

An Evaluation of the Relationship between Emotional Intelligence and Job Satisfaction among Secondary School Teachers in Abakaliki Metropolis, Ebonyi State

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ABSTRACT

There are identified levels of institutional injustice and the unprofessional manner in which some principals in secondary schools manage work-related matters through the employment of personal emotions that can influence their judgement. These subjective decisions have frequently resulted in dissatisfaction among numerous subordinates, which has culminated in teachers' attrition. To the best of the authors' knowledge, no research has been conducted on this topic in Nigeria. Understanding this perspective in the context of secondary school teachers in Abakaliki Metropolis is of utmost research interest. The study employed a descriptive research design and utilised a purposive sampling method. The correlation coefficient estimation was used to test the collated data. The results from the correlation coefficient showed there is a positive and strong relationship between self-awareness, self-motivation, and emotional regulation among teachers' job satisfaction. The study also revealed a positive and strong relationship between team collaboration and job satisfaction. In line with the ability model and two-factor theory, this study concludes that emotional intelligence as a subset of cognitive intelligence, focusing on recognising and managing emotions, is associated with job satisfaction. The practical policy implications suggest the need to encourage emotional management training, team collaboration, knowledge sharing, and enhanced office ambiance, among others.

Keywords: Self-awareness, self-motivation, emotional regulation, team collaboration, job satisfaction

INTRODUCTION

The link between emotional intelligence and job satisfaction has captured the attention of researchers in the field of teaching (Hazrati et al., 2013; Mohammad et al., 2020), as it holds the promise of creating teachers that are not only highly productive but also genuinely fulfilled. Emotional intelligence (EI) is the capacity to comprehend, sense, and effectively manage emotions both in oneself and in others, reaching beyond technical skills and entering the realm of interpersonal relationships and self-awareness (Shahreki et al., 2019). Kovalchuk et al. (2022) assert that teaching as a profession needs emotional intelligence to establish relationships based on trust, solve conflicts, and promote employee wellbeing. By recognising the significance of emotional intelligence and applying it to their practice, school leaders can establish a culture that not only values technical proficiency but also emotional well-being, thus shaping the entire teaching experience in a strategic way.

The greater recognition of the significance of emotional intelligence in simplifying teachers' performance necessitates institutions applying measures that evoke emotional intelligence among their teachers. People with higher emotional intelligence are better positioned to comprehend and respond to their co-workers' and bosses' needs and emotions, forming good relationships and a positive working environment (Saleh & Atan, 2021). Secondly, emotional intelligence enables people to control their emotions and respond effectively to workplace challenges, thereby leading to reduced job dissatisfaction and improved overall well-being. Additionally, emotional intelligence is an important element for improving conflict resolution, teamwork, and communication abilities, all of which contribute to higher job satisfaction levels (Watkins, 2020).

The relationship between emotional intelligence and personal motivation has been handled in a number of research works and theoretical models. Early psychologists, such as Carl Jung and William James, focused on the involvement of emotions in decision-making and the regulation of behaviour (Shahreki et al., 2019). It was in 1990 that the psychologists John Mayer and Peter Salovey made a breakthrough by defining emotional intelligence and how it is involved in perceiving, understanding, managing, and facilitating the use of emotions (Nwachukwu et al., 2018). Going a step further, Daniel Goleman highlighted how emotional intelligence surpasses intelligence quotient (IQ) in leadership effectiveness as well as job success. Goleman, according to Fajardo (2021), expanded Salovey and Mayer's model and asserted that emotional intelligence plays a major role in one's professional and overall life, more than intellectual capacity.

On that note, with the contribution of emotional intelligence to individual and institutional performance, institutions have started applying emotional intelligence tests in their recruitment and selection, leadership development, and employee training programmes (Bru-Luna et al., 2021). Ongoing research continues to seek the impact of emotional intelligence on a wide range of workplace issues. These new facets of emotional intelligence, such as emotional labour, emotional regulation, and emotional contagion, are progressively gaining importance for stakeholders (Bru-Luna et al., 2021; Paschal et al., 2025). In this regard, the relationship between emotional intelligence and factors such as job performance, job satisfaction, organisational commitment, and employee well-being remains an active area of research in most organisational and institutional settings (Amanda et al., 2022; Sharma et al., 2024; Woime et al., 2025). Emotional intelligence has emerged as an essential component in the understanding of individuals' behaviour and performance in working settings, indicating its significance in the teaching profession. The application of emotional intelligence assessments and training modules also highlights its usefulness in creating successful leadership, fostering teamwork, and overall employee wellness (Segers, 2023). More understanding of emotional intelligence and its workplace application can be gained through ongoing research in the area. This research can inform academic practice and aid school leaders in the effective application of emotional intelligence in creating a healthy and productive working environment.

The research of Marwa Gaber (2018) emphasised how emotional intelligence makes jobs happier for individuals. The study put into perspective that individuals with higher emotional intelligence are better able to handle interpersonal relationships, their personal stress and emotions, and effectively manage workplace issues. By developing and strengthening secondary school teachers' emotional intelligence, a positive school culture can be created that ultimately leads to heightened job satisfaction and overall success. The use of emotional intelligence in the workplace has emerged as an integral part of effective school management. Schools that prioritise emotional intelligence not only experience enhanced job satisfaction for teachers but also reap higher productivity and overall success. The ongoing research into the impact of emotional intelligence on various workplace measures is a testament to its growing significance as a primary driver of teacher and institutional achievement. As institutions strive to succeed in today's dynamic reality, they must embrace emotional intelligence as a strategic advantage that catalyses a friendly and fulfilling work environment.

The school's commitment towards proper teachers' management and its alignment to its strategic goals are central to the proper management of schools. To enhance teachers' commitment and job satisfaction, this strategy would follow acceptable professionalism. For instance, as opposed to some level of institutional injustice and the unprofessional manner in which some principals in secondary schools manage work-related matters through the employment of personal emotions that can influence their judgement, this consequently results in job insecurity. In that sense, these subjective decisions have frequently resulted in dissatisfaction among numerous subordinates, which has culminated in teachers' attrition. Suleman et al. (2020) are of the opinion that dissatisfied employees leave the workplace, whereas satisfied employees are more jovial and stay longer. Employee absenteeism, turnover, and commitment are all negatively affected by low job satisfaction, which has deleterious effects on depression, anxiety, and poor physiological and psychological health.

In that sense, this illustrates that having emotionally intelligent employees is not a sole guarantee of success for a firm; other elements, such as the working environment, also play a role. There are EI workers who are job-satisfied, and there are those who are not. Job satisfaction is brought about by expectations and feelings towards one's job, and some types of extrinsic motivation can collaborate with intrinsic motivation (Yusuf, 2021). Mohammad et al. (2020) discovered that the workers are moderately satisfied with their job but less satisfied

with management and social interaction dimensions of satisfaction and more satisfied with dimensions related to their own development and jobs. Suleman et al. (2020) discovered that most EI variables and job satisfaction share a reasonably significant relationship with the exception of emotional stability. While some other researchers, such as Khan et al. (2016), found no relationship between some indices of EI and job satisfaction, this could be dictated by the institutional environment. None of these studies were reported in Nigeria. Nigerian evidence is of particular interest in light of the fact that Nigeria has disparate institutional arrangements and policies with other countries, and it is thus required to also understand the issue from Nigeria's perspective. In bridging this gap, this study aims to evaluate the relationship between emotional intelligence and the level of job satisfaction among secondary school teachers in Abakaliki metropolis of Ebonyi State.

LITERATURE REVIEW

Emotional Intelligence

Emotional intelligence (EI) is the awareness and regulation of people's own emotions in order to execute the correct behavioural act in various situations (Mohammad et al., 2020). Ghoreishi et al. (2014) assert that EI is the capacity to immediately perceive, categorize and express emotions and also comprehend, manage, and motive them in order to undergo a pleasant work experience. There are three main EI models, which include the Goleman Model, the Salovey-Mayer Model, and the BarOn Model. In line with the Goleman Model, EI is defined in the context of a performance theory, whereas the Salovey-Mayer Model incorporated EI into an intellectual ability framework. The BarOn Model, founded on a paradigm of well-being, has encompassed EI into personality theory (Ashraf et al., 2014). Each of these three models shares the same underlying framework of concepts about emotional intelligence, and that is derived from our ability to perceive and regulate our own emotions and the emotions of others. In line with ability model, EI falls under cognitive intelligence and is a certain kind of intellectual ability (Suleman et al., 2020).

The ability model puts significant emphasis on our potential to recognize and manage our own and other people's emotions. Mohammad et al. (2020) argue that there are four dimensions of the ability model of EI: first, self-assessment and self-expression of emotion; second, evaluating and recognizing other people's emotions; third, self-management of one's own emotions; and the final approach is utilizing emotion to assist performance. The four EI core skills identified in this reasonably brief outline are self-awareness, self-motivation, emotional regulation, and team collaboration. As EI is a multidimensional construct, its different dimensions can influence an employee's ability for adaptation (Sony & Mekoth, 2016), and many management, educational, and humanities problems can be settled through the enhancement of EI skills in the workplace (Ghoreishi et al., 2014).

Self-awareness

Developmentally and evolutionarily, self-awareness is undoubtedly the most ancient question of psychology (Rochat, 2003). Morin (2011) described self-awareness as a multiform, complex phenomenon with many different self-domains and inevitable consequences. For example, the consequences of self-awareness include the sense of agency, theory of mind (making inferences about others' mental states), self-description, self-evaluation, self-esteem, self-regulation, self-efficacy, awareness of mortality, self-conscious emotions, self-recognition, and self-talk. This is not far from the argument of Rochat (2003) that self-awareness is not a phenomenon but rather a process, and the states of consciousness continuously change. Since one's affect, cognition, and behaviour dynamically and reciprocally impact each other to create one's attitudes towards work, these components entail one's tendency to experience positive or negative affect as much as their capacity to recognize and regulate their own emotions and the emotions of others (Adil & Kamal, 2016). Moradi et al. (2012) established that job satisfaction has no strong relationship with emotional regulation. Supporting the case for a dynamic process, the authors identified that, in contrast with the IQ quotient, the EI is dynamic. In additional empirical findings such as Cekmecelioglu et al. (2012), while examining factors stimulating employees' motivation, found that employees who receive plenty of emotional praise are more likely to report being internally satisfied with their jobs. Though their regression findings provide no support for correlations among self-awareness and internal job satisfaction.

Following this position, Khan et al. (2016) validated that self-awareness competencies can allow librarians to evaluate their present skill level and performance. Since self-awareness has been identified as a significant predictor of job satisfaction, improvement in self-awareness skill probably increases the job satisfaction of librarians. Their empirical results reported a positive and significant relationship between self-awareness and job satisfaction. That is, an increase in self-awareness enhances the level of job satisfaction. Thus, the finding is that librarians' self-awareness is a good predictor of job satisfaction. Moradi et al. (2012) found that self-awareness is correlated significantly with job satisfaction, and it is because of intrapersonal and interpersonal feelings which regulate unpleasant feelings. Hazrati et al. (2013) observed that there is a positive and significant relationship between self-awareness and teachers' job satisfaction. It implies that the higher the self-awareness of the teachers, the more job satisfaction he or she will feel. In simple words, self-awareness evokes the individualistic or self-motivation to carry out goals established at workplace.

Self-motivation

The theory of motivation is an explanation of goal-directed behaviour that is instigated by intensity, persistence, direction, initiation, and quality of behaviour (Odanga, 2018). The behaviours that are internally driven are the most self-determined. These actions are done for fun and interest. Less self-determined actions, by contrast, are more likely to be the result of various extrinsic motivations and can be distinguished further based on their level of relative autonomy. External regulation represents the most controlled and least autonomous type (Converse et al., 2018). Hazrati et al. (2013) argue that EI is a necessary internal characteristic within individuals that tends to influence generally the emotional adaptation of employees to work and working conditions. In the same view, Otoo et al. (2018) posit that self-motivation is the motivation that is triggered by a person's internal aspirations for the fulfillment of certain needs.

Self-motivation is the act of pushing oneself to do more than is necessary to achieve objectives. Strongly motivated individuals have high expectations for themselves and others, look for methods to improve their performance, and are willing to make personal sacrifices for the sake of promoting the company's goals (Nurwendah & Suyanto, 2019). Sony and Mekoth (2016) found a positive relationship between self-motivation and frontline employee adaptability, and frontline employee adaptability was found to positively affect job satisfaction. The outcome is evidence that front-line worker flexibility completely mediates the relationship between emotional intelligence and job satisfaction. In addition, Weng et al. (2011) established that greater EI was significantly associated with lower levels of burnout and greater levels of job satisfaction. This is not far from the position of Ngirande and Timothy (2014), who note that EI and employee job satisfaction in the contemporary working world are most desired because both concepts provide a competitive advantage in your professional and personal life.

EI is a significant predictor of important organisational outcomes (Sony & Mekoth, 2016), and one of the main organisational outcomes that is said to be highly influenced by EI is job satisfaction (Mohammad et al., 2020). Self-motivation is important in both the ability to delay gratification as well as the capacity for self-reward. Strongly motivated workers should establish targets for themselves and make every effort to realize them (Cheng & Ickes, 2009). Self-motivation refers to the capacity of people to move their emotions towards positive undertakings in an attempt to unleash their best (Guleryuz et al., 2008). Even though Moradi et al. (2012) observed that self-motivation was not a considerable predictor of job satisfaction.

Emotional Regulation

Emotion regulation is the management of any process in the system that provokes emotion or causes it to be expressed in behaviour. The same processes that are engaged in emotion first are also engaged in the processes that change emotion (Campos et al., 2004). Guleryuz et al. (2008) hold the opinion that emotion regulation is one's capacity to regulate emotions in order to recover more speedily from psychological distress. Sy et al. (2006) affirm that employees with high EI are more effective at judging and regulating their own emotions than employees with poor EI, and are therefore more likely to report higher levels of job satisfaction. Carmeli (2003) reported that employees with high EI intelligence experience positive emotions and moods that lead to higher levels of satisfaction compared to employees experiencing emotions and moods like disappointment, stress, depression, and anger. Hazrati et al. (2013), in assessing the motivation of teachers, recognized that self-

regulation has a positive and significant correlation with teachers' job satisfaction. It is observed that the emotional regulation by the teachers results in their increased level of job satisfaction. Their level of job satisfaction is influenced by their capacity for correct perception, facilitation, understanding, and management of their own emotions (Adil & Kamal, 2016). McRae and Gross (2020) opine that emotional regulation is an attempt to control our own or other people's emotions. Ngirande and Timothy (2014) found that high EI allows a supervising employee to react effectively to both the emotional behavior of his or her subordinates and job stress compared to employees with low EI.

McRae and Gross (2020) point out that strategies of emotional regulation can be grouped into five families. These families of strategies include situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Thus, employees need to regulate their emotions both interpersonally and intrapersonally to perform well (Suleman et al., 2020). Sony and Mekoth (2016) observed a positive relationship between emotional regulation and frontline employee adaptability, and frontline employee adaptability positively influenced job satisfaction. With regard to the above position, emotional regulation refers to the set of extrinsic and intrinsic processes that are accountable for monitoring, assessing, and modulating emotional responses, more particularly their intense and temporal aspects (Thompson, 1991). Gross (2015) argues that intrinsic emotion regulation is the mechanism through which an employee who has an interest in regulating their emotions and is ready to do so takes interest in regulating their own emotions.

While extrinsic emotion regulation accounts for situations where the employee attempting to regulate their emotions is also interested in regulating others' emotions. Emotion regulation is effortless because there are no obvious cognitive costs involved in improving one's appearance or emotional state. On the other hand, emotional self-regulation involves effort, with the hypothesis that all forms of self-regulation use up mental resources (Richards & Gross, 2000). Gross et al. (2006) highlight the part played by emotional regulation as individuals' efforts to handle the emotions they experience, when they experience them, and how they experience and express them. These processes can be either predominantly automatic or controlled, conscious or unconscious. In their study, Sy et al. (2006) observed that employees who possess high EI are better at recognizing and handling their emotions. Those employees with high EI are possibly more conscious of factors that regulate the intensity with which both negative and positive emotions are felt. Thus, they record a significant positive relationship between EI and intrinsic job satisfaction.

However, Rogowska and Meres (2022) validate that positive and negative emotions towards ourselves and other people are easily observed, communicated, comprehended, and regulated when we have high EI. Adil and Kamal (2016) found customer service representatives who possess EI to be better able to control their emotions, maintain a positive attitude, and meet the requirements of their customers. Because of their social nature and reliance on face-to-face customer contact, call centre organisations place a special emphasis on emotional intelligence and job satisfaction (Cekmecelioglu et al., 2012). Ouyang et al. (2015) are of the opinion that employees with high EI will tend to regulate and control the negative mood induced by job characteristics and mitigate their job insecurity. Additionally, Batool et al. (2017), while studying the impact of emotional intelligence on job performance, concluded that workers who have high emotional intelligence perform better in the workplace because they are able to manage emotions, adjust to anxiety, and deal with stress.

Employees Teamwork

A team is a group of people who work together to accomplish common objectives and deliver quality services. Teamwork has the potential to make members with higher emotional stability, self-confidence, and constructive planning and decision-making capabilities with others. Further, it assists in forming productive agendas, innovative activities, constructive approaches, and positive values within the workplace. Conversely, a deficiency in teamwork principles and strategies can result in professional failure, disillusionment, low morale, and reduced production, jeopardizing the very existence of the firm (Sanyal & Hisam, 2018). Onyekwelu et al. (2018) assert that "teamwork" would imply that people collaborate with one another with a view to achieving a common objective by exchanging their knowledge and skills and being flexible enough to undertake numerous functions. As it has the potential to enhance individual productivity through working in a team, it is one way of enhancing manpower utilisation and perhaps the performance of individuals and the organisation as a whole. Hazrati et al. (2013) demonstrated that there is a positive and significant correlation between team collaboration

and teachers' job satisfaction, i.e., as team collaboration increases, there is a significant level of job satisfaction on the part of the teachers.

However, teamwork can ease employees' acquisition of task-specific human capital by enhancing collective and interactive learning processes in a business setting where employee knowledge and specialty experience become ever more critical to business performance (Gallie et al., 2012). Hanaysha (2016) emphasizes that each employee would be capable of teaching others how to perform a particular task in a perfect way via teamwork. Khan et al.'s (2016) study revealed a strong and positive relationship between teamwork and job satisfaction. That is, more teamwork and collaboration enhance the job satisfaction level. The study shows that teamwork and collaboration among librarians are strong predictors of job satisfaction.

Job Satisfaction

Despite widespread use, researchers still vary in their conceptualization of job satisfaction with work. The concept of job satisfaction has been used by research to describe the degree to which workers enjoy their job (Khan et al., 2016). According to Adil and Kamal (2016), job satisfaction is an attitude that develops over a period of time with a series of affective experiences. Employees' job satisfaction can be explained as the degree to which they enjoy their job (Ghoreishi et al., 2014). Guleryuz et al. (2008) assert that job satisfaction is employees' level of positive affective attitude towards working in the firm. The best possible way to conceptualize job satisfaction is as a personal assessment of the states that occur in the workplace or the consequences that result from being employed. Employees offering the products that are viewed as worthwhile results in job satisfaction (Cekmecelioglu et al., 2012). Ashraf et al. (2014) believe that job satisfaction is the attitudes, feelings, emotions, and reactions of an employee to work, along with how different states of mind affect their individual self as an individual.

A number of job satisfaction theories have been established by theorists. Ashraf et al. (2014) state that Maslow's (1943), Herzberg et al.'s (1959), and Vroom's (1964) job satisfaction theories have been considered the foundation for modern research, just as Cambell et al. (1970) categorized job satisfaction theories into two groups: content theories and process theories. On the position of Herzberg et al.'s (1959) two-factor theory, Suleman et al., (2020) stated that Herzberg et al. (1959) gave the two-factor theory where it was claimed that there are certain factors which result in employees' job satisfaction and are called motivators or satisfiers (i.e., achievement, recognition, career development, level of responsibility, etc.), and there are certain factors which result in employees' job dissatisfaction and are called hygiene factors or dissatisfiers (i.e., organisational policies, salary, supervision, job security, work environment, etc.). Guleryuz et al. (2008) posit that Herzberg (1968), one of the leading proponents of the motivation theory, developed the "two-factor theory," which categorizes factors into two dimensions: "hygiene" factors inherent in the job (growth, advancement) and "motivators" external to the job (company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, security). As Herzberg (1968) states, extrinsic factors cause job dissatisfaction and intrinsic factors lead to job satisfaction.

Nonetheless, job satisfaction in this view means an effective response to a job. The intrinsic components of job satisfaction are brought about by internally mediated rewards. Extrinsic components are brought about by rewards that are externally mediated (Masvaure et al., 2014). Likewise, Mohammad et al. (2020) assert that traditional job satisfaction is centered on a person's aspirational attitude towards the job, citing the work of Szecsenyi et al. (2011); thus, two sets of attributes are said to prevail in the determination of job satisfaction. These determinants are internal and external in character. Buitendach and Witte (2005) also point out that job satisfaction is a significant factor in the life of employees as it determines their emotional well-being. Adil and Kamal (2016) confirmed EI to have a positive significant relationship with job satisfaction. This is in line with the fact that employees who experience positive work effects tend to like their job, feel their effort is worthwhile, and are satisfied with what they create. Job satisfaction can increase because pleasant and productive working conditions are the results of being satisfied with one's work. Although Mohammad et al. (2020) observed that teachers were relatively satisfied in their jobs, they were less satisfied with management and social interaction dimensions of satisfaction and more satisfied with dimensions related to their own development and jobs. Thus, the difference between intrinsic and extrinsic job satisfaction is made because it is thought of as a two-factor theory.

Data and Method of Analysis

The study will utilise primary data to conduct an empirical study of the relationship between job satisfaction and emotional intelligence among secondary school teachers in Abakaliki metropolis. Consequently, descriptive survey research will be utilised to obtain, analyse, and interpret data for research purposes. Survey research design, as described by Osuala (1991), studies small and large populations using sampling and studying the samples that were drawn from the populations with a view to determining the prevalence, distribution, and interrelationship of sociological and psychological variables. The aforementioned definition emphasised the point that this research, using this selection, went to the field to study teachers, or what otherwise may be termed participants. It also brought out the fact that the research takes a sample of the population to observe, and the research findings will be used to draw conclusions about the whole population.

This study seeks to evaluate research participants' self-awareness, self-motivation, emotional management, and teamwork with respect to the job satisfaction of secondary school teachers in Abakaliki metropolis. Since the research was not able to gather data from the entire population of 1,915 teachers in 107 public secondary schools in the Abakaliki Education Zone, this was addressed by sampling from it and drawing conclusions. A sample is a portion of the universe or population which is representative of the fundamental characteristics, beliefs, attitudes, or behaviours of the overall group. According to Saunders et al. (2009), representative samples are critical in the process of gathering research data since they minimise inaccuracy and ensure participants are relevant to the problem. During sampling of the population, in this case, the study used the purposive sampling method. According to Owen and Jones (1977), the sample that is most accurately descriptive of the population can be used in order to gather most of the statistical data.

On this note, this study used a descriptive research design to get teachers' perceptions about how much emotional intelligence is connected to job satisfaction (De Vaus, 2001). A descriptive study design was appropriate, as it will help to describe current positions in practice. This study will use a quantitative method to enable no gaps in data or information gathered. This questionnaire employed to analyse statistical data was derived from current literature (information on emotional intelligence and job satisfaction). The researcher created the questionnaire after a careful examination of several topics under every measure of emotional intelligence, for example, self-awareness, self-motivation, emotion management, and teamwork, and measurement of job satisfaction, for example, intrinsic and extrinsic job satisfaction. The copies of the questionnaire were administered to public secondary school teachers in the Abakaliki metropolis of Ebonyi State through an online Google form. This was accomplished by mailing the link of the online survey questionnaire to public secondary schools' teachers in Abakaliki metropolis.

The online survey questionnaire is divided into three. The first part of the questionnaire has closed-ended questions on the consent of the participants. The second part of the questionnaire, covering the overall participant demographics, is both an open-ended and closed-ended questionnaire. This is carried out in order to allow the researcher to establish the demographic profiles of the participants and make use of them in comparing the data (Hammer, 2011). The last part of the questionnaire is closed questions regarding emotional intelligence and job satisfaction, where respondents have to indicate the scale on which they do or do not agree with the statements. Close-ended questions will also reduce response bias. There is less opportunity for individual interpretation or response variance because all respondents are answering the same question in the same way. According to Choo (2021), closed-ended questions may exclude the participants' opportunity to express their responses in their own words since they are limited by the pre-set options.

In addition to the study aims, a 20-item Likert scale question with five points with the provided values from 1 point "strongly disagree" to 5 points "strongly agree" indicates the teachers' perspective. The title of the study (evaluation of the relationship between job satisfaction and emotional intelligence) was revealed to the respondents. Thus, as enough responses were gathered, the data were checked to make sure they are pertinent. To ensure validity of the instruments, the questionnaire was subjected to instrument validation by three experts to ascertain appropriateness of the items. The questionnaire was also administered to fifty-six participants in public secondary schools outside Abakaliki metropolis in order to examine the reliability of the instrument, and the outcome revealed the same characteristics as the area of the study. This outcome is an indication of sufficient

reliability of the instrument, and this was also confirmed by Cronbach's alpha value of 0.849, implying that the study was able to achieve internal consistency and reliability in the survey.

A quantitative analysis technique was applied to this study. The Pearson product-moment correlation test was used for data analysis in the expected relationship between teachers' emotional intelligence and job satisfaction. Cornbleet and Shea (1978) presuppose that the Pearson product-moment correlation is a statistical measure used to determine the direction and magnitude of association between two variables. The correlation test will be carried out utilising IBM SPSS. These measures will allow the research to achieve sound and reasonable findings, as agreed with the work of Hazrati et al. (2013), Khan et al. (2016), and Suleman et al. (2020), among other studies that applied this type of analysis in their various studies. However, for research studies to be carried out responsibly and with dignity, ethical issues are uppermost. This took into account the moral implications of the research and got informed consent from the participants (Illes et al., 2004; Kaewkungwal & Adams, 2019). A number of moral issues were thoroughly thought out and managed while collecting research information.

ANALYSIS OF RESULTS AND DISCUSSION

Correlation Coefficient Results

The collated data for the employed variables were obtained from the responses of the participants for all the questions as formulated for the three variables (job satisfaction, teamwork, and emotional intelligence). On this note, 5 questions were formulated for the emotional intelligence variable, 5 questions were formulated for the teamwork variable, and 10 questions were formulated for the job satisfaction variable to have varying views to eliminate biased outcomes. The study resolved to collate the mean value of the participants' responses to the questions for each variable, all resulting in the 148 observations. In this regard, correlation analysis was performed on the following objectives formulated in this study.

- i. Evaluate the role of self-awareness, self-motivation, and emotional regulation among teachers and their relationship with job satisfaction.
- ii. Ascertain the relationship between teachers' teamwork and job satisfaction.

Table 4.1 Pearson Product-Moment Correlation Coefficient

Variables	EI	TW	JS
EI	1		
TW	0.909	1	
JS	0.876	0.889	1

Source: Correlation Coefficient Results using SPSS

Note: (1) Number of observation is 148

(2) EI = Emotional Intelligence, TW = Team work, and JS = Job Satisfaction

This study aimed at evaluating the relationship between emotional intelligence and the level of job satisfaction among secondary school teachers. Table 4.1 findings showed there was a positive relationship between the two variables. Specifically, the correlation coefficient value of 0.876 shows that the relationship between teachers' self-awareness, self-motivation, and emotional regulation with job satisfaction is high and positive. This outcome supports the work of Hazrati et al. (2013), Khan et al. (2016), Suleman et al. (2020), Mohammad et al. (2020), Rogowska and Meres (2022), and other studies. Although, contradicting the outcomes reported by Cheng and Ickes (2009) and Moradi et al. (2012) in their work. In this case, Moradi et al. (2012) established that self-motivation was not related to job satisfaction on a significant level. Cheng and Ickes (2009) established that job

satisfaction is not related to self-motivation in any way, but self-motivation is crucial regarding deferring gratification and self-reinforcement.

However, the second objective had a correlation coefficient value of 0.889, suggesting that collaboration between teachers is strongly and positively related with job satisfaction. This result concurs with Hazrati et al. (2013), Hanaysha and Tahir (2016), Khan et al. (2016), and Mohammad et al. (2020), among others. Hazrati et al. (2013) determined that the job satisfaction of teachers is positively and significantly related to teamwork collaboration, an indicator that greater levels of teamwork collaboration result in a high level of job satisfaction for teachers. Khan et al. (2016) found that higher levels of teamwork and collaboration enhance job satisfaction. Evidently, this is in consonance with the contention of Manzoor et al. (2011) and Hanaysha (2016) that collaboration is a fundamental part of the new organisational style for the workplace due to the reason that team collaboration is one mechanism for improving employee power utilisation, which eventually will result in enhanced employee job satisfaction.

In addition, the outcome of the correlation coefficient result between team collaboration and emotional intelligence with a value of 0.909 reflected that emotional intelligence and teachers' collaboration have a very perfect correlation. This result therefore supports the findings of Valor-Segura et al. (2020), Nuraeni et al. (2021), Nguyen et al. (2022), and Fakhrou et al. (2022), among others. Nguyen et al. (2022), studying the relationship between emotional intelligence and teamwork among Vietnamese undergraduate students, established that emotional intelligence was positively related to teamwork performance. Valor-Segura et al. (2020) found that emotional intelligence was positively related to job satisfaction and that the relationship was partially mediated by effective teamwork communication among Spanish military cadets. Whereas Fakhrou et al. (2022) research among Saudi Arabian public school principals found a positive correlation of emotional intelligence with team competences,

Similarly, Nuraeni et al. (2021) research among karate players in Indonesia found intrapersonal and interpersonal intelligence to be positively correlated with team performance. These empirical findings are not so far from Sanyal and Hisam's (2018) argument that teamwork is capable of providing its members with more emotional stability, self-confidence, and the ability to plan and decide constructively among other individuals. Further, Gallie et al. (2012) established that teamwork maximises performance through empowering employees to apply their knowledge, skills, and capacities more intensely.

Discussion of Results

The study found that elements of emotional intelligence such as self-awareness, self-motivation, and self-regulation are associated with job satisfaction among teachers in Nigeria. This outcome becomes more evident when considered against the backdrop of Nigeria's teaching environment, which is often characterised by poor institutional leadership, weak professional support systems, and low teacher morale. The leadership in the Nigerian education system is known for the culture where teachers are likely to feel unappreciated, excluded from decision-making, and not adequately supported to professionally perform their duties. The observed strong relationship between emotional intelligence and job satisfaction underscores the urgent need for a paradigm shift in leadership from bureaucratic control to emotionally intelligent leadership that will foster empathy, teacher engagement, and reward systems. Since self-aware teachers are more likely to identify their strengths and limitations, set realistic goals, and track progress towards the goals, which can improve self-motivation. In Nigeria, where teachers often operate under resource-scarce and politicised school climates, self-awareness can serve as an emotional buffer that enhances motivation and resilience amidst systemic inadequacies. This is not far from the position that self-awareness is a central concern in psychology, with various degrees of consciousness that keep on changing dynamically (Rochat, 2003). In the same manner, Adil and Kamal (2016) affirm that behaviour, cognition, and emotion are constantly interacting to shape the attitudes towards job satisfaction.

The study established a connection between team collaboration and job satisfaction, which is an indication that a team approach is an essential strategy to be employed by Nigerian educators to ensure teachers work together in groups to accomplish given tasks. In the Nigerian schools' system, where hierarchical leadership has a tendency to suppress collaborative decision-making, collaboration between members of a team is the basis of

successful management to enhance efficiency in the teaching profession. Since studies have established that lack of cooperation between teachers' wastes resources, which poses a threat to the organisation's development (Hanaysha, 2016; Sanyal & Hisam, 2018). Also, this is not far from the assertion of Gallie et al. (2012) that teamwork enables employees to build task-related human capital through mutual and collective learning processes. It is worth noting that teamwork is valuable because it improves performance by empowering Nigerian teachers to implement their knowledge, skills, and capabilities better.

CONCLUSIONS AND PRACTICAL POLICY IMPLICATIONS

The study established that self-awareness, self-motivation, and emotional regulation are related to teachers' job satisfaction. Emotional intelligence is highly related to job satisfaction in the sense that teachers with good working conditions love their job, believe their work makes a difference, and are content with what they deliver. This study observed that teamwork is related to job satisfaction. This is an indication that teachers who enjoyed working as a team were more satisfied, given their high rate of compliance with team goals. The study affirms the degree to which job satisfaction and productive teamwork correlate, with increased collaboration evidencing increased job satisfaction. On that note, the outcomes of this study support the position of the ability model on emotional intelligence. The ability model emphasises emotional intelligence as a subset of cognitive intelligence, focusing on recognising and managing emotions. It emphasises self-evaluation, self-expression, self-control, and the use of emotions to improve performance.

The findings of this study have provided enough evidence to support the study's perspectives on the relationship between emotional intelligence and job satisfaction. This study also suggests that policymakers should create a welcoming workplace that encourages teachers' engagement, and this should be implemented with effective training programmes for emotional management. Apparently, this can lead to increased job satisfaction and productivity. Policymakers should encourage teamwork among teachers, regardless of the institutions' tendency towards individual targets and appraisal systems, considering that team collaboration can lead to better outcomes, increased efficiency, improved teachers' engagement, and knowledge sharing, among other benefits. This will also create an environment that promotes effective collaboration, enhances productivity, and achieves successful outcomes that will in turn enhance teachers' job satisfaction. The study suggests continuous improvement of office ambiance that will enhance workplace conditions for teachers because both teachers and schools will benefit from having a good working environment. Institutions can enhance teachers' satisfaction, productivity, and loyalty by fostering a positive work environment, which can result in greater benefits and outcomes. Finally, efficient leadership development programmes should be designed to help teachers develop skills to emotionally manage self and subordinates effectively. The programme should be flexibly adaptable to help teachers build competencies to manage anxiety, develop social-emotional skills, and improve mental health outcomes.

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