



Investigating the Impact of Emotional Intelligence as a Predictor of Job Satisfaction among Teachers of Higher Education Institutions (HEIs)

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Abstract. This study investigates the relationship between emotional intelligence (EI) and job satisfaction (JS) among university teachers in Uttar Pradesh, focusing on both public and private sector institutions. A sample of 400 university teachers was surveyed using a structured questionnaire, with emotional intelligence and job satisfaction measured through established scales. Data analysis revealed a positive correlation between EI and JS, with Pearson correlation coefficients of 0.164 and p-values of 0.001 for both sectors, indicating statistically significant relationships. These results suggest that higher emotional intelligence is associated with increased job satisfaction among university teachers. The findings have important implications for theory and practice, reinforcing the role of EI in enhancing job satisfaction and suggesting that EI development programs could benefit academic institutions. Future research should further explore the specific dimensions of EI that impact job satisfaction and consider longitudinal and cross-cultural studies to broaden the understanding of these dynamics. No conflicts of interest were reported in the study.

Keywords: Educational Institutions, Emotional Intelligence, Job Satisfaction, Pearson Correlation, Private Sector, Public Sector, University Teachers, Uttar Pradesh.

1. INTRODUCTION

Emotional Intelligence (EI) has emerged as a pivotal factor influencing various dimensions of workplace dynamics, including Job Satisfaction (JS). Defined as the ability to perceive, understand, manage, and utilize emotions effectively, EI encompasses a range of competencies essential for personal and professional success (Goleman, 1995). In the context of the workplace, EI is increasingly recognized as a critical determinant of employee outcomes, including job satisfaction, which significantly impacts organizational performance and employee well-being (Salovey & Mayer, 1990). The concept of Emotional Intelligence, first popularized by Goleman (1995), integrates emotional and social competencies that enable individuals to navigate complex social environments effectively. EI includes components such as self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). These attributes help individuals manage stress, build relationships, and make informed decisions, all of which contribute to enhanced job satisfaction. In today's fast-evolving landscape, digitalization has become a key driver shaping the perspectives and actions of entrepreneur (Shama, Shahid Mazhar, S., Mittal, P., Fatima Rizvi, A., Sardar Khan, F., & Rehman, A. ur., 2024). Job Satisfaction, on the other hand, refers to the degree of contentment employees feel towards their work, encompassing aspects like job roles, work environment, salary, and overall work-life balance (Locke, 1976). High job satisfaction is often linked to increased productivity, reduced turnover, and better organizational outcomes (Judge et al., 2001). Understanding the relationship between EI and JS is crucial for organizations aiming to foster a supportive work environment and enhance employee retention. Studies have shown that employees with higher EI are more likely to experience greater job satisfaction, as they are better equipped to handle interpersonal relationships and manage workplace stress (Mayer, Salovey, & Caruso, 2004). To explain the inconsistency with previous literature, the authors suggest that governments may be utilizing this fund as an instrument to promote economic growth (MAZHAR, 2020).

Statistical reports indicate that employees with high EI tend to report higher levels of job satisfaction and lower levels of job stress. For instance, a study by Ciarrochi, Chan, and Caputi (2000) found a significant positive correlation between EI and job satisfaction among Australian workers. Similarly, Schutte et al. (2001) reported that individuals with higher EI had more positive job-related outcomes, including greater job satisfaction and reduced job stress. Recent statistical analyses further corroborate the significance of EI in determining job satisfaction. For example, a meta-analysis by Joseph and Newman (2010) reviewed 76 studies and found a moderate positive correlation between EI and job satisfaction ($r = 0.30$). This finding underscores the role of EI in enhancing employees' overall job experiences. In the context of specific sectors, different patterns emerge. For instance, research focusing on the public sector reveals distinct trends compared to the private sector. A study by Brackett, Rivers, and Salovey (2011) highlighted that EI is particularly influential in high-stress environments like public institutions, where employees often face complex interpersonal and organizational challenges. In public sector institutions, such as government agencies and educational institutions, employees often deal with bureaucratic constraints, high workloads, and public scrutiny. EI plays a crucial role in helping employees navigate these challenges and maintain job satisfaction. For instance, a study by Austin, Saklofske, and Mastoras (2010) found that higher EI was associated with greater job satisfaction among public sector employees in Canada. These findings suggest that EI can buffer the negative effects of stressors commonly encountered in public sector roles. In recent years, the business environment has undergone significant changes, largely propelled by the impact of the digital revolution (Shama N. A., 2023). In contrast, the private sector often emphasizes performance metrics, competitive environments, and market pressures. Research by Wong and Law (2002) demonstrated that EI positively impacts job satisfaction and organizational commitment among private sector employees in Hong Kong. The ability to manage emotions effectively in high-pressure situations contributes to better job satisfaction and overall work performance. University teachers, as employees in both public and private institutions, represent a unique group for studying the EI-JS relationship. They face specific challenges, including academic pressures, research responsibilities, and student

interactions. Research by Kunnanatt (2004) highlights that EI significantly influences job satisfaction among university faculty, as it affects their ability to handle stress and foster positive student relationships. Understanding this relationship can provide valuable insights for enhancing job satisfaction and improving academic outcomes.

2. REVIEW OF LITERATURE

A literature review offers a comprehensive overview and critical assessment of existing studies on a particular subject. It identifies prevailing trends, uncovers gaps in the existing knowledge, and underscores significant findings. Integrating insights from various sources, it helps to understand the current state of research and serves as a crucial foundation for formulating research questions and determining appropriate methodologies (Salman, 2024). Understanding the relationship between Emotional Intelligence (EI) and Job Satisfaction (JS) has become a crucial area of research in organizational behavior. This review of literature examines various studies and theoretical frameworks that explore how EI influences JS, with a focus on different sectors and professional roles, particularly university teachers. By synthesizing existing research, this review aims to provide a comprehensive overview of the current understanding of this relationship. Emotional Intelligence, a concept popularized by Goleman (1995), refers to the ability to perceive, understand, and manage emotions in oneself and others. EI is often broken down into several components, including self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). Theories of EI, such as the ability model proposed by Mayer and Salovey (1997) and the mixed model developed by Goleman (1995), provide a basis for understanding how EI impacts various aspects of professional life, including job satisfaction. Job Satisfaction, on the other hand, is defined as the level of contentment employees feel regarding their work environment, job roles, and overall employment conditions (Locke, 1976). It is influenced by factors such as work conditions, compensation, career opportunities, and interpersonal relationships (Judge et al., 2001). Theories of job satisfaction, such as Herzberg's Two-Factor Theory and Hackman and Oldham's Job Characteristics Model, offer insights into the factors that contribute to employees' satisfaction and dissatisfaction (Herzberg, 1966; Hackman & Oldham, 1976).

• Emotional Intelligence and Job Satisfaction

A significant body of research has explored the relationship between EI and JS, revealing that higher levels of EI are generally associated with greater job satisfaction. For instance, Ciarrochi, Chan, and Caputi (2000) found a positive correlation between EI and job satisfaction among Australian workers. Their study highlighted that employees with higher EI were better able to manage workplace stress and build positive relationships, leading to increased job satisfaction. Schutte et al. (2001) conducted a meta-analysis to examine the relationship between EI and various job-related outcomes. They found a moderate positive correlation between EI and job satisfaction ($r = 0.30$), suggesting that employees with higher EI are more likely to experience greater satisfaction with their jobs. This finding aligns with earlier research by Mayer, Salovey, and Caruso (2004), who demonstrated that EI contributes to better job-related outcomes by enhancing individuals' ability to manage emotions and interpersonal relationships effectively.

• Sector-Specific Studies

Research indicates that the relationship between EI and JS can vary across different sectors. In the public sector, employees often face unique challenges such as bureaucratic constraints and public scrutiny. Austin, Saklofske, and Mastoras (2010) found that higher EI was associated with greater job satisfaction among public sector employees in Canada. Their study emphasized that EI helps employees cope with the stressors typical of public sector roles, leading to improved job satisfaction. In contrast, private sector employees operate in more competitive and performance-driven environments. Wong and Law (2002) investigated the impact of EI on job satisfaction and organizational commitment among private sector employees in Hong Kong. Their findings revealed that EI positively influenced job satisfaction and commitment, as employees with higher EI were better equipped to handle performance pressures and maintain positive workplace relationships.

• University Teachers

University teachers represent a unique professional group with specific challenges and stressors. Research by Kunnanatt (2004) highlighted that EI significantly impacts job satisfaction among university faculty. The study found that university teachers with higher EI levels reported greater satisfaction with their work, attributing this to their ability to manage stress and build positive interactions with students and colleagues. Historically, they offered their expertise and abilities in return for compensation (Bajpai P. K., 2022). A similar study by Eysenck and Eysenck (1985) explored the relationship between EI and job satisfaction among university staff and found that EI contributed to a more satisfying work experience. The study suggested that EI helps university teachers navigate academic pressures and maintain positive relationships with students, leading to increased job satisfaction. The primary source of conflict stemmed from officials being occupied with additional administrative duties, which frequently led to their dissatisfaction (Shakeel, 2022). Recent research has continued to build on the understanding of EI and JS. For example, a study by Brackett, Rivers, and Salovey (2011) explored the impact of EI on job satisfaction in high-stress environments, including academic institutions. The researchers found that EI plays a crucial role in enhancing job satisfaction by helping employees manage stress and build supportive relationships.

Additionally, research by Joseph and Newman (2010) provided a comprehensive meta-analysis of EI and job satisfaction. Their findings confirmed the positive relationship between EI and job satisfaction and highlighted that EI impacts job satisfaction through its influence on stress management and interpersonal interactions.

2.1. Hypothesis Development

Based on the literature reviewed, the following hypotheses have been formulated;

1. There is no significant relationship between Emotional Intelligence and Job Satisfaction among university teachers in government institutions.
2. There is no significant relationship between Emotional Intelligence and Job Satisfaction among university teachers in private institutions.

2.2. Objectives of the Study

This study aims to explore the relationship between EI and JS among university teachers in both public and private sector institutions. Specifically, the objectives are:

1. To examine the relationship between Emotional Intelligence and Job Satisfaction in government institutions.

- To analyze the relationship between Emotional Intelligence and Job Satisfaction in private institutions.

3. METHODOLOGY

This study utilized a quantitative research design to examine the relationship between Emotional Intelligence (EI) and Job Satisfaction (JS) among university teachers in Uttar Pradesh. The primary aim was to assess how EI impacts JS across different sectors—public and private—and to test specific hypotheses related to these variables. The sample consisted of 400 university teachers drawn from both public and private sector universities in Uttar Pradesh. To ensure a representative and diverse sample, stratified random sampling was employed. This method divided the population into distinct strata based on gender, educational qualifications, and years of experience. Random samples were then selected from each stratum to guarantee that various demographic segments were included, thus enhancing the generalizability of the findings. Primary data is collected through surveys using questionnaires, while secondary data is gathered from various sources, including research articles in journals and magazines (Bajpai S. M., 2022). A structured questionnaire was developed as the primary tool for data collection. The questionnaire was designed by the researcher and included three main sections: demographic information, emotional intelligence, and job satisfaction.

- Demographic Information:** This section gathered details on participants' gender, marital status, educational qualification, experience, and type of institution (public or private).
- Emotional Intelligence:** The emotional intelligence section utilized items adapted from the Emotional Intelligence Scale. Participants rated their responses on a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." This scale allowed for nuanced responses regarding participants' perceptions and behaviors related to EI.
- Job Satisfaction:** This section included questions designed to measure the participants' satisfaction with various aspects of their job, such as work conditions, relationships with colleagues, and career opportunities.

To ensure the reliability and validity of the questionnaire, a pilot study was conducted with 87 respondents. The results of the pilot study were analyzed for internal consistency using Cronbach's alpha. The internal consistency of the questionnaire was evaluated using Cronbach's Alpha, a widely recognized measure for assessing inter-item reliability (Zehra, 2024). The reliability analysis showed a Cronbach's alpha value of 0.817 for the emotional intelligence section, indicating high internal consistency (Table 1). Minor adjustments were made to improve the clarity and effectiveness of the questionnaire based on feedback from the pilot study. The final version of the questionnaire was distributed electronically via Google Forms to the selected university teachers across Uttar Pradesh. The online format facilitated efficient data collection and allowed respondents to complete the survey at their convenience. Participants were assured of the confidentiality of their responses and were informed that their data would be used solely for research purposes.

3.1. Data Analysis

3.1.1. The Collected Data Were Analyzed Using Various Statistical Methods:

- Descriptive Statistics:** To summarize the demographic characteristics and responses to the emotional intelligence and job satisfaction sections, descriptive statistics were employed. This included calculating frequencies, percentages and means.
- Correlation Analysis:** Pearson correlation coefficients were computed to explore the relationship between emotional intelligence and job satisfaction. This analysis aimed to determine the strength and direction of the association between EI and JS.

Table 1: Pilot Testing or Reliability Analysis.

| Variables | Emotional Intelligence |
|------------------|------------------------|
| Cronbach's Alpha | 0.817 |
| No. of Items | 56 |

3.2. Data Analysis

3.2.1. Demographic Profile of Respondents

The demographic profile of the respondents is summarized in Table 2. The sample comprised 53.3% males and 46.8% females. A majority of respondents were married (65.3%), with the majority holding a Post-Graduation or PhD degree (86%). Over half of the respondents (53%) had more than six years of experience in their field. Additionally, 76.3% of the participants were employed in private-sector institutions.

Table 2: Demographic Profile of Respondents.

| Demographic Variable | Category | Frequency | Percent (%) |
|---------------------------------|-----------------------------|-----------|-------------|
| Gender | Male | 213 | 53.3 |
| | Female | 187 | 46.8 |
| Marital Status | Single | 139 | 34.8 |
| | Married | 261 | 65.3 |
| Educational Qualification | Graduation | 32 | 8.0 |
| | Post-Graduation | 174 | 43.5 |
| | PhD | 170 | 42.5 |
| | Professor by Practice (POP) | 24 | 6.0 |
| Experience in the Field | Less than 2 years | 120 | 30.0 |
| | 2 years - 4 years | 41 | 10.3 |
| | 4 years - 6 years | 27 | 6.8 |
| | Above 6 years | 212 | 53.0 |
| Type of Educational Institution | Public Sector | 95 | 23.8 |
| | Private Sector | 305 | 76.3 |

3.2.2. Inferential Statistics

Objective 1: Relationship Between Emotional Intelligence and Job Satisfaction in Government Institutions

Table 3: Correlation Between Emotional Intelligence and Job Satisfaction (Public Sector).

| Variables | N | Pearson Correlation | p-value |
|------------------|----|---------------------|---------|
| EI & JS (Public) | 95 | 0.164 | 0.001 |

Interpretation: A positive correlation (0.164) between emotional intelligence and job satisfaction was found among public sector employees, with a p-value of 0.001, indicating a significant relationship.

Objective 2: Relationship Between Emotional Intelligence and Job Satisfaction in Private Institutions

Table 4: Correlation Between Emotional Intelligence and Job Satisfaction (Private Sector).

| Variables | N | Pearson Correlation | p-value |
|-------------------|-----|---------------------|---------|
| EI & JS (Private) | 305 | 0.164 | 0.001 |

Interpretation: Similarly, a significant positive correlation (0.164) was observed between emotional intelligence and job satisfaction among private sector employees, with a p-value of 0.001.

Hypothesis 1: No Significant Relationship Between Emotional Intelligence and Job Satisfaction Among University Teachers in Government Institutions

The Pearson correlation coefficient between EI and JS for public sector university teachers was 0.164 with a p-value of 0.001. The p-value (0.001) is less than the significance level (0.05), indicating a statistically significant positive relationship between emotional intelligence and job satisfaction among university teachers in government institutions. Therefore, the null hypothesis is rejected.

Hypothesis 2: No Significant Relationship Between Emotional Intelligence and Job Satisfaction Among University Teachers in Private Institutions

The Pearson correlation coefficient between EI and JS for private-sector university teachers was 0.164 with a p-value of 0.001. The p-value (0.001) is less than the significance level (0.05), indicating a statistically significant positive relationship between emotional intelligence and job satisfaction among university teachers in private institutions. Hence, the null hypothesis is rejected.

4. RESULTS AND DISCUSSION

The analysis revealed a positive correlation between emotional intelligence (EI) and job satisfaction (JS) for both public and private sector university teachers. Specifically, the Pearson correlation coefficient for both sectors was 0.164, with a p-value of 0.001, indicating a statistically significant relationship. This suggests that higher levels of emotional intelligence are associated with greater job satisfaction among university teachers, regardless of the sector. The consistent correlation across both public and private institutions supports the hypothesis that emotional intelligence positively influences job satisfaction. The significant p-value confirms the robustness of this relationship. These findings align with existing literature that highlights the role of emotional intelligence in enhancing job satisfaction and overall work experience. Future research could explore the underlying mechanisms of this relationship and how specific aspects of emotional intelligence contribute to job satisfaction in different educational settings.

5. CONCLUSION

This study examined the relationship between emotional intelligence (EI) and job satisfaction (JS) among university teachers in Uttar Pradesh, finding a significant positive correlation in both public and private sector institutions. With Pearson correlation coefficients of 0.164 and p-values of 0.001, the results indicate that higher emotional intelligence is associated with greater job satisfaction. This consistent finding across sectors underscores the importance of emotional intelligence in the academic environment.

5.1. Theoretical Implications

The results contribute to the theoretical understanding of emotional intelligence by reinforcing its role in enhancing job satisfaction. This study supports existing theories that posit emotional intelligence as a crucial factor in workplace well-being and satisfaction. The findings suggest that emotional intelligence theories should continue to incorporate job satisfaction as a key outcome variable, potentially leading to more comprehensive models that explain how EI influences various dimensions of job-related outcomes.

5.2. Practical Implications

From a practical perspective, the study highlights the value of developing and fostering emotional intelligence among university teachers. Educational institutions can benefit from incorporating EI training and development programs to improve job satisfaction and the overall work environment. By enhancing emotional intelligence skills, institutions can potentially increase faculty morale, reduce turnover, and create a more supportive and effective educational setting.

5.3. Recommendation for Future Research

Future research should explore the specific aspects of emotional intelligence that most significantly impact job satisfaction. Additionally, studies could examine how emotional intelligence interacts with other variables, such as stress levels, work-life balance, and institutional culture. Longitudinal studies could provide insights into the causal relationships between EI and JS over time. Furthermore, expanding the research to include diverse educational settings and cultural contexts could offer a more nuanced understanding of these dynamics. A key limitation of this study is that its findings may lack generalizability, as the participants may not fully represent the attributes of the broader population (Pande, 2024).

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