

EMOTIONAL INTELLIGENCE, RESILIENCE, AND JOB SATISFACTION IN SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study explores the relationships between emotional intelligence, resilience, and job satisfaction among secondary school teachers. The study aimed to examine whether emotional intelligence and resilience significantly influence job satisfaction. A correlational research design was used, and data was collected from 300 male and female secondary school teachers, aged above 25, working in public and private schools. A non-probability purposive sampling technique was employed. The assessment tools included a Demographic Information Sheet, Emotional Intelligence Scale, Brief Resilience Scale, and Minnesota Satisfaction Questionnaire. Data was analyzed using Pearson Product Moment Correlation and Linear Regression Analysis through SPSS. Results revealed a significant positive relationship between emotional intelligence and job satisfaction, as well as between resilience and job satisfaction. Regression analysis indicated that both emotional intelligence and resilience are significant positive predictors of job satisfaction among Secondary school teachers. Among demographic variables, factors such as age and teaching experience were found to have a significant influence on job satisfaction, whereas variables such as marital status and type of institution showed no significant effect. The study highlights the importance of enhancing emotional intelligence and resilience to improve job satisfaction and emphasizes the need for supportive work environments and professional development programs to promote teachers' psychological well-being and effectiveness.

I. INTRODUCTION

Teaching is one of the most demanding and influential professions, where secondary school teachers play a key role in shaping students' academic and personal development. However, the modern educational environment places increasing pressure on teachers, requiring them to manage heavy workloads, handle diverse classroom behaviors, and meet high expectations from schools and society. These challenges can affect their mental well-being and overall satisfaction with their job. Two important factors that support teachers in dealing with these challenges are emotional intelligence and resilience. Emotional intelligence helps teachers build positive relationships with students and colleagues and handle stressful situations calmly. Resilience, on the other hand, helps teachers to deal with work pressure and continue performing their roles effectively. These qualities are closely linked to job satisfaction. When teachers have strong emotional intelligence and resilience, they are more likely to experience positive feelings about their job, feel motivated, and remain committed to their profession. This study, therefore, aims to examine the relationship between emotional intelligence, resilience, and job satisfaction among secondary school teachers.

Emotional Intelligence

According to Salovey et al., (1990) emotional intelligence is the ability to understand one's own emotion as well as those of others, and to rationally use that emotional information to guide cognitive activities. The primary objective of this study was to examine how secondary school teachers' coping mechanisms may be impacted by their emotional intelligence and resilience. Salovey and Mayer's ability model of emotional intelligence that involve four key components: perceive emotions accurately, use emotions to facilitate cognitive activities, comprehending emotions, and regulating emotions. These components involve skills such as recognizing emotions in oneself as well as others with accuracy and using them as a guide reasoning and decision-making, comprehending complex emotional states, and effectively regulating emotions in various situations (Salovey et al., 1990). Moreover, emotional intelligence significantly contributes to resilience, the ability to overcome hardships and maintain psychological well-being in the face of challenges. Individuals with higher emotional intelligence are better equipped to cope with stressors, regulate their emotions effectively, and navigate difficult circumstances with resilience (Tugade et al., 2004).

Resilience

The ability to find a positive way to recover from difficult life events, including trauma, stress, and adversity is referred to as resilience (Waller, 2001). In psychological terms, it involves not only enduring hardship but also maintaining or regaining a stable level of functioning after such experiences (Masten, 2009). It is widely accepted that resilience is shaped by both personal characteristics and external environmental factors. These include internal resources such as optimism, emotional regulation, and self-efficacy, as well as external supports like family, community, and cultural systems (Luthar & Cicchetti, 2000). Ungar's (2011) ecological Model of resilience, highlights the fact that resilience is not just an internal quality but is influenced by interactions between the individual and their environment. Factors such as supportive relationships, cultural values, access to education, healthcare, and employment opportunities are essential for fostering resilience. It highlights that individuals are more likely to adapt, thrive when they are implant in resource-rich and supportive social contexts. At the heart, Resilience is the balance between protective and risk variables. Risk factors, such as experiencing trauma or ongoing stress, intensify the chance of emotional distress, whereas protective factors like strong social ties and effective coping strategies lessen this risk. Studies indicate that resilience is a dynamic process that changes over time and varies in different situations. Aspects like a positive self-image, the ability to think flexibly, and having encouraging relationships remarkably donate to building resilience (Rutter, 1987). Investigating resilience is especially important in framework involving trauma and deprivation like natural disasters, violence, or chronic illness. Research indicates that resilient people are more likely to find meaning and purpose in difficult circumstances and are less likely to have mental health issues like anxiety or despair (Bonanno, 2004).

Job Satisfaction

Job satisfaction relates to an individual's circumstances at work and is differ from a person's morale. Numerous studies have demonstrated that workplace characteristics, such as job pressure, burnout, and work engagement, can have a significant impact on employee well-being. According to research by Halbesleben & Buckley (2004), high work pressure, excessive emotional demands and role ambiguity can result in sleep disturbances, emotional exhaustion and deteriorating physical health among employees. Arnold (1998), identifies two reasons for the importance of job satisfaction. First general mental well-being and second work place happiness, job satisfaction increases motivation and, consequently, job performance. If an individual is unhappy at work, they are likely unhappy in general. The stress among employees and the effect it can have on an organization has received a substantial amount of research. In the context of Pakistan's education system, secondary school teachers often deal with particular difficulties including overcrowded classrooms, insufficient instructional resources and high societal expectations, which can strain their emotional and psychological resilience (Shah et al., 2018). The capacity to identify, comprehends, and control one's own emotions as well as those of others is known as emotional intelligence (Goleman, 1995).

Theoretical Framework

Konstantino's (2001) Trait emotional intelligence theory suggests that emotional intelligence can be conceptualized as a set of self-perceptions about one's own emotional abilities. It focuses on individual differences in emotional intelligence and suggests that people may vary in their emotional abilities based on personality traits. Psychological resilience theory, in psychology, resilience is often studied in the context of individuals and their

ability to adapt to adversity. Psychological resilience theories focus on factors that contribute to an individual's ability to cope with stressors, such as personal characteristics (e.g., self-esteem, optimism), social support, and coping strategies (Norman et al., 1970). The job satisfaction model (Lent and Brown, 2006) provides a unifying framework for understanding self-efficacy and work conditions' influences on job satisfaction. According to the model, job satisfaction is expected for those who strongly believe in their capability to accomplish job tasks under favorable work conditions. Job satisfaction is a personal gratification from one's different aspects of the work environment (Weiss et al., 1967). Work conditions and characteristics are associated with job satisfaction, including role stressors (e.g., work conflict, overload) and work events, which may influence job satisfaction and self-efficacy. Herzberg's Two-Factor Theory of Job Satisfaction (1959) explains that job satisfaction and dissatisfaction are influenced by two separate sets of factors: motivators and hygiene factors. Motivators, such as achievement, recognition, responsibility, and opportunities for growth, are intrinsic to the job and lead to higher satisfaction when present. Hygiene factors, such as salary, working conditions, supervision, and organizational policies, are extrinsic and prevent dissatisfaction but do not necessarily increase satisfaction. In the context of secondary school teachers, motivators could include recognition for teaching excellence and professional development opportunities, while hygiene factors could include adequate classroom facilities and manageable workload.

I. METHOD

Participants

The study utilized a correlational research design, which allowed for the assessment of the relationship between the study variables at a single point in time and was consistent with the survey approach. A purposive sampling technique was used to collect data, as the target population consisted of secondary school teachers aged 25 to 50 years working in public and private schools. The study included a total of 300 secondary school teachers, comprising both male and female participants. The sample covered four age groups: 25–35, 35–40, 40–45, and 45–50 years. Regarding age distribution, the largest proportion of participants was between 25 and 35 years (43.8%), followed by those aged 35–40 years (29.6%), 40–45 years (15.8%), and 45–50 years (10.8%). In terms of gender, 162 participants (54.0%) were male, while 138 (46.0%) were female. Regarding educational qualifications, 107 participants (41.2%) held a bachelor's degree, 82 (31.5%) held a master's degree, 48 (18.5%) had an M.Phil. or PhD qualification, and 23 (8.8%) had an intermediate or high school education. In terms of school type, 160 participants (53.3%) worked in government schools, while 140 (46.7%) worked in private schools. Regarding socioeconomic status, the majority belonged to the middle class (70.7%), followed by the upper class (16.0%) and lower class (13.3%). For family structure, 116 participants (38.7%) belonged to nuclear families, while 73 (24.3%) belonged to joint families. Regarding work experience, the largest proportion had 5–10 years of experience (46.7%), followed by 1–5 years (35.4%) and 10 years or more (6.3%). In terms of marital status, 177 participants (59.1%) were married, 100 (33.2%) were unmarried, and 23 (7.6%) were divorced. Overall, the sample included teachers from different age groups, educational backgrounds, school types, socioeconomic statuses, and marital statuses, providing demographic diversity for examining the study variables.

Measures

The Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law, 2002) was used to assess emotional intelligence. The scale comprises 16 items across four dimensions: perceiving emotions, managing emotions, understanding emotions, and using emotions to facilitate thought. Items are rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Cronbach's alpha of the scale in this study was .84, indicating good internal consistency. The Brief Resilience Scale (BRS; Smith et al., 2008) was utilized to measure resilience, particularly individuals' ability to recover from stress and adversity. The scale consists of 6 items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The BRS demonstrated a Cronbach's alpha of .91 and test-retest reliability of .62. The Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967) Short Form was used to assess job satisfaction. The scale comprises 20 items measuring intrinsic, extrinsic, and general job satisfaction. Items are rated on a 5-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). The Cronbach's alpha of the scale in this study was .87, indicating good internal consistency.

Procedure

The study followed the ethical guidelines of the APA 7th edition. Departmental permission was obtained before data collection. Participants were approached with a consent form, demographic questionnaire, and study instruments. First, participants were provided with a consent form that clearly explained their voluntary participation and their right to withdraw from the study without any adverse consequences. After signing the consent form, participants were provided with the demographic questionnaire and study instruments, which took approximately 20 minutes to complete. After data collection, the data were entered into IBM SPSS 27 version for analysis. It is noteworthy that the data were collected physically; therefore, only public and private secondary schools accessible to the researcher were included in the data collection process.

II. RESULTS

Table I: Psychometric Properties & Reliability Analysis of the Scale (N = 300)

Variables	K	M	SD	α
Emotional Intelligence	33	106.67	14.02	.74
Resilience	06	18.95	3.60	.56
Job Satisfaction	20	65.16	18.72	.61

Note. K=No. of items, M=Mean, SD=Standard Deviation, α =Cronbach's Alpha

Table 1 presents the Cronbach's alpha values for all the scales used in the present study. The Emotional Intelligence Scale showed a Cronbach's alpha of .74, indicating high internal consistency. The Brief Resilience Scale demonstrated good reliability with a Cronbach's alpha of .56, reflecting moderate internal consistency followed by the Job Satisfaction Scale also yielded a Cronbach's alpha of .61, indicating good internal reliability.

Table II: Correlational Analysis (N = 300)

Variables	1	2	3
1. Emotional Intelligence	--		
2. Resilience	.45**	--	
3. Job Satisfaction	.60**	.47**	--

** $p < .01$

The above table shows significant positive associations among emotional intelligence, resilience, and job satisfaction. Emotional intelligence was positively correlated with resilience ($r = .45$, $p < .01$) and job satisfaction ($r = .60$, $p < .01$). Similarly, resilience was positively correlated with job satisfaction ($r = .47$, $p < .01$).

Table III: Multiple Linear Regression Analysis of Emotional Intelligence and Resilience as Predictors of Job Satisfaction

Model	Predictors	M	SD	B	SE	β	t	p
1	Emotional Intelligence	65.15	8.73	.60	.13	.24	4.60	.00
2	Resilience	18.95	3.61	.30	.03	.48	9.01	.00

Note. M= Mean, SD= Standard deviation, b= Unstandardized beta, SE= Standard error, β = Standardized beta, EI=

The result from Table 3 indicates that emotional intelligence and resilience both were significant positive predictor of Job satisfaction. The value of for the Model 1 indicates that 36% variance in emotional intelligence can be accounted for by the effect of job satisfaction. The direction of relationship is positive. 1 S.D increase in emotional intelligence is likely to result 24% increase in job satisfaction. The value of Model 2 indicated that 22 % variance in resilience can be accounted for the effect of job satisfaction. The direction of relationship is positive. 1 S.D increase in resilience is likely to result 48% increase in job satisfaction.

Table IV: Independent Sample T-Test Shows Gender Difference for Emotional Intelligence, Resilience and Job Satisfaction (N = 300)

Variable	Male (N=168)	Female (N=132)	t(df)	p	Cohen's d
	M(SD)	M(SD)			
Emotional Intelligence	101.42(11.95)	110.4(14.1)	5.65(298)	.00	-0.68
Resilience	17.86(3.74)	19.80(3.26)	4.46(298)	.00	-0.55
Job Satisfaction	61.93(8.25)	67.69(8.26)	5.57(298)	.00	-0.69

Note. CI=Confidence Interval, UL=Upper limit, LL=Lower limit, M=Mean, SD=Standard deviation, EI=Emotional Intelligence, R=Resilience, JS=Job Satisfaction, * $p<.05$, ** $p<.01$, *** $p<.001$

Results from Table 4 indicate that there are statistically significant differences on emotional intelligence, resilience and job satisfaction between male and female secondary school teachers. Female secondary school teachers tends to have high level of emotional intelligence, resilience and job satisfaction than male secondary school teachers.

III. DISCUSSION

The present study demonstrated significant positive associations among emotional intelligence, resilience, and job satisfaction in secondary school teachers. The findings indicated that teachers with higher emotional intelligence and greater resilience tended to report higher levels of job satisfaction. These findings suggest that emotional intelligence and resilience are important psychological resources that may help teachers manage workplace stress, regulate emotions, cope with professional challenges, and maintain positive attitudes toward their jobs. The results are consistent with previous research by Chen and Xie (2025), which highlighted the role of emotional intelligence in enhancing teachers’ job satisfaction, particularly when supported by resilience. Similarly, Junying Lu et al. (2024) emphasized that teacher resilience is an important personal resource associated with well-being and job satisfaction, particularly under high job demands. The present study also found that emotional intelligence and resilience significantly predicted job satisfaction, supporting the hypothesis that both variables contribute to teachers’ professional well-being. These findings are consistent with Mammadzada et al. (2023), who reported that emotional intelligence predicts teachers’ job satisfaction and may be associated with improved emotional well-being. Overall, the findings highlight the importance of strengthening emotional intelligence and resilience to support job satisfaction among secondary school teachers.

The findings also indicated significant associations between demographic characteristics and the study variables, particularly age, while significant gender differences were reported in emotional intelligence, resilience, and job satisfaction. These results suggest that teachers’ psychological resources and professional experiences may vary across demographic groups. The observed relationships involving age, education, socioeconomic status, school type, and family structure indicate that individual and contextual characteristics may be relevant when examining teachers’ emotional intelligence, resilience, and job satisfaction. However, the specific direction and significance of these relationships should be interpreted according to the statistical results. The findings concerning gender differences suggest that male and female teachers may differ in their emotional competencies, coping abilities, and professional satisfaction, although these differences should not be generalized without considering the characteristics of the sample. Previous research by Sojer et al. (2024) explored gender differences in emotional intelligence and resilience, highlighting potential differences in emotional awareness, regulation, and resilience across genders. Furthermore, Collie (2021) emphasized the relevance of workload and occupational stress to teachers’ emotional well-being and job satisfaction. Taken together, these findings highlight the importance of considering both personal and workplace factors when understanding teachers’ psychological well-being. Educational institutions may benefit from providing supportive working environments and professional development opportunities that strengthen emotional competencies and resilience while addressing the diverse needs of teachers.

Despite its contributions, the present study had several limitations that should be considered when interpreting the findings. First, the use of self-report measures may have introduced response biases, including social desirability and inaccurate self-perceptions. Future studies could incorporate multiple assessment methods, such

as peer evaluations, supervisor ratings, and observational techniques, to strengthen the validity of the findings. Second, the sample was limited to secondary school teachers recruited from accessible schools, which may restrict the generalizability of the results to teachers across Pakistan. Future research should include participants from diverse geographical regions and educational settings. Third, the study examined emotional intelligence, resilience, and job satisfaction as broad constructs; therefore, future studies could explore their specific dimensions to gain a deeper understanding of the relationships among them. Qualitative or mixed-methods research could also provide further insight into teachers' experiences, coping strategies, and workplace challenges. Despite these limitations, the study contributes to the literature by highlighting the relationships among emotional intelligence, resilience, and job satisfaction in secondary school teachers. The findings have practical implications for school administrators, educational institutions, and policymakers, suggesting that training programs and workshops focused on emotional regulation, resilience, and stress management may help support teachers' professional well-being. Moreover, supportive organizational policies and positive workplace environments may help teachers manage professional demands, maintain job satisfaction, and contribute to educational quality.

IV. CONCLUSION

Based on the findings of the current study, it can be concluded that emotional intelligence significantly contributes to job satisfaction in secondary school teachers. In contrast, resilience plays a critical role in enhancing teacher's ability to cope with workplace challenges and also served as significant predictor of job satisfaction. The results further indicate resilience has significant positive relationship with emotional intelligence and job satisfaction, suggesting that secondary school teachers with higher resilience are better able to manage stress and maintain satisfaction in their professional life. Furthermore, while demographic factors showed mixed and limited predictive power, factors such as age, education and work experience demonstrated significant association with the main study variables. Overall, the study highlights the importance of addressing the emotional and psychological demands of teaching profession and emphasizes the development of emotional intelligence and resilience as key strategies for enhancing job satisfaction, promoting teachers' well-being, and ensuring long-term professional effectiveness.

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