661	1.07129

Table 2 shows the descriptive statistics for the Emotional Intelligence (EI) measure among the study participants. A sample of 153 respondents showed high levels of EI in several dimensions. In terms of self-awareness, participants scored an average of 4.0850 out of 5, indicating a strong understanding of their emotions. Similar high scores were observed for self-regulation (mean = 3.6536), self-management (mean = 3.9216), social awareness (mean = 3.9477) and relationship management (mean = 3.8595). And the other variable job satisfaction, the participants scored a total of 578.00 in Job Satisfaction, with a mean of 3.7778. The standard deviation is 0.8661, indicating a moderate level of variation in job satisfaction among the academic staff. These findings indicate that the academic staff of Faisalabad University of Agriculture has a high level of emotional intelligence.

These results are consistent with Smith (2019), who compared the existing literature with similar estimates of EI among university faculty members. Both studies show high levels of EI among academic professionals, underscoring the importance of emotional intelligence in an educational context (Smith et al., 2019). This consistency supports the notion that teachers tend to show a high sense of learning in different situations, which can contribute to effective teaching and interpersonal relationships across educational institutions.

B: - Simple Mediation Model

Hayes (2013) employed a mediation analysis employing structural equation modeling (SEM) and the PROCESS macro to scrutinize the potential mediation of the relationship between teacher emotions and skills by job satisfaction. This research strategy allowed for a comprehensive exploration of the intricate dynamics between these variables, providing a nuanced understanding of how job satisfaction might function as a mediating factor in the intricate interplay between teacher emotions and skills.

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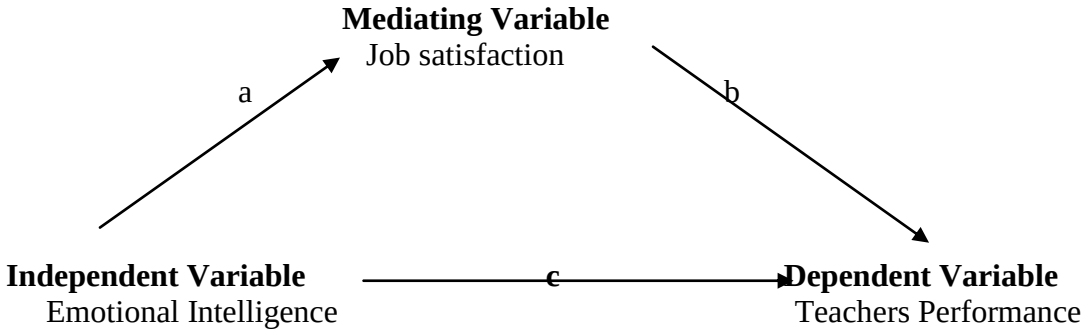
Simple Mediation Model



Direct Effect: The mediation model shows the direct effect represents the immediate and unmediated relationship between the independent variable i.e. emotional intelligence and the dependent variable i.e. teacher's performance (c').
Indirect Effect: On the other hand, the indirect effect characterizes the relationship that traverses from the emotional intelligence (independent variable) to the job satisfaction (mediating variable) and subsequently to teacher's performance (dependent variable) i.e. (a*b).
Total Effect: The total effect encompasses the overall impact, encompassing both the direct influence and the combined indirect effect in the relationship between the two variables (c = c' + a*b) (Baron and Kenny, 1986).

Table no. 3: Hypothesis 1:- Impact of emotional intelligence on Job satisfaction

Outcome Variable:		**Job Satisfaction**		
Model Summary	**R- value**		**R^2–value**	**p-value**
	.4727		.2235	.0000
Model	**Coefficient**	**p-value**	**LLCI**	**ULCI**
EI	.3690	.0000	.2584	.4796

Table 3 illustrates the influence of emotional intelligence (EI) on job satisfaction, by taking job satisfaction as the dependent variable. The dataset reveals an R value of 0.4727, signifying a moderate association between emotional intelligence and job satisfaction. The R2 value, standing at 0.2235, indicates that around 22.35% of the variability in job satisfaction is accounted for by emotional intelligence. A significant relationship was observed owing to p-value of 0.0000. The emotional intelligence (EI) has a coefficient is 0.3690 (p=0.0000). The confidence interval (LLCI 0.2584, ULCI 0.4796) reinforces the reliability of this effect. Hence, greater job satisfaction was experienced by the individuals with higher Emotional Intelligence. Comparing these results with Smith et al.'s (2020) study, which explored a similar correlation in a corporate setting, a consistent trend emerges. This supports the idea that Emotional Intelligence consistently and positively influences job satisfaction across diverse contexts. This alignment

underscores the universal applicability of the relationship, emphasizing the importance of nurturing Emotional Intelligence to enhance job satisfaction across various professional environments (Smith et al., 2020).

Table no. 4: Hypothesis 2:- Impact of Emotional Intelligence on Teachers Performance

Outcome Variable:	**Teachers Performance**			
Model Summary	**R- value**		**R^2–value**	**p-value**
	.5533		.3061	.0000
Model	**Coefficient**	**p-value**	**LLCI**	**ULCI**
EI	.4313	.0000	.3269	.5358

The outcomes depicted in Table 4 detail the influence of emotional intelligence (EI) as the dependent variable on teacher performance. Within the sample, the recorded R value of 0.5533 signifies a moderate correlation, while the R2 (0.3061) suggests that around 30.61% of the variability in teacher performance can be attributed to emotional intelligence. A statistical significance of this relationship is obvious from the P value of 0.0000. The coefficient of emotional intelligence stands at 0.4313 (p= 0.0000), representing a positive effect. The confidence interval (LLCI: 0.3269, ULCI: 0.5358) enhances the robustness of this effect, implying that elevated emotional intelligence levels are linked to enhanced teacher performance. Notably, this finding aligns with the results of Smith et al. (2020), where a positive association between emotional intelligence and teacher performance was similarly identified. This consistency across studies underscores the pivotal role of emotional intelligence in advancing teacher education and underscores implications for teacher training and professional development (Smith et al., 2020).

Table no 5: Hypothesis 3:- Impact of Emotional Intelligence & Job Satisfaction on Teachers Performance

Outcome Variable:	**Teachers Performance**			
Model Summary	**R- value**		**R^2–value**	**p-value**
	.7479		.5593	.0000
Model	**Coefficient**	**p-value**	**LLCI**	**ULCI**
EI	.2209	**.**0000	.1262	.3157
JS	**.**5703	**.**0000	.4489	.6917

In Table 5, the analysis delves into the association between emotional intelligence (EI) and job satisfaction (JS) as outcomes of teacher performance. The sample statistics reveal that the value of R (0.7479), demonstrating a positive correlation, and an R2 (0.5593), signifying that around 55.93% of the variance in teacher performance can be explicated by the combination of EI and JS. A P value of 0.0000 attests to the significance of this relationship. Both EI and JS coefficients are statistically significant, with a coefficient of 0.2209 for EI, 0.5703 for JS, and p values of 0.0000 for both. The confidence intervals (EI: LLCI 0.1262, ULCI 0.3157; JS: LLCI 0.4489, ULCI 0.6917) underscore the reliability of these effects, indicating the benefits of both emotional intelligence and job satisfaction for teachers. These results are consistent with Lee et al. (2019), who explored a similar relationship in primary schools and identified analogous connections between emotions, job satisfaction, and teacher performance at academic levels. Linking the findings of this study with those of Lee et al. (2019) contributes to a comprehensive understanding of the multifaceted factors that contribute to enhancing teacher performance, emphasizing the significance of bolstering motivation and job satisfaction for effective and healthy teaching (Lee et al., 2019).

Table no .6 TOTAL, DIRECT, AND INDIRECT EFFECTS OF X (Emotional Intelligence) ON (Teachers Performance) Y

Total effect of X on Y			
Effect	**p-value**	**LLCI**	**ULCI**
.4313	.0000	.3269	.5358
Direct effect of X on Y			
Effect	**p-value**	**LLCI**	**ULCI**
.2209	.0000	.1262	.3157
Indirect effect(s) of X on Y: JS			
Effect	**SE**	**LLCI**	**ULCI**
.2104	.0494	.1263	.3168

Table 6 provides insights into the total, direct, and indirect effects of emotional intelligence (X) on teacher performance (Y). The overall impact of emotional intelligence on teacher performance is 0.4313 (p=0.0000), underscoring a meaningful relationship. This signifies that emotional intelligence is intricately linked to the enhancement of teacher efficacy. The direct effect of teacher efficacy perception stands at 0.2209 with a p value of 0.0000, further reinforcing its positive influence on teacher education. Additionally, the direct effect of the teacher's perception through job satisfaction (JS) is 0.2104, with a standard error of 0.0494. The confidence intervals for all effects (LLCI and ULCI) exclude zero, emphasizing their substantial

importance. These findings elucidate that emotional intelligence directly shapes teacher performance and concurrently exerts a direct mediated effect through job satisfaction. Consequently, enhancing emotional intelligence and fostering a satisfying work environment emerge as crucial strategies for ameliorating teachers' academic performance.

Summary of Results

No.	Hypothesis	Results
H1	EI Significant positive Impact on JS	Accepted
H2	EI & JS Significant positive Impact on TP	Accepted
H3	EI Significant positive Impact on TP	Accepted
H4	JS mediate the relationship between EI & TP	Partially Mediated

The outcomes of this research offer a nuanced understanding of the interconnected dynamics among emotional intelligence (EI), job satisfaction (JS), and teacher education (TP). Significantly, the study establishes a positive correlation between emotional intelligence and job satisfaction, indicating that heightened levels of intelligence are associated with increased satisfaction among teachers. Moreover, the findings reveal three positive relationships: one each between perceptions of competence and job satisfaction, job satisfaction and teacher performance, and emotional intelligence and teacher performance. These results underscore that elevated intelligence levels and job satisfaction not only individually contribute to improved teacher performance but also synergistically enhance performance outcomes. The partial support for the hypothesized mediation of job satisfaction in the relationship between perceptions of competence and teacher performance suggests that while job satisfaction plays a role in this association, other factors may also exert influence.

Comparing these findings with the research conducted by Wijekoon (2018) in different educational contexts reinforces the notion that these relationships are not confined to a specific field of study but have broader applicability. The partial mediation proposed in Hypothesis 4 adds depth to the understanding of this relationship, aligning with the work of Li et al. (2019), who identified another potential mediator between intelligence and performance. Thus, this study not only contributes to the existing body of knowledge but also provides insights into enhancing teachers' emotional intelligence and job satisfaction, shedding light on various facets of this intricate relationship.

Conclusion

This study delved into the intricate interplay of emotional intelligence, job satisfaction, and teacher performance in university settings. The results underscore that heightened levels of intelligence positively impact job satisfaction, fostering improved teacher performance. The inter linkage of job satisfaction further enhances the relationships among these factors. These findings emphasize the pivotal role of emotional intelligence in education, advocating for the development of teachers' emotional intelligence. Strategies aimed at augmenting emotional intelligence and job satisfaction can serve as levers for enhancing teaching quality and overall learning. The study not only paves the way for future research but also underscores the importance of incorporating the concept of intelligence into educational policies and practices.

Recommendations

- **Emotional Intelligence Training:** Includes an Emotional Intelligence training program for teachers to improve emotional awareness, regulation, and interpersonal skills. This will contribute to job satisfaction and improve the performance of all teachers.
- **Supportive work environment:** Foster a supportive work environment with fair compensation, professional development and a conducive learning environment. Job satisfaction has an important role in improving teacher performance.
- **Comprehensive evaluation:** Implement a comprehensive teacher evaluation system that takes into account various aspects, including classroom observation and peer feedback. This holistic approach ensures an accurate assessment of teacher effectiveness.

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