

# Emotional Intelligence and Job Satisfaction among Faculty Members of Higher Education Institutions of Pakistan

---

**Muhammad Waqas Arain**

[waqasarain4@gmail.com](mailto:waqasarain4@gmail.com)

Mehran University Institute of Science, Technology and Development, Mehran  
University of Engineering and Technology, Jamshoro, Pakistan

**Nawab Rahoo**

[lalraho@gmail.com](mailto:lalraho@gmail.com)

Department of Education, Government Degree College, Kohsar, Hyderabad, Education  
and Literacy Department College Education, Government of Sindh, Pakistan

**Jalil Ahmed Thebo**

[jalilthebo@lrk.szabist.edu.pk](mailto:jalilthebo@lrk.szabist.edu.pk)

Faculty Member Szabist Larkana, Pakistan

**Muhammad Ali Khan**

[muhammad.nagar@faculty.muet.edu.pk](mailto:muhammad.nagar@faculty.muet.edu.pk)

Department of Industrial Engineering and Management, Mehran University of  
Engineering and Technology, Jamshoro, Pakistan

**Liaquat Ali Rahoo**

[Liaquatalirahoo2003@gmail.com](mailto:Liaquatalirahoo2003@gmail.com)

MUET Library and Online Information Center, Mehran University of Engineering &  
Technology, Jamshoro, Pakistan

---

## Abstract

The aim of this study is to measure the correlation between emotional intelligence and job satisfaction of the faculty members of public sector higher education institutions of Sindh province. The method of this study is descriptive with quantitative design. The population of the study comprises higher education institutions of Sindh province. A random sampling technique is used to collect primary data with a questionnaire. Participants are recruited through survey sampling using "Google Forms". Faculty members having teaching experience of more than five years in higher education institutions of Sindh province are included in the study. Data is entered and analyzed using SPSS version 20. Results reveal about strong positive and statistically significant correlation between emotional intelligence and job satisfaction. Moreover, this positive and statistically significant correlation was seen between job satisfaction and all components of emotional intelligence. All qualities of emotional intelligence, as well as overall emotional intelligence scores, showed a significant positive correlation with job satisfaction

scores; which were statistically significant;  $p < 0.05$ . There was a statistically significant positive correlation between all components of emotional intelligence and job satisfaction. Hence, it is important for higher education institutions to concentrate on those practices that promote emotional intelligence among their teaching faculty.

**Keywords:** Emotional intelligence, Job satisfaction, Higher education institutions, faculty members.

---

## Introduction

Teaching faculty members play an important role in shaping students' intellectual, social, and emotional development. According to Aristotle, "Those who educate children well are more to be honored than who produce them; for these only gave them life, those the art of living well". Job satisfaction is the extent to which one is happy with their job hence an employee's willingness to perform at an optimum level (Hoffman-Miller, 2013). People's relations affect their role in work with regard to their perception; what they want from a job and how do they perceive? (Amin Bidokhti, 2008). Job satisfaction is essential for teaching faculty members as it is a determinant of their commitment, retention, and effectiveness.

Recently, some researchers have suggested that emotional intelligence can be learned and strengthened (Gilar-Corbi, 2019), whereas others believe that it is an innate characteristic. Researchers have found that emotional intelligence can be more important than IQ in overall success in career and life. On the contrary, low emotional intelligence can result in negative consequences in the academic and professional realms.

There are four different components of emotional intelligence (Mayer JD, 1999). The first one is "perception of emotions" which means one's ability to be aware of one's own emotions and to convey one's emotions correctly to others. The second one is "integration of emotions" which is one's potential to distinguish distinct emotions and to acknowledge those that are affecting one's ideas. The third one is "understanding of emotions" which is the capacity to recognize complex emotions. The fourth one is "management of emotions" which means to adopt or quit an emotion depending on its effectiveness under a given situation (Salovey, 1990).

For any organization to achieve its goals, it should be able to effectively manage its human resources. The outstanding performance of an educational institution needs a conducive environment and promotion of good interpersonal relationships. It has been found that job satisfaction has a direct association with an individual's success and with the overall efficiency and productivity of an organization (Wang W, Li J, 2017). There is limited research that emotional intelligence is related to positive career outcomes like promotions and job satisfaction in the medical education sector. The purpose of this study is to identify the relationship between teachers' emotional intelligence and job satisfaction.

## Literature Review

Numerous researches have been conducted on the relationship between emotional intelligence and job satisfaction. Bar-On and Parker (2000) argued that there is a direct and significant relationship between emotional intelligence and job satisfaction which can improve performance

[Etebarian, and Omydpanah, 2010]. Karsoo's research (2004) on the relationship between emotional intelligence and job satisfaction showed a strong and positive relationship between personality variables, job interest and satisfaction and positive social behavior with emotional intelligence [Castruo, 2004]. Wong and colleagues (2007) examined the effects of emotional intelligence on employment outcomes among managers and employees and found that emotional intelligence of leaders has a positive effect on employment outcomes and job satisfaction and also the emotional intelligence of leaders is effective in their satisfaction in extra-role behaviors [Wong and Laws, 2007]. Thomas et al (2009) examined the relationship between the intelligence of employees and managers with regard to job satisfaction on 187 subjects. The results showed that the emotional intelligence of employees was related to job satisfaction and job performance. Also, emotional intelligence has a higher correlation with employees having lower emotional intelligence than employees with higher emotional intelligence [Thomas, 2009]. In the research carried out by NejatiHatamian, (2007), the relationship between emotional intelligence and efficacy of managers of Tehran Universities was studied and results showed that managers with higher emotional intelligence are more efficient in their job [NejatyHatamian, 2007]. Another study revealed the relationship between social skills and self-regulation components with job satisfaction [Etebarian, and Omydpanah, 2010]. Bidokhti A. (2010) studied the relationship between emotional intelligence and job satisfaction of employees of Semnan state organizations. There is a relationship between these two variables according to the results. The relationship between emotional intelligence; components of self-regulating, self-motivation, social skills with job satisfaction were confirmed [Bidokhti, 2008].

The overall success of any organization largely depends on the efforts of its staff. The efforts will bring about desired results when the employees are satisfied with their jobs. Job satisfaction comes from internal factors and personal characteristics on the one hand and physical and environmental factors on the other. Given the background, the present study examines emotional intelligence and demographic characteristics that appear to be associated with job satisfaction.

### **Methodology**

The method of this study was descriptive with a quantitative design. The population of the study was faculty members who were working in the higher education institutions of Sindh province, Pakistan. A random sampling technique was used to collect primary data with questionnaire. The questionnaire was designed through Google and primary data were collected online. Confidentiality was ensured, participants did not hand over the data in person, however, they responded through the WhatsApp link. The survey questionnaire did not require mentioning their names, ages, or departments. Emotional intelligence was measured using Wong and Law Emotional Intelligence scale- short version (Libbrecht et al, 2010). Job satisfaction was measured using the scale designed by (Brayfield and Rothes, 1995).

Data was entered and analyzed using SPSS version 20. Job satisfaction was scored on a Likert scale and the total numerical score was presented as mean  $\pm$  SD. For two items (# 3 & 5) the

scores were reversed. The total EI score was calculated from the WLEIS scale. The WLEIS score was correlated to the job satisfaction score using Pearson r correlation.

### Result and Discussion

The current faculty strength is approximately 200 faculty members: 91 basic sciences and 109 clinical sciences. Total 89 faculty members had a job experience of more than 05 years i.e. (target population). The study received responses from 68 faculty members. Hence, the response rate was 76.4%. Break up of participants is as; 26 (38.2%) were from basic sciences and 42 (61.8%) were from clinical sciences. Female faculty members were 44 (64.7%).

**Table1:** Gender

Gender	Frequency	Percent %
Male	72	36
Female	128	64
Total	200	100

Table 1: shows 36 percent are male and 64 percent are female respondents in this study.

**Table2:** Distribution of respondent's frequency according to education level

Education Level	Percent %
BS/BE	3
MS/M.Phil. /ME	70
Ph.D.	26
Total	100

Table 2: shows 70% of respondents have a master qualification, 26% have Ph.D. higher degree qualification and very low 3% of respondents have a bachelor degree qualification in the survey.

### Emotional intelligence and its component scores among the faculty members

Component of emotional intelligence	Mean $\pm$ SD
Total emotional intelligence score (per faculty members)	48.32 $\pm$ 0.86
Average emotional intelligence score	3.22 $\pm$ 0.70
Self-Emotion Appraisal	3.24 $\pm$ 0.83
Regulation of Emotions	3.02 $\pm$ 0.70
Use of Emotions	3.27 $\pm$ 0.91
Others Emotion Appraisal	3.35 $\pm$ 0.78

**Table-4: Emotional intelligence and its component scores among the faculty members**

Table-4 shows the overall emotional intelligence with mean score and SD with mean scores of different components of emotional intelligence. There were sixteen questions to assess emotional intelligence. The emotional intelligence of each faculty member ranges from 16-80 (minimum to maximum). The overall emotional intelligence score per faculty member was  $48.32 \pm 0.86$ . The average emotional intelligence score per individual was  $3.22 \pm 0.70$ .

### Correlation between emotional intelligence and job satisfaction

Component of emotional intelligence	Pearson correlation (r)	Sig. (p)
Average emotional intelligence score	0.796	.000
Self-Emotion Appraisal	0.741	.000
Regulation of Emotions	0.709	.000
Use of Emotions	0.750	.000
Others Emotion Appraisal	0.579	.000

**Table-5: Correlation between emotional intelligence and job satisfaction**

The job satisfaction arithmetic mean score was  $3.05 \pm 0.86$ .

Table-5 presents the correlation between job satisfaction scores and emotional intelligence scores. All aspects of emotional intelligence, as well as overall emotional intelligence scores, showed a large and strong positive correlation with job satisfaction scores. They were statistically significant;  $p < 0.05$ .

### Discussion and Conclusions

The objective of this study was to explore the relationship between job satisfaction of teaching faculty and their emotional intelligence. Results revealed that there is a strong correlation between the two variables. The higher the emotional intelligence, the higher the job satisfaction. Emotions are a very important component of our life. People who handle their own emotions and other's emotions adequately are said to be emotionally intelligent. These people have better performance in academics and in professional spheres.

Some experts believe that this quality is more important than IQ in determining their academic and career success. Goleman in 1995 predicted that IQ makes only a 20% contribution to a person's success and the rest results from emotional intelligence. He predicted that emotionally intelligent people have success in education, the workplace, social interactions, and marital relationships. One of the most important challenges for working people is to achieve a work-life balance and general life satisfaction. Feelings of accomplishment and satisfaction with one's job are a measure of one's career success. Lack of job satisfaction leads to higher absenteeism from the workplace, reduced, creativity and productivity, hostility, and increased job turnover.

People with higher emotional intelligence are capable of regulating and controlling emotions in themselves and in other individuals. Such individuals avoid negative emotions and immediately return to favorable conditions. Emotional intelligence assessments should be a part of selection

criteria while inducting new teaching faculty and reliance should not be placed on merit criteria alone. Fostering EI among students and teachers should be the top priority in medical colleges. To boost up the emotional intelligence level, firstly identify the emotionally intelligent faculty with good communication skills, self-management skills, and healthy relationships. Secondly, build a strong knowledge base about EI by engaging experts to teach EI concepts and strategies. Thirdly, formulate a vision for success through curricular and co-curricular approaches; for example, by organizing workshops, seminars, and conferences, or by offering curriculum innovation grants.

## References

1. Amin Bidokhti, A, 2008. the relationship between emotional intelligence and job satisfaction among the employees of government departments Semnan city. *Journal of Leadership and Management*, Islamic Azad University, Year IV, No. 3, pp. 46-33.
2. Goleman D, New York, NY: Bantam Books; 1998. Working with emotional intelligence.
3. Gilar-Corbi R, Pozo-Rico T, Sánchez B, Castejón JL. Can emotional intelligence be improved? A randomized experimental study of a business oriented EI training program for senior managers. *PLoS One* 2019; 14(10): e0224254.
4. Van-Rooy DL, Alonso A, Viswesvaran C. Group differences in emotional intelligence scores: Theoretical and practical implications. *Pers Individ Dif* 2005; 38(3): 689–700.
5. Mayer JD, Salovey P. “What is emotional intelligence?” in *Emotional development and emotional intelligence: Implications for educators*, eds Salovey P, Sluyter D. New York, NY: Basic Books 1997: 3-31.
6. Salovey P, Mayer J. Emotional Intelligence. *Imagination, Cognition, and Personality* 1990; 9(3): 185-211.
7. Wang W, Li J, Sun G, Cheng Z, Zhang X. Achievement goals and life satisfaction: the mediating role of perception of successful agency and the moderating role of emotion reappraisal. *Psicologia: Reflexão e Crítica* 2017; 30: 25.
8. Libbrecht N, Lievens F, Schollaert E. Measurement equivalence of the wong and law emotional intelligence scale across self and other ratings. *Educ Psychol Meas* 2010; 70(6): 1007-20.
9. Brayfield AH, Rothe HF. An index of job satisfaction. *J Appl Psychol* 1951; 35: 307-11.
10. Goleman D. Emotional intelligence. New York USA: Bantam Books; 1995.
11. Zaman S, Mahboob U. Correlation of emotional intelligence with academic achievement in undergraduate medical students. *Adv Health Prof Educ* 2016; 2(1): 20-23.
12. Khan A, Masrek MN, Nadzar FM. Emotional intelligence and job satisfaction of academic librarians: an assessment of the relationship. *J Librariansh Inform Sci* 2017; 49: 199–210.
13. Suleman Q, Syed MA, Mahmood Z, Hussain I. Correlating emotional intelligence with job satisfaction: evidence from a cross-sectional study among secondary school heads in Khyber Pakhtunkhwa, Pakistan. *Front Psychol* 2020; 11: 240.

14. Ghoreishi FS, Zahirrodine AR, Assarian F, Gholam SA. Evaluation of emotional intelligence and job satisfaction in employees of Kashan Hospitals. *Nurs Midwifery Stud* 2014; 11977.
15. HülyaGündü z Çekmecelioglu. Effects of emotional intelligence on job satisfaction: An empirical study on call center employees. *Procedia Soc Behav Sci* 2012; 58: 363-69.
16. Urquijo I, Extremera N, Azanza G. The contribution of emotional intelligence to career success: beyond personality traits. *Int J Environ Res Public Health* 2019; 16(23): 4809.
17. UK Essays. Emotional intelligence and job satisfaction psychology essay. 2018 Available from: <https://www.ukessays.com/essays/psychology/emotional-intelligence-and-job-satisfaction-psychology-essay.php?vref=1>
18. Spurk D, Hirschi A, Dries N. Antecedents and outcomes of objective versus subjective career success: competing perspectives and future directions. *J Manag* 2019; 45: 35–69.
19. Wijekoon CN, Amaratunge H, de Silva Y, Senanayake S, Jayawardane P. Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka. *BMC Med Educ* 2017; 17: 176.