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The Relationship Between Emotional Competence and Job Satisfaction of Teachers in University of Azad Jammu and Kashmir

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ABSTRACT

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The present study was conducted to examine the relationship of emotional competence with job satisfaction of teachers in the university of Azad Jammu & Kashmir, to compare the emotional competence and, to determine the predictability of emotional competence for job satisfaction. The population of the study comprised on all the teachers working at the University of Azad Jammu and Kashmir. Emotional competence of teachers was measured by a predefined profile of emotional competence by Brasseur et al (2013). Job satisfaction level of teachers was measured by Teachers Job Satisfaction Scale developed by Mudgil (1991). Results from both scales were gathered and subjected to the Pearson correlation test. The study found that there is no significant correlation between emotional competence the and job satisfaction level of teachers in the university. Moreover, there lies no correlation between the factors of job satisfaction, that is, salary, management, service condition, work environment, relation with colleagues, and nature of the job has no relationship with emotional competence of teachers in the university.

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Introduction

Emotional competence involves skills such as identifying and labeling emotions, understanding the causes and consequences of emotions, regulating emotional responses, and utilizing emotions in adaptive ways to facilitate social interactions and problem-solving (Denham, 2009). According to Saarni (1999) underlines even more how interactions with peers and the environment shape an individual's ability to manage relationships and emotional experiences throughout time.

Job satisfaction among teachers is a critical factor influencing their performance and well-being in educational settings. Research suggests that job satisfaction is positively associated with factors such as job autonomy, collegial support, recognition, and intrinsic motivation. Teachers' job satisfaction influences their commitment to the profession, engagement in teaching activities, and willingness to invest time and effort in professional development. As described by, Locke (1969), refers to "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." This definition underscores the subjective nature of job satisfaction, emphasizing the individual's perception and evaluation of various aspects of their job. Moreover, job satisfaction encompasses multidimensional constructs, including but not limited to, satisfaction with work tasks, colleagues, supervisors, compensation, and organizational culture (Hackman, J. R., & Oldham, G. R., 1976). It is essential to recognize the diverse facets of job satisfaction to comprehensively assess its impact on employee well-being and organizational outcomes.

The relationship between job satisfaction and teachers' performance has been extensively studied in the educational context. Research indicates a strong positive correlation between job satisfaction and various indicators of teachers' effectiveness, including classroom instruction quality, student engagement, and academic achievement. Teachers who experience higher levels of job satisfaction are more likely to exhibit greater enthusiasm, dedication, and commitment to their profession, thereby positively influencing student outcomes and overall educational effectiveness. (Fincham R. and Rhodes P., 2003)

Statement of the Problem

Emotional competence is considered as one of the major skills to be able to adjust oneself in any environment. This is also believed that the emotional competence is said to be one of the main factors for job satisfaction. In order to understand this phenomenon this research was designed to investigate the relationship between emotional competence and job satisfaction of teachers at higher education level. By examining this, we can improve the work ethics of educational institutes as well as it may help to develop better policies for the institutes.

Objectives of the Study

To examine the relationship of emotional competence with job satisfaction of teachers

Hypotheses

- **Ho:** There is no significant relationship between emotional competence and job satisfaction of teachers
- **H1:** There is a significant relationship between emotional competence and job satisfaction of teachers

Significance of the Study

The present study will help to find the relationship of teacher's emotional competence and job satisfaction. If a significant relation found in the study, then the results of this study would be helpful to develop plans of actions towards positivity of job satisfaction and will help in reducing any factors, which affect negatively on job satisfaction level. The results of the study will enable the educational administrators to design and conduct training programs for teachers to prepare them for being emotionally competent. Moreover, this study will also help future researchers who will conduct the study in this area of research.

Literature Review

Job satisfaction is a crucial aspect of organizational behavior, influencing individual motivation, performance, and overall well-being. Locke (1969) defines job satisfaction as a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences. It encompasses various factors such as work conditions, pay, promotions, supervision, co-workers, and the nature of the work itself.

Numerous studies have examined this relationship and discovered that it is significant between emotional competence and job satisfaction (Al Mamun, 2016; Chiang & Hsieh, 2012; Ghorbani & Roshanzadeh, 2010; Guo & Huang, 2015; Nabi, Sood, & Ranjan, 2016).

Similarly, Bota (2013) delves into the job satisfaction of teachers, shedding light on the influence of intrinsic and extrinsic factors on their overall satisfaction. The findings underscore the importance of recognizing teachers' intrinsic motivations, such as a sense of accomplishment and fulfillment derived from impacting students' lives positively.

Mehta (2012) contributes to the discourse by examining job satisfaction among teachers and its impact on organizational behavior. The study identifies autonomy, recognition, and opportunities for career advancement as significant determinants of teachers' job satisfaction, indicating the pivotal role of organizational support in fostering a positive work environment.

Dr. T. H Syed (2012) portrayed the point of view of chiefs about the job satisfaction. The examination tells that the business must be taught about his job portrayal so he can think about his commitments and obligations. Agent must be surveyed after his job is performed if execution isn't sure he should be prescribed approaches to improve it. On the off chance that there ought to appear an event of advancement, he should be remunerated with the objective that progression may be continued.

Emotional Competence and Organizational Behaviours

Emotional Competence, which is the ability to catch, evaluate, and control emotions correctly, is the key element that dictates the management and outcomes in organizations. According to Ikävalko et al. (2020), The main issue of concern for is the role of emotional competence in working environment which is largely based on interpersonal relationships. Emotional

intelligence at the workplace is often associated with positive organizational culture. The study confirms the significance of emotional intelligence in the betterment of organizational communication, teamwork, and the conflict management which results in productivity and welfare of the employees.

Furthermore, Borisova (2015) investigates the professional and emotional intelligence of government officials, and he shows emotional intelligence to be an equipment for efficiency for job delivery in bureaucratic set ups. The findings point to the importance of emotion competence in unravelling the organizational dilemmas and of employees conducting good decision-making processes. On the other hand, Drozdowski (2016) implements an empirical study on the emotional parts of competence among executives, this feature being a very important one as far as the leadership effectiveness and the organizational success are concerned. The study brings into focus the issue of self-awareness, empathy, and emotional regulation that serves as the leading cause of positive outcomes and shows the level of employee engagement and satisfaction. Additionally, Gerbeth et al. (2022) were focused on the interconnections between the emotional competence and team learning behaviors and could explore the role of emotional intelligence in affecting the processes and knowledge sharing within teams. The study underscores the impact of emotional competency that in a turn produces psychological safety, trust, and open communication that are the key components of an atmosphere of continuous learning and innovation within organizations.

Those with emotional intelligence in working organizations, according to Boyatzis (2021), demonstrate an interest in learning how to process emotions and apply them to emotionally charged circumstances. As such, they view it as a means of maintaining their uniqueness rather than submitting to the goals and regulations of the organization. Furthermore, a recent study showed that those with low emotional intelligence find it difficult to cope with complex situations (Cherniss et al., 2020). But keep in mind that emotional competency, which is necessary for a smooth transition process, cannot be shown by the use of just one skill.

Cherniss et al., (2020) explored into the relationship between skills learned in the workplace that facilitate high-quality adaptation to significant emotional events, building social capital, and leading to outstanding performance aimed at the identification of this pattern. The integration of these skills can best be realized only if people strive to develop these skills intentionally. Therefore, it's advisable to regard these skills as assets and suggest that they contribute to defining distinct competencies in managing oneself: there is a direct relationship between how well an individual can use these skills and the atmosphere of the emotionally challenging situations. On the other hand, the individual's professional selves can be considered as a mirror of his/her emotional personality, which involves integrating emotional abilities into effective actions (Goleman, 2021). Every case calls for different competences, and not everyone has tools enough to respond in the same way. Emotional character also concerns the distant part of individuals' emotional experiences (Petrides & Furnham, 2016). Ashkanasy and Humphrey (2011) focused on a specific area: showing how sales staff communicate with customers and co-workers within the company. Almost all research in emotion concentrates on how workers understand and follow emotion rules within their organizations and how these rules can lead to discord, or be seen as disharmony and dishonesty. Less attention has been paid to how workers apply a range of complex skills and achieve a holistic working self while experiencing positive emotions. In addition, generativity implies a need to progress and to develop as a collective, molding one's self-image in a way that will make it more open and emotionally sensitive (Brackett et al., 2019).

Emotional Competence and Job Satisfaction

Numerous studies have examined this relationship and discovered that it is significant between emotional competence and job satisfaction (Al Mamun, 2016; Chiang & Hsieh, 2012; Ghorbani & Roshanzadeh, 2010; Guo & Huang, 2015; Nabi, Sood, & Ranjan, 2016). Emotional competence in particular has been connected to improved job performance overall, higher levels of motivation, and increased job satisfaction (Chiang & Hsieh, 2012; Guo & Huang, 2015; Nabi et al., 2016). Moreover, it has been discovered that emotional competency among workers in a variety of sectors and professions predicts workplace satisfaction (Al Mamun, 2016; Ghorbani & Roshanzadeh, 2010). These results imply that emotional intelligence is a significant factor in influencing job satisfaction.

An examination, driven by Arfin, (2015) proposed to find and analyze the effect of competence, motivation, and various leveled competence to auxiliary teacher job satisfaction and execution in Jayapura City, Papua, Indonesia. The examination was coordinated on 117 respondents of 346 teachers by techniques for overview. Revelations of the examination showed that competence and progressive culture impact insistently and insignificantly teacher job satisfaction. While job motivation impacts determinedly and in a general sense teacher job satisfaction, anyway it didn't give any important effect on teacher execution. Competence and job satisfaction impact strongly and on a very basic level teacher execution, in conviction various leveled culture essentially has positive yet unimportant effect to job satisfaction. Since emotional intelligence has been linked to improved job performance, increased job satisfaction, and overall organizational success, it has gained significant importance in the workplace. Work satisfaction has been connected to both organizational performance and employee

retention. It is a critical measure of employee performance and commitment. This review looks at studies that look at the connection between job satisfaction and emotional competence at the university level and talks about the consequences of those studies. At the university level, research has shown a relationship between job happiness and emotional competence.

According to a study by Sarpong et al. (2024), among lecturers at higher learning institutions in Ghana, emotional intelligence was positively correlated with job satisfaction. In a similar vein, A study by Sarpong et al. (2024) examined emotional intelligence and job satisfaction among 248 lecturers across twenty colleges of education in Ghana. The study found a significant positive relationship between lecturers' emotional intelligence and their job satisfaction, with work-life balance and workplace environment acting as partial mediators of that relationship. These results support the idea that, at the university level, emotional competence plays a meaningful role in job satisfaction. As with the broader body of research on this topic, emotional competence appears to be one of several factors influencing job satisfaction within any organization, and job satisfaction itself tends to be closely tied to how members of an organization perceive and manage their emotional experiences at work.

Research Methodology

The correlational research design is used to carry out the study, because it allows a study of the relationship between emotional competence and job satisfaction without carrying out manipulation of variables (Creswell, 2014). This design is compatible with the research objectives and provides a solid structure analyzing the relational and comparative cross-section of the study.

Population

The target population of this research study was the male and female teachers who teach in the University of Azad Jammu and Kashmir Muzaffarabad. The total number of is given in the Table 1.

Table 1. Representing population of the study

Total number of Teachers in the Institute		225
Faculties	Gender	Number of Teachers
Faculty of Arts	Male	48
	Female	31
	Total	79
Faculty of Sciences	Male	112
	Female	34
	Total	146

Sample

Out of the 225 faculty members approaching, 150 participants returned fully complete questionnaires, which slightly exceeded the required sample size of 144, enhancing the reliability of the data. Among the respondents, 103 were male (68.6%) and 47 were female (31.4%).

Research Instrument

Two questionnaires were used as a tool to collect data for the present research study. To determine the emotional competence of the participants, a tool "Profile of Emotional Competence" developed by Brasseur et al. (2013) was used. To measure the job satisfaction level of the participants, Teachers Job Satisfaction Scale developed by Mugdil, 1991 was administered to the population. The questionnaire was simple, comprehensive, easy to understand, and contained close ended question. The questionnaire designed for measuring job satisfaction contained 20 close ended questions and Five Point Likert Scale was used to measure the responses.

Validity

Perhaps, both the questionnaires used in this study are pre-designed and already validated by the authors. So, the content validity of the tools was assumed as valid. However, the tools were discussed with the supervisor and formatted according to the norm to ensure the face validity.

Reliability

Teachers' Job Satisfaction Scale

The teachers' job satisfaction scale was administered to 20 participants other than the sample. The data collected from 20 participants was subjected to reliability test using SPSS 25. The results of reliability test show that the value of Cronbach's alpha was 0.988 which means that the instrument is highly reliable.

Table 2: Teachers' Job Satisfaction Scale (Case Processing Summary)

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

Teachers' Job Satisfaction Scale (Reliability Statistics)

Cronbach's Alpha	N of Items
.988	29

Profile for Emotional Competence

The profile for emotional competence questionnaire was administered to 20 participants other than the sample. The data collected from 20 participants was subjected to reliability test using SPSS 25. The results of reliability test show that the value of Cronbach's alpha was 0.994 which means that the instrument is highly reliable.

Table 3:

Profile for Emotional Competence (Case Processing Summary)

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

Profile for Emotional Competence (Reliability Statistics)

Cronbach's Alpha	N of Items
.994	50

Data Collection

The data was collected from the faculty members in the university under two faculties (Faculty of Arts & Faculty of Sciences) in University of Azad Jammu and Kashmir. The data was collected through administering both questionnaires to the

participants by the researcher. The questionnaire was initially sent to 225 participants out of which 75 participants voluntarily refused to response due to their busy schedule or due leave and other matters. 150 participants completely responded to the questionnaire. The response rate for data collection was 66%.

Data Analysis

To measure the emotional competence; the scores for emotional competence were collected using the scoring key developed by Brasseur (2013). The collected scores were analyzed Using SPSS. "Pearson Correlation Coefficient" was applied to the collected data to find the correlation between job satisfaction and emotional competence.

Results And Discussion

Through the analysis of the data, results are forwarded here along with a fruitful discussion.

Relationship between Identification of own emotions and Job Satisfaction**Table 4. Identification of own emotions * Job Satisfaction**

			Identification of own emotions	Job Satisfaction
Identification of own emotions			Pearson Correlation	1
			Sig. (2-tailed)	.011
			N	.895
Job Satisfaction			Pearson Correlation	150
			Sig. (2-tailed)	150
			N	.011

The table shows that there is a weak positive relationship between the identification of own emotions and the job satisfaction of teachers at the University as the value of “r” is 0.011. However, the relationship is not significant as the value of “p” is 0.895 which is greater than the test value 0.05.

Relationship between Identification of others’ emotions and Job Satisfaction**Table 5. Identification of others’ emotions * Job Satisfaction**

		Identification of others’ emotions		Job Satisfaction
Identification of others’ emotions	Pearson			
	Correlation	1		.048
	Sig. (2-tailed)			.557
	N	150		150
Job Satisfaction	Pearson			
	Correlation	.048		1
	Sig. (2-tailed)	.557		
	N	150		150

The table shows that there is a weak positive relationship between the identification of others’ emotions and the job satisfaction of teachers at the University as the value of “r” is 0.048. However, the relationship is not significant as the value of “p” is 0.557 which is greater than the test value 0.05.

Relationship between Understanding of own emotions and Job Satisfaction**Table 6. Understanding of own emotions * Job Satisfaction**

	Understanding of own emotions		Job Satisfaction
Understanding of own emotions	Pearson Correlation	1	-.042
	Sig. (2-tailed)		.606
	N	150	150
Job Satisfaction	Pearson Correlation	-.042	1
	Sig. (2-tailed)	.606	
	N	150	150

The table shows that there is a weak negative relationship between the understanding of own emotions and the job satisfaction of teachers at the University as the value of “r” is -.042. However, the relationship is not significant as the value of “p” is 0.606 which is greater than the test value 0.05.

Relationship between Understanding others’ emotions Job Satisfaction**Table 7. Understanding of others’ emotions * Job Satisfaction**

	Understanding of others’ emotions		Job Satisfaction
Understanding of others’ emotions	Pearson Correlation	1	.021
	Sig. (2-tailed)		.799
	N	150	150
Job Satisfaction	Pearson Correlation	.021	1
	Sig. (2-tailed)	.799	
	N	150	150

The table shows that there is a weak positive relationship between the understanding of others’ emotions and the job satisfaction of teachers at the University as the value of “r” is 0.021. However, the relationship is not significant as the value of “p” is 0.799 which is greater than the test value 0.05.

Relationship between Expression of own emotions Job Satisfaction**Table 8. Expression of own emotions * Job Satisfaction**

	Expression of own emotions		Job Satisfaction
Expression of own emotions	Pearson Correlation	1	-.002
	Sig. (2-tailed)		.983
	N	150	150
Job Satisfaction	Pearson Correlation	-.002	1
	Sig. (2-tailed)	.983	
	N	150	150

The table shows that there is a weak negative relationship between the expression of own emotions and the job satisfaction of teachers at the University as the value of “r” is -.002. However, the relationship is not significant as the value of “p” is 0.983 which is greater than the test value 0.05.

Relationship between Listening to others’ emotions Job Satisfaction**Table 9. Listening to others’ emotions * Job Satisfaction**

	Listening to others’ emotions		Job Satisfaction
Listening to others’ emotions	Pearson Correlation	1	-.102
	Sig. (2-tailed)		.213
	N	150	150

Job Satisfaction	Pearson Correlation	-.102	1
	Sig. (2-tailed)	.213	
	N	150	150

The table shows that there is a weak negative relationship between listening to others' emotions and the job satisfaction of teachers at the University as the value of "r" is -0.102. However, the relationship is not significant as the value of "p" is 0.213 which is greater than the test value 0.05.

Relationship between Regulation of own emotions Job Satisfaction

Table 10. Regulation of own emotions * Job Satisfaction

	Regulation of own emotions		Job Satisfaction
Regulation of own emotions	Pearson Correlation	1	.086
	Sig. (2-tailed)		.295
	N	150	150
Job Satisfaction	Pearson Correlation	.086	1
	Sig. (2-tailed)	.295	
	N	150	150

The table shows that there is a weak positive relationship between the regulation of own emotions and the job satisfaction of teachers at the University as the value of "r" is 0.086. However, the relationship is not significant as the value of "p" is 0.295 which is greater than the test value 0.05.

Relationship between Regulation of others' emotions Job Satisfaction

Table 11. Regulation of others' emotions * Job Satisfaction

	Regulation of others' emotions		Job Satisfaction
Regulation of others' emotions	Pearson Correlation	1	.030
	Sig. (2-tailed)		.712
	N	150	150
Job Satisfaction	Pearson Correlation	.030	1
	Sig. (2-tailed)	.712	
	N	150	150

The table shows that there is a weak positive relationship between the regulation of others' emotions and the job satisfaction of teachers at the University as the value of "r" is 0.030. However, the relationship is not significant as the value of "p" is 0.712 which is greater than the test value 0.05.

Relationship between Utilization of own emotions Job Satisfaction

Table 12. The utilization of own emotions * Job Satisfaction

	The utilization of own emotions		Job Satisfaction
The utilization of own emotions	Pearson Correlation	1	.044
	Sig. (2-tailed)		.593
	N	150	150
Job Satisfaction	Pearson Correlation	.044	1
	Sig. (2-tailed)	.593	
	N	150	150

The table shows that there is a weak positive relationship between the utilization of own emotions and the job satisfaction of teachers at the University as the value of "r" is 0.044. However, the relationship is not significant as the value of "p" is 0.593 which is greater than the test value 0.05.

Relationship between Utilization of others' emotions Job Satisfaction**Table 13. The utilization of others' emotions * Job Satisfaction**

		EF10	Job Satisfaction
The utilization of others' emotions	Pearson Correlation	1	.026
	Sig. (2-tailed)		.752
	N	150	150
Job Satisfaction	Pearson Correlation	.026	1
	Sig. (2-tailed)	.752	
	N	150	150

The table 13 shows that there is a weak positive relationship between the utilization of others' emotions and the job satisfaction of teachers at the University as the value of "r" is 0.026. However, the relationship is not significant as the value of "p" is 0.752 which is greater than the test value 0.05.

Overall Correlation Test**Table 14. Emotional Competence * Job Satisfaction**

Factors		Emotional Competence	Job Satisfaction
Emotional Competence	Pearson Correlation	1	.056
	Sig. (2-tailed)		.496
	N	150	150
Job Satisfaction	Pearson Correlation	.056	1
	Sig. (2-tailed)	.496	
	N	150	150

Table shows that responses of 150 respondents were analyzed for statistical tests, i.e., Pearson Correlation. Calculated value of Pearson Correlation 0.056 which shows a weak positive correlation between the tested factors. However, the value of "p" is 0.496 which is greater than 0.05, so, there is no significant correlation between emotional competence and job satisfaction level of participants of the study.

Table 4.1.12. Correlation of Emotional Competence Within the Factors of Job

Satisfaction									
Factors		Salary	Management	Serv. Condition	Work Environment	Relation with Colleagues	Nature of Job	Emotional Competence	Job Satisfaction Level
Salary	Pearson Correlation	1	.062	.015	.337**	.046	.010	-.006	.495**
	Sig. (2-tailed)		.452	.857	.000	.579	.900	.940	.000
	N	150	150	150	150	150	150	150	150
Management	Pearson Correlation	.062	1	.133	.379**	-.014	.114	-.095	.432**
	Sig. (2-tailed)	.452		.105	.000	.868	.165	.246	.000
	N	150	150	150	150	150	150	150	150
Serv. Condition	Pearson Correlation	.015	.133	1	.531**	.498**	.213**	.074	.658**
	Sig. (2-tailed)	.857	.105		.000	.000	.009	.368	.000
	N	150	150	150	150	150	150	150	150
Work Environment	Pearson Correlation	.337**	.379**	.531**	1	.353**	.312**	.094	.836**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.254	.000
	N	150	150	150	150	150	150	150	150
Relation with Colleagues	Pearson Correlation	.046	-.014	.498**	.353**	1	.088	.143	.539**
	Sig. (2-tailed)	.579	.868	.000	.000		.285	.082	.000
	N	150	150	150	150	150	150	150	150
Nature Of Job	Pearson Correlation	.010	.114	.213**	.312**	.088	1	-.014	.511**
	Sig. (2-tailed)	.900	.165	.009	.000	.285		.861	.000
	N	150	150	150	150	150	150	150	150
EC Of Participants	Pearson Correlation	-.006	-.095	.074	.094	.143	-.014	1	.056
	Sig. (2-tailed)	.940	.246	.368	.254	.082	.861		.496
	N	150	150	150	150	150	150	150	150
JSL of Participants	Pearson Correlation	.495**	.432**	.658**	.836**	.539**	.511**	.056	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.496	
	N	150	150	150	150	150	150	150	150

****.** Correlation is significant at the 0.01 level (2-tailed).

Table shows the factor wise distribution of job satisfaction with emotional competence of participants. There were 6 factors of job satisfaction studied against emotional competence of the respondents. These factors were salary, management, service condition, work environment, relation with colleagues, and nature of job. Below is the isolated description of analysis.

- **Salary:** Pearson value -0.006 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between salary (the factor of job satisfaction) and emotional competence.

- **Management:** Pearson value -0.095 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between management (the factor of job satisfaction) and emotional competence.
- **Service condition:** Pearson value 0.074 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between service condition (the factor of job satisfaction) and emotional competence.
- **Work environment:** Pearson value 0.094 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between salary (the factor of job satisfaction) and emotional competence.
- **Relation with colleagues:** Pearson value 0.143 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between salary (the factor of job satisfaction) and emotional competence.
- **Nature of Job:** Pearson value 0.014 for the factor salary against emotional competence of respondents is less than critical value. This shows that there is no significant correlation lies between nature of job (the factor of job satisfaction) and emotional competence.

Findings and Discussion

The findings of this study contrast with previous literature, which suggests a significant relationship between emotional competence (EC) and job satisfaction. Whereas, this study found out that, there is no significant correlation between job satisfaction and emotional competence of teachers in University of Azad Jammu and Kashmir. Several studies have indicated that emotional intelligence plays a vital role in improving job performance, interpersonal relationships, and organizational outcomes, thereby enhancing job satisfaction (Sarpong, A. B., Nyamekye, F., Afrifa Jnr, S., & Agbemava, E. (2024).). However, this study found no significant correlation between EC and job satisfaction among teachers at the University of Azad Jammu and Kashmir, which challenges these established views. One possible explanation for this discrepancy could be that the context in which the study was conducted may differ from other settings where emotional intelligence is strongly linked to job satisfaction. The local culture, work environment, and institutional factors at the university may play a larger role in influencing job satisfaction, which could diminish the impact of emotional competence on teachers' overall job satisfaction.

Furthermore, the study found no significant correlations between specific job satisfaction factors (e.g., salary, management, work environment, and relationships with colleagues) and emotional competence, reinforcing the idea that job satisfaction is a multifaceted construct influenced by various external factors (Al Mamun, 2016; Ikävalko et al., 2020). In contrast to previous studies where these factors were positively associated with emotional competence, the absence of such correlations in this study suggests that other non-emotional factors might play a more substantial role in shaping job satisfaction in this particular university context.

Recommendations

The study recommends that:

1. Institutional leadership is encouraged to conduct periodic internal surveys on job satisfaction to inform evidence-based policy making and improve faculty retention and performance.
2. Professional development programs and faculty support initiatives may be designed and implemented based on the identified satisfaction and dissatisfaction areas to enhance teaching effectiveness and institutional commitment.

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