**Exploring the Interrelationships among Emotional Intelligence, Job Satisfaction, and Job Performance in Senior High School Teachers: An Empirical Study**

**ABSTRACT**

**Aim:** This study employs a quantitative research approach to assess the relationships between emotional intelligence, job satisfaction, and job performance among teachers in the Senior High Schools of the Bia West District in the western north region of Ghana.

**Methodology:** The study population comprised teachers at Bia Secondary/Technical School and Adjoafua Senior High School. These institutions were selected due to their status as less endowed schools with consistently poor performance in the West Africa School Certificate Examination. A descriptive survey design was utilized, with a target population of 143 teachers, from which a sample of 102 was drawn. Data collection instruments included the Emotional Intelligence Scale, a Job Performance Scale, and a Job Satisfaction Questionnaire, each validated for reliability. The Emotional Intelligence Scale, translated by Alejandra Salazar, consists of 24 items measuring emotional attention, clarity, and repair. Job performance was assessed using a three-item scale with a Cronbach's alpha of 0.92, while job satisfaction was measured through a 21-item questionnaire developed by Kofodimos. Data analysis was conducted using Pearson Product Moment Correlation and multiple regression techniques to explore the relationships among the variables.

**Conclusion:** Emotional intelligence is a significant psychological power that propels individuals and organizations to achieve their goals. Teachers with higher emotional intelligence were found to perform better on the job. The study's findings also revealed that an emotionally intelligent individual is satisfied with his/her job. It is recommended thatThe Ghana Education Service, in collaboration with the Ghana Psychology Council, periodically organize emotional intelligence workshops to boost teachers' ability to understand and adaptively manage their emotions. It is also recommended that the Ministry of Education introduce incentive packages that will help motivate teachers.

**Keywords:** Emotional, Satisfaction, Intelligence, Performance

1. **Introduction**

“Education is a global concern, considered the utmost priority in developed and emerging economies. The Universal Declaration of Human Rights, Education 2030 Agenda and the Sustainable Development Goal 4 (SDG4) seeks to ensure the right to education as fundamental to achieving sustainable development (United Nations Educational, Scientific and Cultural Organization (UNESCO)” (Nickel, 1987). Through education, an individual is provided with the human capital such as knowledge, qualifications and the skills that are needed to secure a stable job, helps a person to judiciously put resources to use, improve health outcomes, and significantly contributes towards nation-building for the betterment of the society (Turcotte, 2015). In all these, the role of the teacher is irreplaceable (Wolomasi et al., 2019). “Teachers play a critical role in achieving the goal of education” (Abba & Mugizi, 2018; Arif et al., 2019). They facilitate students' academic, emotional and social development (Wolomasi, Asaloei, & Werang, 2019). Generally, the school's performance depends on the teacher's performance. Thus, if teachers effectively perform their roles, it is expected to reflect in students' performance, subsequently predicting the school's performance (Jameel & Ahmad, 2019; Wahyuni et al., 2014).

However, it has been shown that in most school systems, most teachers are not too happy with their work, and they tend to have a high turnover or drop-out syndrome compared to those with financial and medical backgrounds. It is also evident in making choices in the labour market; people consider the teaching profession when every attempt to join another career fails (Anari, 2012). This negatively affects the performance of teachers. “Many factors have been found to affect teacher employees ` job performance and job satisfaction. The job performance of employees is important in all organizations. However, its importance increases in educational organizations because of the pivotal role played by the teachers in creating and nurturing future generations capable of advancing the country and society” (Jameel & Ahmad, 2019; Ghabban, Selamat, & Ibrahim, 2018).

 “Thus, academic staff has an important role and contributes to society in terms of teaching and conducting scientific research that increases the university's and society's efficiency” (Dhillon, Ibrahim, & Selamat, 2015; Ghabban, Selamat, & Ibrahim, 2018). “Factors such as reward and recognition, development and training, job promotion, income, work environment, and relationship with superiors, colleagues and subordinates greatly influence job performance. Also, work procedures and roles have been predicted to influx recently, and a growing body of research suggests that emotional intelligence plays a significant role in successful employees” (Nguyen & Giang, 2020; Salau, Falola, & Akinbode, 2014). Thus, highly emotionally intelligent people stand a greater chance of being successful at their jobs than less emotionally intelligent people. The theory of emotional intelligence posits that "a person who can understand and is aware of one's feelings, and controls stress, negative emotions and feeling of frustration, can certainly have better relationships with colleagues and supervisors" (Aghdasi, Kiamanesh, & Ebrahim, 2011). In this respect, emotional intelligence is key to any organization's success. It is one of the necessary skills and capabilities employees need to encounter environmental changes and strategies to gain the organization's commitments that could lead to organization-wide success (Lim, 2017).

Researchers argued that although many factors contribute to business organizations' success, job satisfaction is vital in ensuring effective business. A study opined that a satisfied employee enjoys the job and tends to try to enhance individual and organizational success (Aziri (2011). “Studies have provided evidence of a strong relationship between high emotional intelligence and job satisfaction and job performance because it upturns the job guarantee” (Jung & Yoon, 2016). “Few studies have investigated the relationship between emotional intelligence, job satisfaction and job performance” (Shooshtarian, Ameli & Amini Lari, 2013; Sy, Tram & O'hara, 2006). For example, researchers found a positive relationship between emotional intelligence and frontline employee job satisfaction and performance (Sony & Mekoth, 2016). The researchers observed that none of these studies were conducted among teachers in Ghana. This study employs a quantitative research approach to assess the relationships between emotional intelligence, job satisfaction, and job performance among teachers in the Senior High Schools of the Bia West District in the Western North Region of Ghana. The study sought to answer these research hypotheses -

1. **H0:** There is no significant association between emotional intelligence, job satisfaction and job performance for Senior High School teachers.

 **H1:** There is a significant association between emotional intelligence, job satisfaction and job performance in Senior High School teachers.

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

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

**1.1 Emotional Intelligence and Job Performance**

“Researchers used the Role-Based Performance Scale (RBPS) to measure the predictive capability of emotional intelligence in job performance” (Chong, Falahat, & Lee, 2020). “The study adopted the quantitative approach to cast the researchers nationwide to include a large sample of data. Using a quota sampling method, a sample of 368 private higher education institution's academicians in the Klang Valley, Malaysia. Interpersonal skills were found to have a significantly positive relationship with job performance. The researchers alluded that people with good intrapersonal skills tend to show autonomy, which separates them from the environment or other individuals” (Chong, Falahat, & Lee, 2020). “Another study reported that emotional intelligence enhances employee job satisfaction; thus, there is a significantly positive association between emotional intelligence and job performance. Put differently, the higher the emotional intelligence of a female junior high school teacher in Surabaya, the higher the teacher's job performance will increase. Two hundred(200) permanent female teachers were purposively sampled from the Surabaya. SEM was the statistical analysis employed” (Wijayati, Kautsar, & Karwanto, 2020)

A study extended the literature on the effect of emotional intelligence on employees' job performance by studying the trait of emotional intelligence on the emotional health of secondary school teachers with specific emphasis on anxiety, burnout, depression and stress. A total of 834 were randomly selected for the study. Outcomes were measured with Trait Meta-Mood Scale-24, the Maslach Burnout Inventory, and the Depression, Anxiety, and Stress Scales-2. Analyses of variance (ANOVAs) were the statistical procedures used to analyze the data. The analyses revealed that emotional exhaustion, personal accomplishment, and depersonalization differed significantly. Further, there was a significant difference between depression, anxiety, and stress Martínez-Monteagudoa, Inglésb, Granadosc, Aparisia, & García-Fernándeza (2019). This means that employee emotional intelligence directly affects their emotional health, which can ultimately affect their job performance. For instance, employees with high emotional intelligence may adapt more quickly to the changing work relationship than those with low emotional intelligence.

“In a more recent study, a researcher investigated the perceived self-efficacy and emotional intelligence (EI) among novice and experienced foreign language teachers. Two hundred and fourteen (214) teachers made up of 75 elementary, 74 secondary and 64 university E.F.L. Teachers from the region of Istria, Croatia, voluntarily sampled to complete the short form of the Trait Emotional Intelligence Questionnaire (T.E.I.Q.ue.) and the modified version of the Teacher Sense of Efficacy Scale (T.S.E.S.). The study showed significant differences between experienced and novice foreign language teachers regarding self-control, sociability, and efficacy in classroom management. Also, a significantly positive nexus existed between emotional intelligence and self-efficacy” (Kostić-Bobanović, 2020). “A study to investigate the influence of Leadership, Organizational Culture, Emotional Quotation, and Job Satisfaction on Teacher Performance of Senior High School at Palopo Municipality South Sulawesi. A total of 78 teachers were sampled to complete the survey questionnaire. The finding showed that leadership and emotional quotations directly affect teacher performance” (Ilyas & Abdullah, 2016). “Another study examined the role of emotional intelligence in teachers' job performance. A sample of 212 teachers was sampled from 6 secondary schools in Kedah to complete the survey questionnaire. The study's findings show a significant correlation between emotional intelligence and teachers' job performance” (Mohamad & Jais, 2016).

Researchers argued that there could be contextual factors that can predict the role of emotional intelligence and employee job performance. As a result, they conducted a study to examine the relationship between emotional intelligence and job performance in the context of emotional labour and job autonomy. This descriptive study selected 400 employees from three service sectors (insurance, banking and telecom using purposive and convenient sampling methods. The emotional intelligence and supervisory rating scales measured emotional intelligence and job performance. The study implicated emotional intelligence as a strong predictor of job performance. Further, it was observed that jobs involving high autonomy and emotional labour strongly predict the relationship between emotional intelligence and job performance. The results show high performance in jobs requiring high emotional labour and independence because they have high emotional intelligence (Goswami & Mahanta, 2021). Therefore, The current study hypothesized that teaching requires high emotional labour and autonomy; emotional intelligence can significantly predict teachers' job performance.

“In a related survey study, researchers determined the effect of leadership, emotional intelligence and social support on employee performance through job satisfaction at PT Bank XYZ Regional Credit Card Medan. The study population included all employees at PT Bank XYZ Regional Credit Card Medan 57 people. All 57 employees were selected for the study using a saturated sample. The data analysis methods used were descriptive and inferential statistical analysis using path analysis. The results showed that emotional intelligence does not significantly affect job satisfaction and employee performance. Based on the Sobel test, leadership, emotional intelligence and social support variables positively and significantly influence employee performance through job satisfaction. This shows that emotional intelligence alone is not a significant predictor of job performance, but other factors collectively influence employee job performance” (Sembiring, Lumbanraja, & Siahaan, 2021). “Another study explored how students' engagement and emotional intelligence contribute to academic achievement. Using the descriptive design, 93 business students were conveniently selected for the study. Hierarchical multiple regression analysis was performed. The study indicated that emotional intelligence significantly predicted students' academic performance through their cumulative Grade Point Average (CGPA). From the above finding, students with a high level of emotional intelligence can engage teachers efficiently by asking questions to clarify misunderstandings or confusion” (El Dirani, Khalil, Hejase, Hashem, Reslan, & Shaito, 2021). This raises the question, "Does teachers' emotional intelligence enhance their performance?

**1.2 Emotional Intelligence and Job Satisfaction**

 A study examined the relationship between emotional intelligence and job satisfaction among nurses in Accra. Using a convenient sampling method, 120 registered general nurses were selected from public hospitals in Accra. Outcomes measures were The Schutte Self-Report Emotional Intelligence Inventory and the Job Satisfaction Survey. A significantly positive correlation between emotional intelligence and job satisfaction was observed among the nurses (Tagoe & Quarshie, 2017). Similarly, a multiple regression study reported that emotional intelligence predicts senior high school teachers' job satisfaction (Akomolafe & Ogunmakin, 2014). In India, a researcher observed a positive relationship between emotional intelligence and job satisfaction among bank workers. The study conveniently recruited 100 employees of HDFC banks in Chandigarh Tricity.

Data were analyzed using the Pearson product-moment correlation coefficient (Kumar, 2018). A study found that emotional intelligence positively and significantly correlated with job satisfaction and organizational commitment. The study explored the impact of emotional intelligence on the job satisfaction of customer service employees working in banks in the Kingdom of Saudi Arabia. It further investigates job satisfaction's interactive and mediatory role in organizational commitment. The study sample involved 271 customer service employees working in all main branches of Saudi banks in Riyadh, which were conveniently selected for the study. Using the back-translation methodology, the researcher translated the measures from English to Arabic to enhance the participant's understanding. Data were analyzed using structural equation modelling. The study's findings showed that emotional intelligence affects job satisfaction and organizational commitment significantly and positively. Moreover, results showed that as a mediator, job satisfaction significantly indirectly impacts EI and organizational commitment. Emotionally intelligent customer service employees of Saudi commercial banks demonstrated high psychological empowerment through their perceived work as meaningful, increased feeling of competence, guaranteed freedom of choice, and significant impact on the workplace (Alsughayir, 2021). To examine the effect of mutual recognition on subordinate job satisfaction, researchers sampled the views of 203 manager-subordinate dyads in Malaysia. A significant association was found between the traits of emotional intelligence, mutual recognition, respect, and job satisfaction in managers and subordinates (Clarkea & Mahadi, 2017). They also analyzed the relationship between emotional intelligence (EI) and job satisfaction.

Seven tile manufacturing companies in Spain completed a total of 157 questionnaires. Confirmatory factor analysis was used to analyze the data. Emotional intelligence was found to be significantly related to job performance. Organizational Learning Capability (OLC) significantly mediated the relationship observed (Taliadorou & Pashiardis, 2015). The response rate was, however, low. A study conducted in Cyprus examined the role of emotional intelligence and political skill (PS) of school principals on teachers' job satisfaction. A sample size of 1092 participants comprising 182 principals and 910 teachers was purposively sampled. The primary outcome measures were the General Index of Job Satisfaction, School Leadership Questionnaire, and EI.

The study's findings revealed that principals with high emotional intelligence and political competence positively influence teachers' job satisfaction. This is because principals commit more time to enhancing positive social relationships at work and understanding employees' feelings, which may create a sense of belongingness among the teachers (Taliadorou & Pashiardis, 2015). In a meta-analytic review, a study examined the associations between teachers' emotional labour strategies. The study reviewed a total of 85 articles published and unpublished by mounting an extensive search in educational and psychological databases such as ProQuest, PsycArticles, PsycINFO, EBSCOhost, JSTOR, and ERIC) and an academic search engine (Google Scholar). The study found individual and interpersonal components of burnout to be positively related but negatively related to teaching satisfaction. However, deep acting significantly predicts a teacher's job performance and is insignificantly related to the individual or interpersonal components of burnout. Further, the expression of naturally felt emotions was negatively related to teacher's job satisfaction (Yin, Huang & Chen (2019).

**1.3 Job Satisfaction and Job Performance**

To adduce evidence among accounting professionals on the relationship between job satisfaction and job performance, a survey study was conducted in which 240 accounting professionals participated. Results of the study indicated a positive association between job satisfaction and job performance. Further, participants' grade levels significantly influenced the relationship. Thus, an individual with long years of service tends to have high satisfaction and performance compared to a novice employee. This could be explained by the law of exercise, which states that constant practice makes people more comfortable dealing with job-related stress. People who have long years of service enjoy adequate fringe benefits that can further enhance their satisfaction (Abdelmoulaa & Boudabbousa, 2020). A study on the effect of motivation on employees' performance sampled the views of 128 participants using the simple random technique. Data were analyzed using correlational analysis and factor analysis. The study reveals that some extrinsic factors or motivators, such as reward, incentive, recognition and compensation, significantly predict job satisfaction. Thus, those factors increase employees' efforts on job performance, and this indicates that if all these factors were considered for the employee, he or she would be more satisfied on the job. The study failed to acknowledge some intrinsic factors such as curiosity, a situation when the employees' goals are not aligned with organizational goals, and employee interest (Ali & Anwar, 2021).

Furthermore, a survey study on the impact of reward and recognition on job satisfaction and motivation. The study was conducted using 220 respondents. Participants completed a self-administered questionnaire. Correlational analysis was applied to the data. The findings indicated that, in the dimension of work, motivation has a significant positive correlation and reward and recognition significantly impact the motivation of employees and job satisfaction (Danish and Usman, 2018). The study did not include other aspects or factors that encourage employees' job performances that could have influenced the study results—another study on the influence of intrinsic and extrinsic motivations on work performances at the workplace. Participants selected for the study included 324 Japanese construction workers. Data was collected using a questionnaire, and the different age groups were analyzed regarding their perception of health risks, motivation, work skills, and productivity. The study shows that intrinsic and extrinsic motivations affect younger and older adult workers. However, the influence of these motivations differs according to their ages due to their health risks. Increased health risks hurt their intrinsic motivation, affecting their work performance. On the contrary, for younger adult workers, increased health risk does not affect their intrinsic motivation or perceived work performance (Hashiguchi, Sengoku, Kubota, Kitahara, Lim & Kodama, 2021).

A qualitative study examined the effect of job redesign and the interaction effect of job redesign and job satisfaction on employee performance. Multiple regression analysis was used to analyze the survey data from 295 sample respondent managers. Job satisfaction was found to be positively and significantly related to employee performance. Similarly, Ayundasari, Sudiro, and Irawanto (2017) reported that job satisfaction (Z) is directly proportional to employee performance (Y); thus, the better the job satisfaction (Z), the better or the higher the employee performance (Y). In Nigeria, a similar study examined the relationship between job satisfaction and performance of the non-academic staff of Bauchi State University Gadau Nigeria (BASUG). Data were obtained through questionnaires and analyzed using Pearson r. The study results showed a significantly positive nexus between job satisfaction and job performance of the non-academic staff of the University (Inuwa, 2016).

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

A study investigated the effect of Job satisfaction, Organizational commitment, leader membership exchange (LMX), Emotional intelligence, and Job performance on employee turnover intention. Using the convenience sampling method, 200 participants 200 completed the survey questionnaires. Data were analyzed with linear regression. The findings show that job satisfaction, job performance, and leader membership exchange positively influenced turnover intention (Saeed, Waseem, Sikander & Rizwan, 2014). In India, another study examined the relationship between emotional intelligence, frontline employee adaptability and job outcomes (Job Satisfaction and Job Performance). The purposive sampling method was used to select 517 frontline employees working in Power Utility in India to complete the survey. The research found a positive relationship between emotional intelligence and frontline employee adaptability. Specifically, all the dimensions of emotional intelligence positively affected frontline employees' adaptability. In addition, frontline employees' adaptability has negatively impacted Job outcomes, Ibrahim & Selamat, 2015).

Research explored the associations between emotional intelligence, job satisfaction, and perceived job performance in the hospitality industry. Researchers sampled a total of 166 were selected from hospitality organizations. Measures used for data collection include the 33-item emotional intelligence questionnaire, Minnesota Satisfaction Questionnaire, Dawis, England, and performance measurement consisting of four items. Data were analyzed using Pearson correlation and multiple regression. The study's results showed that hospitality workers' emotional intelligence significantly correlates with job satisfaction and performance. This implies that the ability of an individual to regulate emotions and mood has a positive and significant effect on job satisfaction and performance. Data for this study was obtained from a single organization, which may undermine the generalizability of its findings (Saeed, Waseem, Sikander & Rizwan, 2014).

**1.5 Bar.On's Mixed Model of Emotional Intelligence**

In contrast to Mayer and Salovey's ability model of EI, mixed models of emotional intelligence contend that "EI is a disposition of non-cognitive capabilities, proficiencies, and skills that impact one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997). Bar-On identified five broad dimensions that determine success in life beyond cognitive intelligence. These are key factors of EI. T 1) Intrapersonal skills 2) Interpersonal skills 3) Adaptability 4) Stress management 5) General mood. This model has been critiqued on the account that the term emotional intelligence is misleading since there are constructs in the model that are not emotionally related to mental abilities but broader social skills such as assertiveness and personality traits (Neubauer & Fink, 2005). Literature has confirmed that traits other than intelligence can predict performance.

**1.6 Social Exchange Theory (SET)**

Social exchange theory is a general socio-psychological theory that explains the conceptual framework underpinning the exchange of both material and non-material resources between individuals and groups in interactions. It originated with an inter-action biological model from three sociologists (Homans, 1958; Blau, 1964; Emerson, 1972a, 1972b). The seminal work of Skinner in 1953 the operant condition psychological theory of reinforcement (Ntim & Opoku-Manu, 2019). For Skinner, an individual is likely to behave similarly if the behaviour is reinforcing. Similarly, Homans posited the notion that in social interaction, especially between two individuals, the social exchange is likely to continue when each finds the other behaviour reinforcing. Social exchange has to do with the things exchanged (Homans, 1958). It is not always the case that such an exchange involves commodities. Various social resources, such as expertise, physical beauty, etc., which a person possesses and based on which one becomes valuable in a social relationship are social exchange (Blau (1964; Ntim & Opoku-Manu, 2019).

The Social Exchange Theory (SET) is one of the most influential models for explaining employee behaviour and relationships in the workplace. Social exchange revolves around rewards from others (Ptacek, 2014). Any behaviour that results in mutual benefits between the parties involved is termed social exchange (Schildkraut, Elsass & Stafford, 2015). People's exchanges at work connect to their positive or negative feelings about their organization and largely influence how they modify their tasks to successfully deliver on the job (Taylor & Pillemer, 2009). A social exchange view of the employment exchange process suggests that when an employee performs his or her part of the contract, the employer fails to honour his or her part. The employee will, therefore, see the employer-employee relationship as inequitable or when a party to a psychological contract perceive an imbalance in the fulfilment of the contract (Cropanzano, Anthony, Daniels & Hall, 2017). This undoubtedly affects performance outcomes. This contributes to the increasing employee turnover because when people are not satisfied with the terms of engagement at work, they mostly walk away. Two main elements determine the level of control one possesses at the workplace. These are skill discretion and decision authority. The skill discretion refers to one's ability to execute his tasks at work. This includes the dexterity with which the person performs the task and the inherent learning opportunities. This decision authority connotes the employees' ability to make job decisions and contributes immensely to organizational policies (Birtch, Chiang & Van Esch (2016).

From the SET, the researchers conclude that individual emotional intelligence affords the requisite skill to determine how various tasks are performed and to craft the job to suit his or her personal needs, abilities and circumstances. In addition, it enhances feelings of competence and accomplishment. The theory will help explain the research outcomes to understand how teachers' emotional intelligence influences job performance and satisfaction.

1. **Materials and Methods**

A quantitative research approach was employed in the study. As a result, the quantitative strategy that gathers data through close-ended questions was used to test hypotheses that guided the study [56]. A descriptive survey design was used for the study. The population for the study includes all teachers in the Senior High Schools in the Bia West District, namely, Bia Secondary/Technical School and Adjoafua Senior High School. These schools were selected because they are some of the less endowed schools in the region. In addition, the school's performance in the West Africa School Certificate Examination has been consistently poor. The target population distribution is presented in Table 1.

*Table 1: Target Population*

|  |
| --- |
| ***Name Population Sample*** |
| *Bia Secondary/Technical School 78 56**Adjoafua SHS 65 46* |
| ***Total 143 102*** |

The researchers adopted the following research instruments to measure the study variables: the emotional intelligence scale, Job Performance measured using the three-item scale, and a Job satisfaction questionnaire developed [57, 58-59].

***Emotional Intelligence Scale***

The 24-item emotional intelligence scale translated to English by Alejandra Salazar was used to measure participants' emotional intelligence (Alejandra Salazar). The scale is a 5-point Likert scale with responses from 1-strongly disagreement to 5- strongly agreement. It measures three dimensions of emotional intelligence: emotional attention (items 1-8), emotional clarity (items 9-16), and emotional repair (items 17-24).

***Job performance***

Job Performance was measured using the three-item scale from Sánchez-Beaskoetxea and Coca García (Sánchez-Beaskoetxea & Coca García, 2015). The Cronbach's α for this scale was 0.92. Items comprising the scale include "I am seldom absent from work," "I make few mistakes at work," and "I complete my tasks eﬃciently." The items were measured on a 5-point Likert scale ranging from "1 = disagree" to "5 = agree."

***Job Satisfaction Questionnaire***

The job satisfaction questionnaire developed by Kofodimo [59] was used to gather information on participants' level of job satisfaction. The 21-item questionnaire had five possible responses: "5 = Extremely Satisfied, 4 = Very Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 =Not Satisfied."

The data was analyzed using the Pearson Product Moment Correlation coefficient and multiple regression. Both were used to correlate coefficients appropriate for examining and predicting the extent to which the continuous variables determine the phenomenon [60].

1. **Results and Discussion**

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

1. **H0:** There is no significant association between emotional intelligence, job satisfaction and job performance for Senior High School teachers.

 **H1:** There is a significant association between emotional intelligence, job satisfaction and job performance in Senior High School teachers.

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

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

 ***There is no significant association between emotional intelligence, job satisfaction and job performance.***

A standard multiple regression analysis (ENTER method) was used to test hypothesis three, which states that emotional intelligence, job satisfaction and job performance are significantly related. It was found that emotional intelligence and job satisfaction explain a significant amount of the variance in the job performance of teachers (F(2, 99) = 8.288, p < .05, R2 = .143, R2Adjusted = .126).

The analysis shows that emotional intelligence significantly predicts teachers’ job performance (Beta = .334, t(101)=3.367, p < .05). However, job satisfaction did not significantly predict the job performance of teachers (Beta = .096, t(101)= .967, ns). The model of summary of regression analysis is presented in Table 2.

Table 2: Model Summary of Regression Analysis

|  |
| --- |
| model *B SE B*  β  *t p* |
| 1 (constant) 4.307 2.955 1.457 .148Total EI .117 .035 .334 3.367 .001Total JS .028 .029 .096 .967 .336 |
|  |

a. Dependent Variable: TotalJP

***There will be no significant correlation between job satisfaction and job performance*.**

The relationship between job satisfaction and performance was investigated using the Pearson Product-Moment Correlation Coefficient. The results from the preliminary analysis indicated no violation of the assumptions of normality, linearity and homoscedasticity assumptions. There was a statistically significant positive relationship between job satisfaction and job performance. r= .213, n= 102, p**<** 0.05.

Table 3: Correlation between job satisfaction and job performance

|  |
| --- |
| Variable Job Satisfaction Job Performance |
| Job Satisfaction 1 .213\*Job Performance .213\* 1 |

N= 102, P=.032 (2 tailed)

***There is no significant association between emotional intelligence, job satisfaction and job performance*.**

The results of the study revealed that emotional intelligence and job satisfaction explain a significant amount of the variance in the job performance of teachers (F (2, 99) = 8.288, p < .05, R2 = .143, R2Adjusted = .126). Emotional intelligence significantly predicts teachers' job performance (Beta = .334, t (101) =3.367, p < .05). However, job satisfaction did not significantly predict the job performance of teachers (Beta = .096, t (101) = .967, ns). This finding indicates that even though emotional intelligence and job satisfaction have statistically significant associations with job performance, only emotional intelligence predicts job performance. A higher level of emotional intelligence can effectively suggest higher job performance.

This study's result agrees with a previous study's findings that emotional intelligence, job satisfaction, and job performance were significantly related (Shooshtarian, Ameli & Amini Lari, 2013). Similarly, an earlier study found a significant relationship between EI and job satisfaction and performance (Wong & Law, 2002). Other researchers investigated the connections between the emotional intelligence of employees and their managers. Employee emotional intelligence was found to be positively associated with job satisfaction as well as well as performance. In addition, a manager's emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than those with high emotional intelligence (Sy, Tram & O'hara, 2006). A previous study shows that high emotional intelligence police officers are happier and perform better than low emotional-intelligence officers. Further, males or females with high emotional intelligence perform better and are happier in their jobs than those with low emotional intelligence [62]. A study posits a significant positive relationship between job satisfaction and performance (Wolomasi, Asaloei, & Werang, 2019). The study results showed that it directly influenced teachers' job performance and satisfaction, and leadership influenced their job performance. Organizational culture also affects job satisfaction (Ilyas & Abdullah, 2016). The study examined the impact leadership, organizational culture, emotional quotation, and job satisfaction have on teachers' performance.

A similar study also investigated the association between teachers' motivation, job satisfaction, commitment, and work engagement. The results revealed that motivation and job satisfaction positively affect organizational commitment and work engagement (Manalo, de Castro, & Uy, 2020). Previous researchers sought to examine the effects of work-family conflict, job stress and job satisfaction on seafarer performance among 337 merchant ship seafarers in the Yangshan Port, Shanghai, China. Findings showed that job satisfaction positively inﬂuences seafarer job performance (An, Liu, Sun, & Liu, 2020). Another study investigated the effect of an automated data entry process technology tool on nurses' job satisfaction and performance. 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 job satisfaction (Bauer, John, Wood, Plass, & Richardson, 2020). A study found a positive association between job satisfaction and job performance, the current study's findings (Abdelmoulaa & Boudabbousa, 2020).

An earlier study explored the role of intrinsic and extrinsic motivations on job satisfaction and employee performance. The result of this study suggested that intrinsic motivation has a more substantial effect on job satisfaction and employee performance than extrinsic motivation. The effect of intrinsic motivation on contextual performance is more substantial than task performance (Huang, Suwandee, Suriyapa, Islam, & Soontornkate, 2020). A similar study reported a significant positive relationship between emotional intelligence and job performance (Weiss, 2019). This implies that emotional intelligence positively correlates with job performance (Nguyen & Giang, 2020),

Earlier researchers found that interpersonal skills have a significantly positive relationship with job performance (Chong, Falahat, and Lee, 2020). The study's findings show a significant correlation between emotional intelligence and teachers' job performance (Mohamad & Jais, 2016). A researcher reported a significantly positive association between job satisfaction and organizational commitment. This further proves that an individual satisfied with his or her job is likely to be committed to the organization due to the satisfaction derived from the job (Anari, 2012). A similar study examined the influence of the Islamic work ethic, competencies, compensation and work culture on the job satisfaction of four-star hotel employees. The study's results revealed that Islamic work ethic, competencies, compensation and work culture directly affect employees' job satisfaction. Furthermore, compensation and work ethics directly affect employees' satisfaction and performance. Indirectly, Islamic work ethics significantly impacted employee performance through job satisfaction ((Saban, Basalamah, Gani, & Rahman, 2020).

 ***There is no significant correlation between job satisfaction and job performance.***

The result showed a statistically significant positive relationship between job satisfaction and performance. r= .213, n= 102, p**<** 0.05. This indicates that their performance improves when teachers are satisfied with their job. A satisfied teacher is energized to give his or her best towards achieving organizational goals. Further, achieving organizational goals leads to satisfaction and a sense of achievement, which motivates the teacher to continue to give his or her best towards realizing organizational goals. Besides, the satisfied teacher is likely to be committed to his/her job, resulting in improved outcomes such as students' academic performance. As explained by the Social Exchange theory, social interaction, especially between two individuals, involves the exchange of valuable resources. This interaction will continue when each finds the other's behaviour as reinforcing. In this case, when discharging their duties, teachers obtain recognition from superiors, are remunerated by the employer, and are allowed to develop and obtain high social status. These things undoubtedly motivate teachers and contribute to their job satisfaction. Since the teacher expects to receive such things, they put in much effort to improve their output, which leads to improved job performance. This will lead to the realization of organizational objectives to satisfy the employers. In order to ensure the survival of the institution, teachers continue to do their best while management motivates them.

This finding supports previous studies' findings. For example, an earlier study's results showed that job satisfaction and leadership directly influenced teachers' job performance. Organizational culture also affects job satisfaction (Ilyas & Abdullah, 2016). In addition, other researchers examined the effects of teachers' motivation and job satisfaction on their commitment and work engagement (Manalo, de Castro, and Uy, 2020). The study found significant positive effects of motivation and job satisfaction on organizational commitment and work engagement. Similarly, a study examined the effects of work-family conflict, job stress and job satisfaction on seafarer performance among 337 merchant ship seafarers in the Yangshan Port, Shanghai, China. Findings show a negative relationship exists between work-family conﬂict, job stress and seafarer self-reported performance (An, Liu, Sun, and Liu, 2020). However, job satisfaction significantly predicted job performance. An earlier study on the effect of an automated data entry process technology tool on nurses' job satisfaction and performance. 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 job satisfaction (Bauer, John, Wood, Plass, & Richardson, 2020). Other researchers also found a positive association between job satisfaction and job performance. Further, participants' grade level significantly influenced their relationships. Thus, an individual with long years of service tends to have high satisfaction and performance compared to a novice employee (Abdelmoulaa & Boudabbousa, 2020). This could be explained by the law of exercise, where constant practice makes people more comfortable dealing with job-related stress. It can also be that people who have long years of service enjoy adequate fringe benefits, which can further enhance their satisfaction and performance. A study reported that extrinsic factors or motivators, such as reward, incentive, recognition, and compensation, significantly predict job satisfaction. Thus, those factors increase employees' efforts on job performance, indicating that if all these factors were considered for the employee, he or she would be more satisfied on the job (Ali & Anwar, 2021).

1. **Conclusion and Recommendation**

Emotional intelligence is a significant psychological power that propels individuals and organizations to achieve their goals. As indicated in the study, teachers with higher emotional intelligence performed better on the job. This is because the emotionally intelligent teacher is likely to adaptively resolve work-related conflicts that are likely to undermine organizational performance. Further, the study's findings revealed that an emotionally intelligent individual is satisfied with his/her job. This is because teachers with high emotional intelligence tend to understand the emotions of others and can manage their own emotions in such a way as to ensure peaceful coexistence among workers. This will create an environment where he/she will feel belonging. This will improve the level of satisfaction teachers derive from their work. In collaboration with the Ghana Psychology Council, the Ghana Education Service may need to periodically organize emotional intelligence workshops to boost teachers' ability to understand and manage their emotions and others and to manage them adaptively. This will help create an enabling environment where teachers and students cooperate to achieve educational goals. The Ministry of Education may have to introduce incentive packages that will help motivate teachers. This will invariably improve their performance since the study's findings showed a significantly positive association between job satisfaction and performance.

Disclaimer (Artificial intelligence)

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Author(s) 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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Details of the AI usage are given below:

1.

2.

3.

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