**The Role of Emotional Intelligence in Enhancing Job Satisfaction and Performance Among High School Teachers in Ghana**

**ABSTRACT**

Emotional intelligence substantially impacts job performance, decision-making, leadership, motivation, and effective management. This study investigates the correlation between emotional intelligence, job satisfaction, and job performance among senior high school teachers in the Bia West District of Ghana. The study's primary purpose is to investigate the impact of emotional intelligence on teachers' job satisfaction and, consequently, their job performance. A quantitative descriptive survey design was employed to investigate these relationships. The study's participants comprised 102 teachers selected through a multi-stage sampling method, utilising census and quota sampling techniques. Data was collected using three main instruments: the Emotional Intelligence Scale, Job Satisfaction Questionnaire, and Job Performance Questionnaire, which were subjected to validity checks through pilot testing. The reliability coefficients for the instruments were found to be acceptable, with Cronbach's alpha values of 0.79 for emotional intelligence and 0.80 and 0.79 for job satisfaction and performance, respectively. The data collected were analysed using SPSS to determine the relationships among the variables. The findings revealed significant positive correlations between emotional intelligence and job satisfaction (r = .349, n = 102, p < .000), and emotional intelligence and job performance (r = 0.368, n = 102, p **<** 0.05). This suggests that teachers with higher emotional intelligence tend to experience greater job satisfaction and perform more effectively. The study concludes that emotional intelligence is a vital predictor of teacher job satisfaction and job performance. A teacher with high-level emotional intelligence is less likely to be severely impacted by stressors than those with low emotional intelligence. Emotional intelligence enhances teachers’ ability to work in teams and ensure organisational effectiveness. The study recommends that the Ministry of Education should integrate emotional intelligence assessments into teacher recruitment and training to improve classroom effectiveness. By prioritising emotional intelligence in teacher professional development programs, educational authorities can foster a more committed and effective teaching workforce, ultimately benefiting students' academic outcomes.

**KEYWORDS:** Emotional Intelligence, Job Satisfaction, Job Performance, Senior High School Teachers, Relationships

1. **INTRODUCTION**

“Emotional intelligence, defined as the ability to perceive, understand, manage, and regulate emotions, is increasingly recognized as a critical factor in the professional success of educators” (Pilvera et al., 2024). “Emotional intelligence (EQ) development is becoming a more important issue among such significant factors as competence and efficiency due to the constant and rapid social transformations A teacher should be able to use children’s emotions in a strategic way, to turn them into a powerful tool for different effects, for example, when teaching and educating the students. Children are easy to persuade; they do not pay attention to logical drawbacks. That’s why humane purposes should prevail over a teacher’s own goals” (Safina et al., 2020). Existing literature suggests that emotional intelligence substantially impacts job performance, decision-making, leadership, motivation, and effective management (Morrison, 2007). For instance, Weiss (2019) reported a significant positive relationship between emotional intelligence and job performance. Additionally, Nguyen et al. (2019) examined the relationship between ability-based emotional intelligence, cognitive intelligence, and job performance. The results showed a significant positive nexus between emotional intelligence and job performance. However, cognitive intelligence was found to moderate the relationship. This suggests that although higher emotional intelligence leads to improved employee performance, an individual with higher cognitive and emotional intelligence will perform even better. Another study found that interpersonal emotional skills directly impact venture performance (Yaumi, Sirate, & Patak, 2018). “This suggests that individuals with higher emotional intelligence are more likely to succeed in business ventures. A meta-analysis study examining the relationship between emotional intelligence and job performance concluded that emotional intelligence significantly predicts employees' job performance” (O'Boyle et al., 2011). “Emotional intelligence in the system of teacher training can be considered a cross-disciplinary skill. The formation of the emotional intelligence of future teachers is one of the most critical levers for developing the system of education” (Kovalchuk et al., 2022).

In the occupational context, the individuals associated with the organisation are partly influenced by the rewards, recognition and other benefits derived from the organisation. It is worth noting that, in addition to individual resources, leadership and organisational resources that meet the individuals' expectations have been shown to have strong associations with employees' attitudinal and behavioural outcomes (Wayne et al., 1997). The social exchange theory provides valuable insights into how employee expectations impact job satisfaction and performance. Stafford (2020) asserts that any behaviour that results in mutual benefits between the parties involved is termed social exchange. People's exchanges at work connect to their positive or negative feelings about their organisation. This largely influences how they modify their task to successfully deliver on the job (Taylor & Pillemer, 2009). A social exchange view of the employment exchange process suggests that when an employee performs their part of the contract. However, suppose the employer fails to honour his part. Therefore, the employee will perceive the employer-employee relationship as inequitable (Cropanzano et al., 2017), impacting their satisfaction and job performance.

Findings from previous studies have shown an inconsistent relationship between emotional intelligence and job satisfaction. Some studies have found a strong relationship between high emotional intelligence and job satisfaction (Jung & Yoon, 2016; Lee & Chelladurai, 2018). For instance, a study by Khan, Masrek, and Nadzar (2016) reported that emotional intelligence strongly predicts job satisfaction. The results showed that the self-assessment and optimism components of emotional intelligence are the strongest and the weakest predictors of job satisfaction, respectively. Additionally, Hollis et al. (2016) reported a positive correlation between emotional intelligence and job satisfaction among surgical residents. (Esmaeili, Mohammad, & Soltani, 2019). Kumar (2018) observed a positive relationship between emotional intelligence and job satisfaction among bank workers. Inconsistent with the findings by (Khan, Masrek, & Nadzar (2016), Esmaeili, Mohammad, & Soltani (2019) and Kumar (2018), Hosseinian, Yazdi, Zahraie, & Fathi-Ashtiani, 2008; Zaman, Shafique, and Rafique (2021) found no significant relationship between emotional intelligence and job satisfaction. A Pakistan study conducted by Zaman, Shafique, and Rafique (2021) explored the relationship between Emotional Intelligence and Job satisfaction among teachers of Special Education. The study revealed no significant relationship between job satisfaction and the emotional intelligence of special education teachers. Hosseinian, Yazdi, Zahraie, and Fathi-Ashtiani (2008) conducted a quasi-experimental study, finding no significant relationship between emotional intelligence and job satisfaction after the experimental group received training sessions on emotional intelligence. Kassim, Bambale and Jakada (2016). The study participants were sampled using the convenience sampling method. A sample size of 335 lecturers was conveniently selected from all the universities in Kano State for the study. Data were analysed using multiple linear regressions. The study's findings revealed no significant relationship between self-emotional appraisal, other emotional appraisal, and job satisfaction. “Another study revealed that in classrooms where teachers have undergone Emotional Intelligence (EI) training, the benefits are particularly evident. Data from comparative studies show that classrooms with EI-trained teachers experience fewer disruptions and higher levels of student focus compared to those with untrained teachers” (Akinola & Johnson, 2025).

Existing research on the effects of teachers' EI is confined to the individual level, resulting in a limited understanding of how emotional intelligence interacts with organisational factors to influence job outcomes. Furthermore, the association between teachers' trait EI and job outcomes may differ in schools with varying levels of organisational trust. Teachers' performance is a sine qua non towards achieving school objectives. Unfortunately, studies have shown that many teachers are dissatisfied with their jobs, which can negatively impact their job performance (Anari, 2012). Studies have provided evidence of a strong relationship between high emotional intelligence and job satisfaction and job performance because it increases commitment to the job (Jung & Yoon, 2016; Lee & Chelladurai, 2018). “A study was conducted on job satisfaction among public and private school teachers in Ghana. The study revealed high scores on salary, job security, policy, and working conditions and low scores on status, relation with supervisors and subordinates are predictive of private school teachers. The study suggested that private basic school teachers

were more dissatisfied with their hygiene factors of job satisfaction than their counterparts in the public sector” (Adu-Baffoe & Bonney, 2021).

It is worth acknowledging that numerous studies have been conducted in Ghana regarding the reasons why teachers leave the teaching profession. These studies, however, focus primarily on motivation. Additionally, most studies in this perspective have not adequately and extensively examined the combined impact of emotional intelligence on teachers' job performance and job satisfaction, especially in Ghana. For instance, Tagoe and Quarshie (2017) found a significantly positive correlation between emotional intelligence and job satisfaction among nurses in Accra. A meta-analysis study examining the relationship between emotional intelligence and job performance concluded that emotional intelligence significantly predicts employees’ job performance (O'Boyle, Humprey, Pollack, & Story, 2011). The study examines the correlation between emotional intelligence, job satisfaction, and job performance of senior high school teachers in Bia West District. These research objectives guided the study: (1) determine the relationship between emotional intelligence and job satisfaction among Senior High School teachers. (2) determine the relationship between emotional intelligence and job performance among Senior High School teachers.

1. **H0**: There is no significant correlation between emotional intelligence and job satisfaction among Senior High School teachers.

 **H1:** There is a significant correlation between emotional intelligence and job satisfaction among Senior High School teachers.

2. **H0**: There is no significant relationship between emotional intelligence and job performance among Senior High School teachers.

**H1**: There is a significant relationship between emotional intelligence and job performance among Senior High School teachers.

**1.1 Theoretical Review: Models of Emotional Intelligence**

According to Mayer and Salovey (1997), the ability model revises the traditional model of emotional intelligence. In this model, Mayer and Salovey (1997) reconceptualised emotional intelligence as a distinct concept of mental ability, distinguishing it from classical emotional personality traits. The ability model of emotional intelligence regards emotional intelligence as an emotionally empowered mental ability (Mayer, Caruso, & Salovey, 2016), which involves processing emotion-related information and emotions. These contribute to logical thinking and overall intelligence (Alferaih, 2017). According to Côté (2014), emotion-related cognitive abilities are the competencies that help a person identify the emotional states of others, understand the influence of emotions on behaviour, and have the ability to adaptively regulate their own emotional states and those of others. Fundamentally, the ability model assesses emotional intelligence by evaluating the ability to solve emotional problems through performance tests that include a set of correct and incorrect responses (Gutiérrez-Cobo et al., 2017). This model categorises emotional intelligence into four classes, from more basic to higher skills. These include Perception, Appraisal and Expression of Emotion, which are concerned with one's ability to understand the emotional information in people's verbal and nonverbal behaviours. The second branch, emotional facilitation of thought, refers to a person's ability to utilise emotions to think and enhance problem-solving. Third, emotional understanding refers to the ability to analyse feelings, distinguish among emotions, and consider their consequences. Fourth, reflective regulation of emotions refers to the ability to manage one's own emotions and those of others, thereby enhancing emotional and intellectual growth. This model has been criticised for being superficially grounded in science, and the measures used to examine emotional intelligence undergo frequent reviews. However, Daus and Ashkanasy (2005) contend that such criticisms are not justifiable, as conceptualisation goes through four processes.

**1.2 Emotional Intelligence and Job Performance**

“Studies on the relationship between emotional intelligence and job performance consistently point to a positive association between the variables” (Chong et al., 2020; Karimi et al., 2018; Yaumi et al., 2018). However, other factors, such as years of experience, prior training (Karimi et al., 2018), cognitive intelligence (Weiss, 2019), and age, have been implicated as moderators of the positive relationship (Kostić-Bobanović, 2020). Weiss (2019) reported a significant positive relationship between emotional intelligence and job performance. A total of 189 nurses were selected for the study. In a related study, Nguyen et al. (2019) investigated “the relationship between ability-based emotional intelligence, cognitive intelligence and job performance”. The results showed that emotional intelligence positively correlated with job performance. However, cognitive intelligence was found to moderate the relationship. This suggests that although higher emotional intelligence leads to improved employee performance, an individual with higher cognitive intelligence and higher emotional intelligence will perform even better. Another study found that interpersonal emotional skills have a direct impact on venture performance (Yaumi et al., 2018). “This suggests that individuals with higher emotional intelligence can succeed more in business ventures. A meta-analysis study examining the relationship between emotional intelligence and job performance concluded that emotional factors significantly predict employees' job performance” (O'Boyle et al., 2011).

Karimi et al. (2018) conducted a quasi-experimental study in an Australian aged care facility to investigate the effects of EI training on the quality of resident care, worker well-being, and psychological empowerment. Sixty participants were used for the pre-test, and a final sample of 27 training groups and 17 control groups were used for the post-study test. A questionnaire was the primary outcome measure. Data were analysed with paired samples T-tests. Significant mean differences existed in the training group's pre-test and post-test scores. However, insignificant mean differences were observed in the pre and post-test scores of the control group. More specifically, the training yielded several benefits, including positive personal changes, enhanced connections with others, and the acquisition of important tools and skills. The researchers concluded that emotional intelligence is a teachable skill; therefore, organisations should consciously train employees to improve performance.

In a qualitative study, Lehto (2021) aimed to “explore how managers perceive emotional intelligence in relation to employee engagement. Eight employees were selected for the study. The data for the study was collected through semi-structured interviews and analysed using theory-oriented content analysis. The study's findings showed that managers' perceived emotional intelligence is indirectly related to employee engagement. This suggests that managers' emotional intelligence does not have a direct, noticeable relationship with employee engagement; however, it does help managers identify, facilitate, and understand aspects of the work environment. However, the present study does not directly measure the relationship between perceived emotional intelligence and employee engagement. The researcher believes teachers can only perform well on the job if they can engage students in daily school activities”.

**1.3 Emotional Intelligence and Job Satisfaction**

The relationship between emotional intelligence and job performance has been mixed. While some studies found a significantly positive association, others reported no significant relationship. Khan, Masrek, and Nadzar (2016) reported in a study that emotional intelligence is a strong predictor of job satisfaction. The results showed that the self-assessment and optimism components of emotional intelligence are the strongest and the weakest predictors of job satisfaction, respectively. In addition, Hollis et al. (2016) reported a positive link between emotional intelligence and job satisfaction among surgical residents (Esmaeili et al., 2019). Millet (2008) investigated “the relationship between emotional intelligence and job satisfaction among police officers. The findings of this study showed correlations between specific dimensions and job satisfaction. One such dimension identified was optimism. An officer with a higher optimism rating will likely have a better outlook and greater job satisfaction.

Furthermore, this study found that when autonomy and job control are high (indicating less micromanagement), overall job satisfaction is higher among police officers”. Regarding Aguilar (2016), “law enforcement personnel, master 's-level psychology students, and public members were shown an interrogation video. Following the video, they completed a survey regarding how each person viewed the interrogation. The law enforcement group scored the highest in trait-based emotional intelligence. This study found that the law enforcement group perceived deception more than others upon viewing the recorded interrogation”.

Conversely, a Pakistan study conducted by Zaman, Shafique, and Rafique (2021) explored the relationship between Emotional Intelligence and Job satisfaction among teachers of Special Education. The study revealed no significant relationship between job satisfaction and the emotional intelligence of special education teachers. Hosseinian, Yazdi, Zahraie, and Fathi-Ashtiani (2008) conducted a quasi-experimental study, finding no significant relationship between emotional intelligence and job satisfaction after the experimental group received training sessions on emotional intelligence. Similarly, the relationship between lecturers’ emotional intelligence and their job satisfaction was investigated by Kassim, Bambale and Jakada (2016). The study participants were sampled using the convenience sampling method. A sample size of 335 lecturers was conveniently selected from all the universities in Kano State for the study. Data were analysed using multiple linear regressions. The study's findings revealed a positive association between the use and regulation of emotions and job satisfaction. Also, no significant relationship was found between self-emotional appraisal, other emotional appraisal and job satisfaction. In a related structural equation model study, Jung and Yoon (2016) investigated the relationship between emotional intelligence and job satisfaction among hospitality workers. The study revealed a significant association between emotional intelligence and worker job satisfaction.

In research exploring the link between emotional intelligence, job satisfaction, and organisational commitment among high school English teachers, Anari (2012) sampled 84 high school English teachers (29 males and 55 females) teaching at Kerman High Schools using proportional and straightforward random techniques. The outcomes were measured with (1) a Self-report Emotional Intelligence Test (SREIT) by Schutte et al. (1998), (2) a Self-report Job Satisfaction Survey (JSS) by Spector and Johnson (2014) and (3) a Self-report Organizational Commitment Questionnaire (OCQ) by Meyer and Zizzi (2007). Data were analysed using Pearson correlation. The study revealed a positive correlation between emotional intelligence and job performance. Furthermore, a significant positive association was found between job satisfaction and organisational commitment. This further suggests that an individual who is satisfied with their job is likely to be committed to the organisation as a result of the satisfaction derived from the job. The study, however, failed to sample the views of other subject teachers. Additionally, the sample size was small, which can affect the generalizability of the findings. As with general survey studies, the cause-and-effect relationship could not be established.

In a more recent study, Wijayati et al. (2020) found that the higher the emotional intelligence of female junior high school teachers in Surabaya, the higher the teacher's job satisfaction will increase. A total of 200 permanent female teachers were purposively sampled from Surabaya. SEM was the statistical analysis employed. In a cross-sectional study, Fida, Khan, and Safdar (2019) investigated the relationship between bankers' job satisfaction levels, their emotional intelligence, and their workplace environment. In a multi-stage sampling procedure, the researchers randomly selected branches from Pakistan's public and private banks. Further, the purposive sampling method was employed to select 200 participants to complete the survey questionnaire. The study found a significantly positive association between emotional intelligence and job satisfaction. Linear regression analysis indicated that employee job performance was significantly predicted by emotional intelligence and workplace environment, which accounted for 60 percent of the variance. Furthermore, it was found that the workplace environment significantly mediated the relationship between emotional intelligence and job satisfaction.

**1.4 Job Satisfaction and Job Performance**

Studies have reported that job satisfaction influences job performance and is, in turn, influenced by job satisfaction (Wolomasi et al., 2019). They sought to describe the effect of job satisfaction among elementary teachers in the Boven Digoel district, Papua, on their performance at school. Using the convenience sampling method, 352 teachers were sampled for the study. The data collection instruments were two main questionnaires: the Job Satisfaction Questionnaire and the Job Performance Questionnaire. The data were statistically analysed using simple linear regression. Results indicate a significant positive relationship between job satisfaction and job performance. This suggests that a satisfied teacher is likely to be committed to his/her job, resulting in improved outcomes such as students’ academic performance. The current study intended to test this hypothesis. The Ilyas and Abdullah (2016) study demonstrated that job satisfaction and leadership have a direct influence on teachers' job performance. Organisational culture was also found to affect job satisfaction. The study examined the impact of leadership, organisational culture, emotional quotient, and job satisfaction on teachers’ performance. A total of 78 teachers participated in completing the survey questionnaire.

In a descriptive-causal study, Manalo, de Castro, and Uy (2020) examined the effects of teachers' motivation and job satisfaction on their commitment and work engagement. A sample of 1,098 private secondary school teachers in Metro Manila was purposively selected to complete the survey questionnaire. Structural Equation Modeling (SEM) was used to analyse the relationship between the variables. The study found significant positive effects of motivation and job satisfaction on organisational commitment and work engagement. This suggests that highly motivated teachers are more satisfied with their jobs, which in turn influences their commitment to work and productivity. Similarly, An, Liu, Sun, and Liu (2020) sought to examine the effects of work-family conflict, job stress, and job satisfaction on seafarer performance among 337 merchant ship seafarers at the Yangshan Port in Shanghai, China. Outcome measures were the Work-Family Conflict (WFC) scale, job stress, job satisfaction and performance scales. A hierarchical regression analysis was performed to determine the relationship between the variables. Findings indicate a negative relationship between work-family conflict, job stress, and seafarers' self-reported performance. However, job satisfaction was a significant predictor of job performance. It was further reported that job satisfaction significantly moderates the relationship between work-family conflict and job performance. This suggests that an individual who is satisfied with their job may be able to perform better, regardless of the presence of work-family conflicts. Bauer, John, Wood, Plass, and Richardson (2020) investigated the effect of an automated data entry process technology tool on the job satisfaction and performance of 49 registered nurses and nursing assistants. The results of this intervention study revealed that data errors decreased from 20% to 0%; data transfer times were reduced by 5 minutes to 2 hours per measurement event; nurses had more time for direct patient care and experienced increased job satisfaction.

## **1.5 Emotional Intelligence, Job Satisfaction and Job Performance**

Very few studies have investigated the relationship between emotional intelligence, job satisfaction, and performance. The evidence from these limited studies indicates a significant positive relationship (Shooshtarian, Ameli, & Amini Lari, 2013; Sy, Tram, & O'Hara, 2006). Shooshtarian, Ameli and Amini Lari's (2013) study aimed to determine the effect of labour's emotional intelligence on job satisfaction, performance and commitment in Fars Province industries in Iran. A cross-sectional survey design was employed, and 289 participants were randomly recruited for the study. Concordant with Koronios et al. (2019), Li, Pérez-Díaz, Mao, and Petrides (2018) proposed a multilevel model of teachers' trait EI, examining its relationship with job performance and the mediating role of job satisfaction. This survey study employed a sample of 881 teachers and 37 principals from Chinese primary schools. The following scales were used to measure the variables studies: The Chinese adaptation of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF; Petrides, 2009). The Chinese job performance scale (Qing-song et al., 2013). Job satisfaction was measured using Deng, Zhi, and Hu's (2012)10-item scale. The study showed that job satisfaction partially mediated the positive relationship between teachers' trait emotional intelligence (EI) and their job performance. In addition, the findings demonstrated a cross-level moderated mediating effect, with the indirect effect of teachers' trait EI on job performance (via job satisfaction) becoming stronger for teachers working in schools with lower levels of organisational trust. This suggests that teachers with high emotional intelligence working in the least trusted organisation will still demonstrate improved job performance.

Sembiring, Nimran, Astuti, and Utami (2020) set out to examine the effects of emotional intelligence and organisational justice on job satisfaction and caring climate, as well as their impacts on the performance of Criminal Investigation officers. It was found that emotional intelligence has a significant direct effect on performance, job satisfaction, and caring climate. Additionally, emotional intelligence indirectly affects performance through job satisfaction and a supportive work environment. Using the stratified sampling method, 157 participants were sampled for the study. Path modelling through the Partial Least Squares (PLS) method was used to analyse data. Huang (2016) examined the impact of emotional intelligence and workplace friendships on job satisfaction and employee performance in microenterprises. Using a cross-sectional design, 300 copies of the questionnaire were sent out. However, 192 were retrieved and used for the analysis. The results showed significant correlations between emotional intelligence, workplace friendship, job satisfaction, and job performance.

1. **METHODOLOGY**

Quantitatively, a descriptive survey design was adopted for the study. The study population comprises SHS and SHTS in the Bia West District of the Western North Region of Ghana. These schools were selected because they are the only senior high schools within the study area. The multi-stage sampling method was used to select participants for the study. Census and quota sampling techniques were used to select 102 participants for the study. The primary instruments for data collection were the Emotional Intelligence Scale, Job Performance Scale, and Job Satisfaction Scale questionnaires. To ensure the Validity of the items in the questionnaire. The pilot testing involved 20 teachers from Elluokrom Senior High School in the Bia East District. This school was chosen because it is the only senior high school in the Bia East District.

Additionally, before the Bia East and West Districts were established, they were referred to as the Bia District. These districts can possess characteristics similar to those of the target population. The completed questionnaires were coded in SPSS to assess their reliability.

According to Bhatnagar et al. (2014), a reliability coefficient of 0.7 or above is appropriate for the instrument to produce consistent results. Any item with a reliability coefficient of 0.7 or above was retained, while those with a reliability coefficient less than 0.7 were either modified or deleted from the questionnaire. A pilot test of the questionnaire demonstrated good content and construct Validity, with an overall Cronbach's alpha of 0.79 for the emotional intelligence scale and alpha values of 0.80 and 0.79, respectively, for the Job Satisfaction questionnaire (Kofodimos, 1993) and Job Performance (Sánchez-Beaskoetxea & Coca García, 2015). The data were analysed using the Pearson Product Moment Correlation coefficient, which was employed to test hypotheses 1 and 2. The Pearson product-moment correlation coefficient measures the strength and form of association between two continuous variables (Goleman, 2005).

1. **RESULTS AND DISCUSSION**

This section presents the results and discusses the three hypotheses that guided the study.

**Hypothesis 1: There is no significant correlation between emotional intelligence and job satisfaction.**

Pearson Product-Moment Correlation Coefficient was used to investigate the nexus between teachers' emotional intelligence and job satisfaction. Using the QQ plot, it was observed that the data was normally distributed. This means that the data did not violate the assumption of normality. Furthermore, homoscedasticity was assessed using scatter plots, which showed that the data is scattered within the range of -3 to 3. Further, a VIF value of 1.139 was obtained from the collinearity statistics. This indicates that the data did not violate the assumption of multicollinearity. A significant positive association was found between the two variables (emotional intelligence and job satisfaction), r = .349, n = 102, p < .000. This suggests that teachers with higher levels of emotional intelligence are more likely to be satisfied with their jobs. The null hypothesis is subsequently rejected.

**Table 1: Correlation between emotional intelligence and job satisfaction**

|  |
| --- |
| Variable Emotional intelligence Job satisfaction  |
| Emotional intelligence 1 .349\*\*Job satisfaction .349\*\* 1 |

N= 102, P=.000 (2 tailed)

The study's findings revealed a significantly positive association between emotional intelligence and job satisfaction, r = .349, n = 102, p = .000. This indicates that teachers with higher levels of emotional intelligence tend to be more satisfied with their jobs compared to those with lower levels of emotional intelligence. The higher level of optimism expressed by individuals with higher emotional intelligence may explain this relationship. This is because highly optimistic individuals can deal effectively with work-related stresses and balance their personal lives and work-related issues. Further, this finding gives evidence in support of Bar On’s mixed model of emotional intelligence, which indicates that key factors such as 1) Intrapersonal skills, 2) Interpersonal skills, 3) Adaptability, 4) Stress management, and 5) General mood as components of emotional intelligence. It is expected that individuals who possess these qualities can relate well with coworkers and instil in teachers a sense of belonging, which can arguably motivate them to put forth their best effort.

This finding corroborates previous research reported by Khan, Masrek, and Nadzar (2016), who found that emotional intelligence has a strong predictive relationship with job satisfaction. The results showed that the self-assessment and optimism components of emotional intelligence were the strongest and the weakest predictors of job satisfaction, respectively. Additionally, Hollis et al. (2016) reported a positive correlation between emotional intelligence and job satisfaction among surgical residents (Esmaeili et al., 2019). Further, Tagoe and Quarshie (2017) examined the relationship between emotional intelligence and job satisfaction among nurses in Accra, Ghana. A significant positive correlation was observed between emotional intelligence and job satisfaction among the nurses. Similarly, in a multiple regression study, Akomolafe and Ogunmakin (2014) reported that emotional intelligence strongly predicts job satisfaction among senior high school teachers. In India, Kumar (2018) observed a positive relationship between emotional intelligence and job satisfaction among bank workers. In a related structural equation model study, Jung and Yoon (2016) investigated the relationship between emotional intelligence and job satisfaction among hospitality workers. The study's findings also revealed a significant association between emotional intelligence and workers’ job satisfaction. Clarkea and Mahadi's (2017) study found that the emotional intelligence traits of managers and subordinates were positively associated with mutual recognition, respect, and job satisfaction. Chiva and Alegre (2008) also found that emotional intelligence is significantly related to job performance. Wijayati, Kautsar, and Karwanto (2020) found that the emotional intelligence of female junior high school teachers in Surabaya correlated with their higher job satisfaction. Long, Yaacob, and Chuen (2016) found that emotional intelligence was significantly positively associated with job satisfaction among teachers.

Conversely, this finding contradicts the findings reported by Zaman, Shafique, and Rafique (2021), who explored the relationship between emotional intelligence and job satisfaction among special education teachers. The study revealed no significant relationship between job satisfaction and the emotional intelligence of special education teachers. Hosseinian, Yazdi, Zahraie, and Fathi-Ashtiani (2008) conducted a quasi-experimental study, finding no significant relationship between emotional intelligence and job satisfaction after the experimental group received training sessions on emotional intelligence.

**Hypothesis 2: There is no significant correlation between emotional intelligence and job performance.**

The Pearson Product-Moment coefficient was used to determine the association between emotional intelligence and job performance. The results from the preliminary analysis indicated no violation of the assumptions of normality, linearity, and homoscedasticity. There was a significantly positive association between the two variables (emotional intelligence and job Performance), r = 0.368, n = 102, p **<** 0.05.

**Table 2- Correlation between emotional intelligence and job performance**

|  |
| --- |
| Variable Emotional Intelligence Job Performance |
| Emotional intelligence 1 .368\*\*Job performance .368\*\* 1 |

The study revealed a statistically significant positive association between emotional intelligence and job performance, r = 0.368, n = 102, p **<** 0.05. This suggests that teachers with higher emotional intelligence perform better in their jobs. Thus, as emotional intelligence increases, job performance increases. The possible explanation is that emotionally intelligent people are likely to be autonomous. This means they can work effectively without much supervision, as they can make decisions that positively impact their job output with ease.

Furthermore, emotionally intelligent individuals can effectively cooperate with colleagues at the workplace to enhance performance. Finally, the positive relationship between emotional intelligence and job performance can be explained by the fact that emotionally intelligent people can manage stress adaptively. As expressed by the social exchange theory, individual emotional intelligence enables individuals to exercise discretion over how they perform tasks, allowing them to adjust their work according to their needs, abilities, and circumstances. Moreover, it fosters feelings of competence and accomplishment aside from helping employees manage and cope with job demands.

This finding is consistent with those of Weiss (2019), who reported a significant positive relationship between emotional intelligence and job performance. Nguyen et al. (2019) study also indicated that emotional intelligence has a positive correlation with job performance. Furthermore, Chong, Falahat, and Lee (2020) found that interpersonal skills have a significantly positive relationship with job performance. The study's findings show a significant correlation between emotional intelligence and teachers' job performance (Mohamad & Jais, 2016). Anari (2012) reported a significantly positive association between job satisfaction and organisational commitment. This further proves that an individual who is satisfied with their job is likely to be committed to the organisation due to the satisfaction derived from the job.

1. **CONCLUSION AND RECOMMENDATION**

Numerous empirical studies have found that emotional intelligence has a significant impact on individuals' psychological resilience in the face of stress and strain, particularly in the workplace. This is because emotional intelligence enhances teachers’ ability to cope with stress adaptively. A teacher with high-level emotional intelligence is less likely to be severely impacted by stressors than those with low emotional intelligence. Emotional intelligence enhances teachers’ ability to work in teams and ensure organisational effectiveness. Additionally, emotional intelligence has a significant predictive value for job performance. This suggests that employing teachers with a high level of emotional intelligence is a crucial factor in determining job performance. It is recommended that since emotional intelligence significantly predicts teachers’ work performance, the Ministry of Education incorporate the assessment of prospective teachers' emotional intelligence to select highly effective teachers and improve teaching and learning in Ghana.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

Authors hereby declare that NO generative AI technologies, such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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