

The Impact of Emotional Intelligence on the Job Satisfaction of Lecturers in Malaysia

Lee Ruo Xuan

Faculty of Business, Raffles University

Johor Bahru, Malaysia. Email: ruoxuanlee1214@gmail.com

Abstract

The purpose of this study is to investigate the impact of emotional intelligence on the job satisfaction of lecturers in Malaysia. The primary data source that was gathered and evaluated through the distribution of questionnaires using the convenience sample approach was the thoughts and responses of the lecturers. The statistics were gathered from a sample of 80 lecturers in Malaysia who contribute in the education industry. The acquired data was analyzed using the Statistical Program for Social Science (SPSS) version 26.0 and Partial Least Squares (PLS-SEM) using SmartPLS version 3. According to study results, self-awareness and others' emotion appraisal has a substantial association with job satisfaction, while use of emotions and regulation of emotions just are not significantly related to job satisfaction. According to this study, job satisfaction is most strongly influenced by others' emotional appraisal for lecturers in education industry. In the end, the study's findings may help the management of education industries gain understanding and information about the aspects of emotional intelligence that will be the most successful in improving the performance of lecturers in the educational industry.

Keywords: Job Satisfaction, Emotional Intelligence, Use of Emotion, Regulation of Emotion, Self-Awareness, Others' Emotion Appraisal

Introduction

Indeed, lecturers are a crucial component of higher education institutions because they are the key players directly responsible for transforming students into knowledgeable individuals. Highly educated and skilled lecturers are therefore absolutely essential in order to creating an all-around human capital (Ishal & Jamian, 2019). Thus, the task and responsibilities of lecturers have recently expanded in complexity, variety, and burden in order to meet the requirements and expectations of higher education institutions. According to Stoeber & Rennert (2008), Noraiyah et al., (2010), Nelson et al., (2006), and others, lecturers have a wide range of tasks and responsibilities in both teaching and research.

As a result, some lecturers may be unable to control their emotions and may act irrationally, violently, or callously toward their coworkers and students in an effort to release their collected tension in the classroom. Additionally, Rohana et al., (2009) discovered that lecturers lacked the capacity to manage their emotions appropriately and had poor emotion management behaviors when interacting with their coworkers.

In light of these, it has been suggested that lecturers in the twenty-first century need to possess emotional intelligence as a core competency (Mohamad, 2016; Tajudin, 2016; Siti et al., 2015; Fatimah et al., 2014; Williams, 2010; Bangs and Frost, 2012; Hemmings and Kay, 2009). There are contradicting results from a number of studies done in several nations regarding the impact of emotional intelligence, including use of emotions, regulation of emotions, self-awareness, and others' emotion appraisal has a significant impact on job satisfaction. Mousavi, et al., (2012) revealed a strong relationship between social skills, empathy, and motivational attributes as well as emotional intelligence and job satisfaction. There was no correlation between self-awareness and job satisfaction or between self-control and job satisfaction in the study of Mousavi, et al., (2012). On the other hand,

Jalali and Nazha (2015) showed that there is no substantial association between social skills and job happiness, but there is a large correlation between job satisfaction and emotional intelligence, which includes self-awareness, social acuity, self-control, and motivation.

The majority of emotional intelligence surveys were done with managers and students at private businesses. Rarely are the university employees surveyed, especially the academic faculty. Human capital is a key intangible resource in all universities (Ngah et al., 2009). Despite the fact that there are numerous studies linking emotional intelligence and job satisfaction, few studies, particularly in Malaysia, have been conducted in the context of higher education institutions, with the exception of those by Alam (2009), Mustafa et al., (2014), and Dzakwan (2015). Therefore, the purpose of this study is to fill the gap by examining the impact of emotional intelligence such as the use of emotions, regulation of emotion, self-awareness, and others' emotion appraisal on the job satisfaction of lecturers in Malaysia.

Literature Review

Emotional Intelligence

Emotional intelligence means the ability to comprehend and react to emotions in daily life is referred to as emotional intelligence (Gunderman, 2011). It is now commonly acknowledged as a necessary quality of an effective leader and a crucial component in developing a culture of safety (Tyler, 2015). It is possible to say that emotional intelligence is a blend of intelligence and emotion to some extent. Psychological growth is predicted to vary depending on the society's culture, traditions, and customs. Emotional intelligence abilities have an impact on how people behave in a variety of settings, including the workplace, community, and schools. The emotional intelligence skills of a person are related to their performance, communication abilities, academic success, interpersonal relationships, and other activities on a personal level. The ability of emotional intelligence to improve our comprehension of how people behave and adapt to social situations. For people to succeed academically and professionally, they must be able to control their interpersonal and intrapersonal emotions. People with greater levels of emotional intelligence are more expected to be able to regulate, understand, and control emotions both in themselves and in other people (Wijekoon et al, 2017).

In the context of education, Indoo and Ajeya (2012) discovered a substantial inverse association between emotional intelligence and occupational stress among Indian faculty members. In their study of Iranian teachers' job satisfaction and emotional intelligence, Jelondar and Goodare (2012) found a significant association between the two measures. Naeem et al., (2021) stated that teachers who are emotionally intelligent are supposed to be able to alter the learning environment once they are aware of the strengths and limitations of the individual and his students. Teachers who are emotionally intelligent should be able to focus better and enhance their weaker areas than teachers who lack emotional intelligence because they are aware of their strengths and shortcomings and have the ability to take responsibility for their actions.

Job Satisfaction

Job satisfaction refers to an employee's emotional reaction to their work and their attitude toward the social and physical aspects of their workplace. Emotional, cognitive, and behavioral factors all play a role in job satisfaction. Beliefs about the career of a person, such as the perception that it is somewhat tough and difficult, are referred to as the cognitive or intellectual variable. Then, the behavioral variable includes the behaviors that employees engage in that are connected to their employment, such as arriving and departing late, feigning illness, and so on. Ability, productivity, absenteeism, turnover, employee resignation, and ultimately employee success may all be impacted by job satisfaction (Usop et al., 2013). The harmony between the inputs and outputs of a job role determines job

satisfaction. Inputs and outputs are compared by employees. Job satisfaction will rise as long as outputs outpace inputs (Shooshtarian et al., 2013).

Job satisfaction is a sign of positive attitudes that are shown from a positivist perspective (Sweis et al., 2011). According to Hart (2010), job satisfaction is defined as the feelings, expressions, and reactions that employees have toward their jobs or professions and is what drives performance. It shows the outlook of the personnel, which may be favorable or unfavorable (Aydogdu & Asikgil, 2011). Many scholars have suggested that job satisfaction is a frequently explored construct because of its strong influence on performance, including Bigliardi et al., (2012), and Somvir & Kaushik (2012).

Use of Emotion

In the study by Kassim et al. (2016), which included 2,502 lecturers from all of the universities in Kano State, 335 were chosen by convenience sampling to reflect the lecturer population in Kano State. They claimed that there was a strong connection between job satisfaction and the use of emotion. It has been discovered that employees' job satisfaction is significantly impacted by how they express their emotions among 182 academicians in north India in the study by Pachauri and Bharti (2015) based on a questionnaire study. This is so that people may effectively create objectives, become competent, and become self-motivated individuals, all of which allow them to be more content with their work.

Regulation of Emotion

Regulation of emotion refers to a person's capacity to function successfully under pressure and their capacity to control their rage and temper (Rahaman et al., 2021). It is assumed that people who can control their emotions and establish social connections will get along well with their coworkers and managers. Employees who are able to function successfully and productively in any setting can make a substantial contribution to the success of the firm. Gopinath (2011) stated that employees choose the situations they work in beyond using that strategy to control their emotions.

Self-awareness

Self-awareness is the notion that one exists as a unique person, apart from other people, with particular concerns (Suleman et al., 2020). In the word of Kiani et al., (2016), the explicit recognition of one's existence is known as self-awareness. It also encompasses the idea that each person has their own private existence, independent from others. It might also entail being aware that other people have similar levels of self-awareness. In philosophy, psychology, biology, and artificial intelligence, self-awareness is still largely a mystery. The beginning of the creation process is awareness. A person will learn more about himself as his level of self-awareness increases. Following this realization, a person is then given the chance and freedom to change aspects of themselves that they would like to. According to the principle of objective self-awareness, a high level of self-awareness will make the connection between self-inconsistencies and emotions stronger. Kiani et al., (2016) define self-awareness as the capacity to recognize and comprehend oneself, as well as the self-image of a person.

Others' Emotion Appraisal

D'Amico et al., (2020) stated that variations in work involvement are predicted by others' emotions emotional. Teachers in our sample report feeling more engaged at work, more fulfilled, and suffering from fewer burnout symptoms when they believe they are proficient in assessing emotions and employing them in positive and adaptive ways. According to (Mandip et al., 2012) research, there is a substantial correlation between job satisfaction and others' emotional evaluations, using a sample size of 245 people. This is due to the fact that people who score highly on the emotional intelligence

scale for others' emotional appraisal react more quickly to workplace stressors and their coworkers' emotional cues.

Hypothesis Development

There are four hypotheses created in this study based on the prior research on emotional intelligence and job satisfaction that was discussed above. These are the four hypotheses:

H1: Use of Emotions has a significant relationship with job satisfaction.

H2: Regulation of Emotions has a significant relationship with job satisfaction.

H3: Self-awareness has a significant relationship with job satisfaction.

H4: Others' Emotion Appraisal has a significant relationship with job satisfaction.

Conceptual Framework

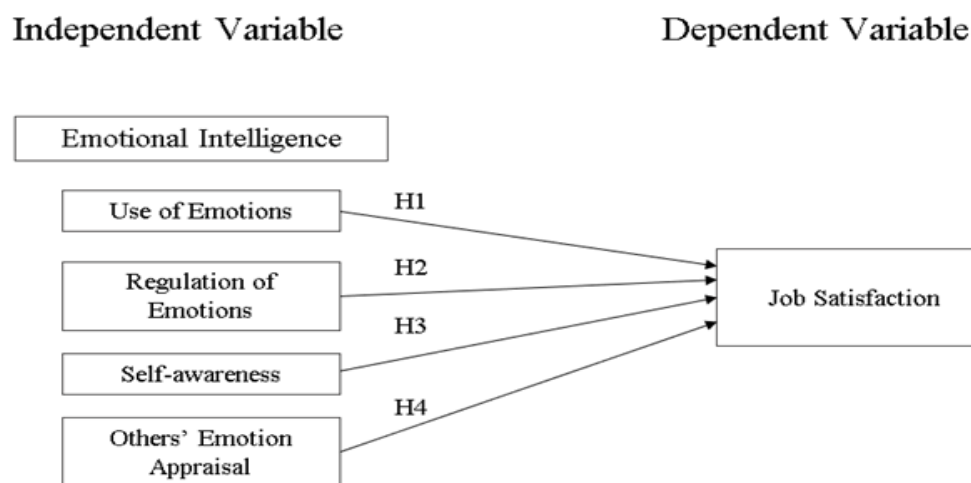


Figure 1 Conceptual Framework

Research Methodology

Research Design

Research design defines an action that begins with the main research questions and continues through the conclusions and discussion to discuss the research approach. The goal of this study design is to ensure that the researcher will provide a clear response to the initial research questions. In this study, the independent variable is emotional intelligence, while the dependent variable is job satisfaction.

A broad perspective is required to comprehend how emotional intelligence affects the job satisfaction of lecturers in Malaysia's education industry. The quantitative research method was used in the research design of this study. André Queirós et al., (2017) stated that quantitative research emphasizes impartiality and is particularly suitable when it is possible to gather quantitative measures of variables and inferences from samples of a population. Structured processes and official tools are used for data collection in quantitative research. Hence, quantitative research will be applied as it is a more appropriate method for a study like this since it meets the purpose to analyze the relationship between the independent variable and dependent variable and recognize the most associated with job satisfaction in the education industry of lecturers in Malaysia.

Moreover, the quantitative research in this study was conducted by using a questionnaire design. This is because the survey data gathered from the questionnaire design are easy to quantify and evaluate. Data are systematically and impartially gathered. Finally, statistical processes are used to analyze numerical data; these programs frequently include SPSS, R, or Stata.

Data Collection and Sampling Plan

The aim of this study is to investigate the impact of emotional intelligence on the job satisfaction of lecturers in Malaysia. Hence, the target respondents of this study were the people who have experience in providing lectures in Malaysia and are staying in Malaysia as well. Besides from this, the personal information of the respondents are protected and protected for privacy consideration. In order to examine the relationship between the independent variables toward satisfaction, a survey approach used to conduct this study.

The "10-times rule" method (Hair et al., 2011) is a popular minimum sample size estimation technique in PLS-SEM (Kock & Hadaya, 2016). This rule presupposed that the sample size should be more than ten times the maximum number of inner or outer model linkages pointing at any latent variable across the board. Compared with other methods, this method is very simple in estimating sample size. Apply this rule to this study, the model has four arrows pointing to the dependent variable, hence the minimum sample size for this study will be ten times four variables, which is equal to 40. Therefore, a total of 80 respondents are estimated as the sample size of this study. The target respondents will receive questionnaires in order to collect the sampling data to conduct this research.

In addition, there are two types of sampling techniques, which are probability sampling and non-probability sampling. Every item in the population has an equal chance of being included in a probability sample, whereas non-probability sampling is frequently associated with case study research design and qualitative research because a sample of participants or cases does not necessarily need to be representative or random, but a clear justification is required for reasons why some cases or individuals should be included instead of others (Taherdoost, 2016). Convenience sampling as a non-probability sampling will be used in this study. This is to say, the primary goal of convenience sampling is to get data from people who are readily available to the researcher, such as providers who are attending a staff meeting to be recruited for the study (Etikan et al., 2016). Therefore, the decision on using convenience sampling will make this research consume less time and simplicity.

Research Instruments

The research instrument utilized in this study is a questionnaire that was created and used in earlier studies. This mostly serves to ensure that the questionnaire design is consistent with the study's goals and research questions. According to the goals of this study, a suitable questionnaire can be used to collect meaningful and reliable data. Google Forms was used to produce the surveys, which will then be delivered online. In addition, the respondents need to fulfill the requirements that had been set which are they need to have experience in providing lecture in Malaysia before and they are the person who lives in Malaysia as the study want to focus on the population in Malaysia.

There are a total of 25 questions in the questionnaire with three sections, A, B, and C. The layout of the questionnaire will be shown in Table 1. The first section of the survey asks about respondents' personal information (4 items), while the second part gauges four aspects of emotional intelligence: Use of emotions (4 items) measures the competency and motivation of respondents; Regulation of Emotion (4 items) measures the controls over emotions by respondents; Self-awareness (4 items) measures the ability to recognize the own emotion and how they affect their thoughts and behavior of respondents; Others' emotion appraisal (4 items) measures the understanding of emotion in others of respondents.

Table 1: Layout of the Questionnaire

Section	Topic of Section	Number of questions
A	Demographic profile	5
B	Emotional Intelligence	
	• Use of Emotions	4
	• Regulation of Emotions	4
	• Self-awareness	4
	• Others' Emotion Appraisal	4
C	Job Satisfaction	4
Total number of questions		25

Results of the Study

Data Collection Procedure and Response Rate

A total of 100 questionnaires were distributed among lecturers working in Malaysia via online questionnaires taken using Google Forms. For the aim of ensuring that the respondents understand the goals of the survey being undertaken, a brief explanation of the research objectives is included with the Google Form. To reach the intended replies, the google forms were sent by email. With a total response rate of 80%, 80 questionnaires in total were returned. In order to fix the data and permit additional analysis, the Google Form's raw data was later exported.

Demographic Profile of Respondents

Understanding the history of the survey respondents might be aided by descriptive analysis. Yet, it is important to remember that none of the demographic factors that will be covered in the study's later discussion were included in the conceptual model. In Table 2, the findings of the overall demographic profile of respondents, which were compiled from the completed questionnaires and include gender, marital status, age group, the highest degree of education, and work experience in the organization, are presented.

Table 2: Demographic Profile of Respondents (N=80)

Background	Categories	Frequency	Percentage (%)
Gender	Male	37	46.25%
	Female	43	53.75%
Marital Status	Single	38	47.50%
	Married	42	52.50%
Age Group	30 and below	13	16.25%
	30-40	31	38.75%
	41-50	22	27.50%
	51-55	8	10%
	56 and above	5	6.25%
Highest Level of Education	SPM level and below	0	0%
	Diploma or equivalent	0	0%
	Bachelor's Degree	14	17.50%
	Master's Degree and above	66	82.50%
Working Experience in the company	Below 3 years	16	20%
	3-5 years	23	28.75%
	5-9 years	23	28.75%
	More than 9 years	18	22.50%

Normality Test

To assess whether a data collection is well described by a normal distribution, normality tests are crucial. All dependent and independent variables are subjected to a normality test in terms of

skewness and kurtosis. The proposed acceptable ranges are between -2 to +2 because the skewness and kurtosis values typically vary from zero (Field, 2013). According to the data in Table 3, the dependent variable, which was job satisfaction, had a skewness of -1.242 and a kurtosis of 1.302. Use of emotions had a skewness of -1.121 and a kurtosis of 1.426 for the independent variables, regulations of emotions had a skewness of -1.352 and a kurtosis of 1.533, self-awareness had a skewness of -1.186 and a kurtosis of 1.463, and other's emotion appraisal had a skewness of -1.310 and a kurtosis of 1.467. Since the skewness and kurtosis of all the variables fall between -2 and +2, they were all regarded as having a normal distribution.

Table 3: Normality Test Output

Variables	Skewness	Kurtosis
Use of Emotions	-1.121	1.426
Regulations of Emotions	-1.352	1.533
Self-awareness	-1.186	1.463
Other's Emotion Appraisal	-1.310	1.467
Job Satisfaction	-1.242	1.302

Reliability Test

The results of Cronbach's Alpha for each variable are shown in Table 4. Although there are no definitive guidelines for internal consistency, most researchers agree on a minimum internal consistency coefficient of 0.70 (Robinson, 2009). All of the variables (use of emotions, regulations of emotions, self-awareness, others' emotion appraisal, and job satisfaction) surpassed 0.7 exceeding the minimum value, according to Table 4.4. Use of emotions has a Cronbach's Alpha value of 0.775, regulations of emotions of 0.855, self-awareness of 0.808, other's emotion appraisal of 0.791, and job satisfaction of 0.855.

In addition, composite reliability (CR) has been employed to gauge the validity of this study. In general, values above 0.60 are regarded as acceptable (Dhingra, 2013). Table 4 shows that use of emotions is 0.855, regulation of emotions is 0.902, self-awareness is 0.874, other's emotion appraisal is 0.863, and job satisfaction is 0.902. As a result, the findings showed that every variable in this study is extremely credible and accepted. We can therefore move on to the next analysis.

Table 4: Cronbach's Alpha Reliability Test

Variables	Number of Items	Cronbach's Alpha	Composite Reliability (CR)
Use of Emotions	4	0.775	0.855
Regulations of Emotions	4	0.855	0.902
Self-awareness	4	0.808	0.874
Other's Emotion Appraisal	4	0.791	0.863
Job Satisfaction	4	0.855	0.902

Construct Validity

The two elements that makeup construct validity are convergent validity and discriminant validity. Convergent validity, which refers to the link between measures, is a type of evidence used to assess a measure's construct validity even though it is not the same as construct validity (Carlson & Herdman, 2010). Hu & Liden (2015) define discriminant validity as the degree to which the two variables differ from one another. It refers to a latent variable that can explain more variation in the observable variables linked to it than measurement error, comparable external, unmeasured factors, or other conceptual framework constructs.

Convergent Validity

The average variance extracted (AVE) indicator data are reported based on Table 5 to assess the precision of convergent validity. According to the findings, AVE for use of emotions is 0.596, regulations of emotions is 0.697, self-awareness is 0.635, other's emotion appraisal is 0.612, and job satisfaction is 0.697. It demonstrates that all of the constructs' AVEs are in the range of 0.596 to 0.697, which is the permissible range because the Average Variance Extracted (AVE) must be more than 0.5 in order to satisfy the Fornell-Larcker convergent validity requirement (Cheung & Wang, 2017). The range of each item loading results for use of emotions is between 0.764 to 0.789, regulations of emotions is between 0.799 to 0.882, self-awareness is between 0.747 to 0.839, other's emotion appraisal is between 0.739 to 0.842, as well as job satisfaction is between 0.814 to 0.862. As a result, convergent validity is explicitly investigated in this study.

Table 5: Results of Measurement Model for Convergent Validity

Construct	Items	Loadings	AVE	CR
Use of Emotions	UOE1	0.764	0.596	0.855
	UOE2	0.769		
	UOE3	0.765		
	UOE4	0.789		
Regulation of Emotions	ROE1	0.833	0.697	0.902
	ROE2	0.824		
	ROE3	0.882		
	ROE4	0.799		
Self-awareness	SA1	0.814	0.635	0.874
	SA2	0.839		
	SA3	0.747		
	SA4	0.785		
Other's Emotion Appraisal	OEA1	0.764	0.612	0.863
	OEA2	0.842		
	OEA3	0.783		
	OEA4	0.739		
Job Satisfaction	JS1	0.832	0.697	0.902
	JS2	0.831		
	JS3	0.814		
	JS4	0.862		

Discriminant Validity

Fornell-discriminant Larcker's validity criterion for each construct is shown in Table 6. Table 4.6 indicates that when a construct is shared with other constructs, the variance for each of those constructs is slightly larger. As a result, the Fornell-Larcker Criteria results for analyzing discriminant validity are legitimate since the average variance extracted (AVE) for each latent construct should have a square root that is larger than its correlations with other latent constructs (Ab Hamid et al., 2017).

Table 6: Discriminant Validity – Fornell-Larcker Criterion

Construct	Job Satisfaction	Other's Emotion Appraisal	Regulations of Emotions	Self-awareness	Use of Emotions
Job Satisfaction	0.835				
Other's Emotion Appraisal	0.609	0.783			
Regulations of Emotions	0.589	0.361	0.835		
Self-awareness	0.625	0.430	0.667	0.797	
Use of Emotions	0.600	0.464	0.738	0.527	0.772

Path Coefficient and Hypothesis Testing

The four previously created hypotheses are examined and put to the test using the path analysis. The R Square value is 0.584, which indicates that the four dimensions of the factors including use of emotions, regulations of emotion, self-awareness, and other's emotion appraisal account for 58.4% of the variances in job satisfaction, according to Figure 2 and Table 7. The Beta value for use of emotions is 0.189, regulations of emotions is 0.132, self-awareness is 0.287, and other's emotion appraisal is 0.350, indicating that all of these variables are important because the value of the Beta must be at least 0.1 for it to have an effect on the research model (Gopinathan et al., 2022).

According to the results, self-awareness ($t > 1.645$, $p < 0.05$) and other's emotion appraisal ($t > 1.645$, $p > 0.05$) have a favorable impact on job satisfaction since there is a positive link between the independent and dependent variables when the t-value of the variable is larger than 1.645 and the p-value is less than 0.05. (Winship & Zhuo, 2018). Contrarily, it is clear from the data that the use of emotions ($t > 1.645$, $p > 0.05$), and regulations of emotion ($t > 1.645$, $p > 0.05$), showed no significant positive relationships with job satisfaction. As a result, only H3 and H4 in this study are supported, while H1 and H2 are not.

Other's emotion appraisal is shown to have the greatest impact on job satisfaction in Figure 2 and Table 7. The outcome also showed that more than half of the R Square value can be derived from other's emotion appraisal alone. A high score of $\beta = 0.350$ was also earned by the other's emotion appraisal beta value. As a result, the findings showed that, when compared to the other components, namely the use of emotions and regulation of emotions, only self-awareness and others' emotion appraisal had an impact on the job satisfaction of lecturers in Malaysia.

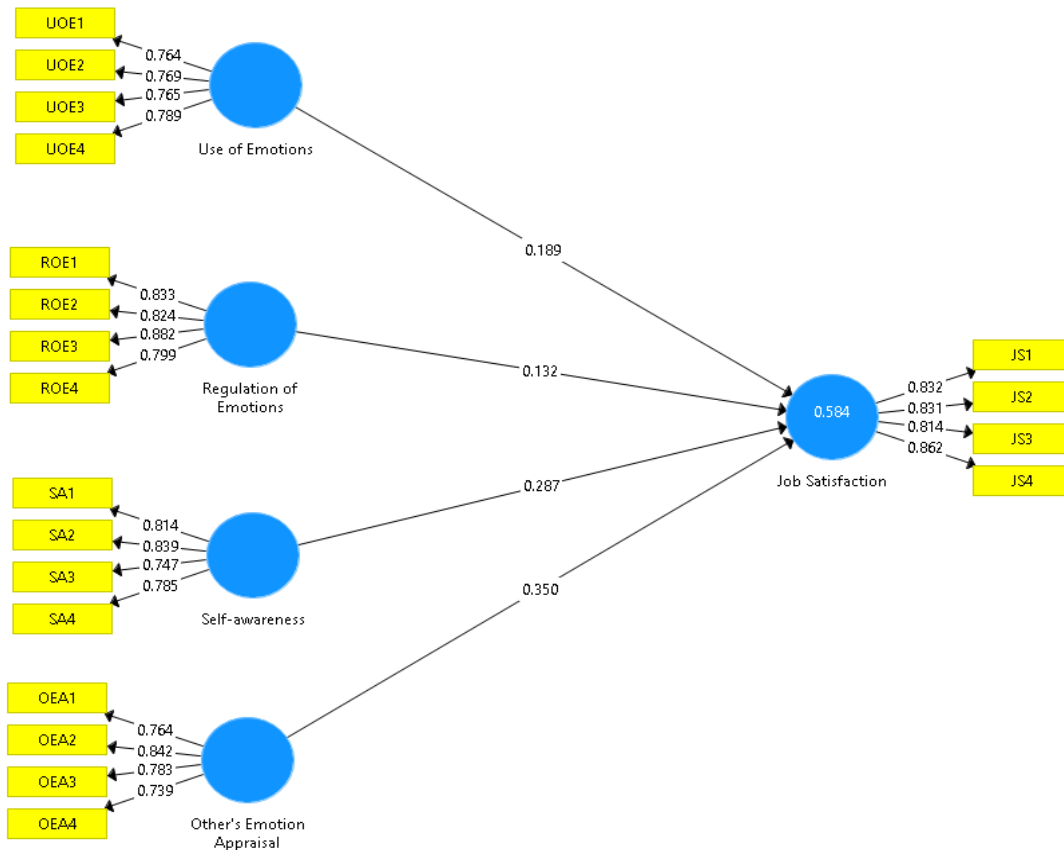


Figure 2: Structural Framework

Table 7: Path Coefficients and Hypotheses Testing

Hypotheses	Relationship	Std. Beta	T-value	P-value	Decision	R ²
H1	Use of Emotions -> Job Satisfaction	0.189	1.327	0.185	Not supported	
H2	Regulation of Emotions -> Job Satisfaction	0.132	0.953	0.341	Not Supported	
H3	Self-awareness -> Job Satisfaction	0.287	2.432	0.015	Supported	0.584
H4	Other's Emotion Appraisal -> Job Satisfaction	0.350	2.374	0.018	Supported	

Hypothesis Discussion

H1: Use of Emotions has no significant relationship with job satisfaction.

The findings from Table 7 demonstrated that there is no significant association between the use of emotions and job satisfaction, as indicated by the Beta value of $\beta = 0.189$, $p > 0.05$, and $t > 1.645$. This indicates that use of emotions will not affect the job satisfaction. However, most of the studies from Kafetsios & Zampetakis (2008), Mandip et al., (2012) as well as and Trivellas et al. (2013) discovered a strong correlation between use of emotions and job satisfaction.

This discrepancy may have an explanation based on the association between emotional intelligence and job satisfaction is influenced by industrial, organizational, and social factors (Karyotakis & Moustakis, 2016), (Pradhan et al., 2017), (Zeffane & Bani Melhem, 2017).

H2: Regulation of Emotions has no significant relationship with job satisfaction.

Table 7 revealed that the relationship between job satisfaction and regulation of emotion is not statistically significant with a beta value of $\beta = 0.132$, $p > 0.05$, and $t > 1.645$. The finding is not aligned with previous studies from Wong & Law (2002) and Kafetsios & Zampetakis (2008) as the results of this study is a contrast to some researchers that found regulations of emotions to have a significant relationship with job satisfaction.

A possible explanation for this inconsistency could be due to the age of respondents in this study being majority falls in the age group of 31-40, which is considered as young compared to the respondents aged 50 and above. According to Binti Ishak & Susana Jamian (2019), people are bound to encounter a myriad of unanticipated issues at work that need for quick responses and sane reasoning to resolve, thus it is feasible that a person's wisdom will steadily develop as time goes on.

H3: Self-awareness has a significant relationship with job satisfaction.

Table 7 demonstrated that self-awareness has a significant positive relationship with job satisfaction which the Beta value of $\beta = 0.287$, $p < 0.05$, $t > 1.645$. The results of this study are in agreement with Wong and Law (2002).

High achievers are proactive, tenacious, positive in the face of failure, and motivated by the expectation of success (Masrek et al., 2014). The ability to take initiative is proven to be extremely important in deciding performance, especially in the services and consulting industries. People with this ability take action before being pushed to do so by outside circumstances.

H4: Others' Emotion Appraisal has strong significant relationship with job satisfaction.

The results of Table 7 showed a substantial positive link between self-awareness and job satisfaction, with a Beta value of $\beta = 0.350$, $p < 0.05$, and $t > 1.645$. This demonstrates how others' emotion appraisal affect job satisfaction favourably. This result is consistent with research conducted in the past by Kafetsios & Zampetakis (2008) as well as Mandip et al. (2012), who also discovered a substantial connection between others' emotion appraisal and job satisfaction.

According to Kafetsios and Zampetakis (2008), only others' emotional appraisal had a significant correlation with job satisfaction among the emotional intelligence dimensions, while use of emotions and emotion control were significant predictors of both positive and negative affectivity at work.

Managerial Implication

This study makes the suggestion that the management of universities in Malaysia should concentrate on enhancing emotional intelligence and place more emphasis on self-awareness and others' emotion appraisal to be present in their universities because lecturers are one of the most crucial factors that contribute to the success of any university. It should also be noted that others' emotion appraisal has a greater impact on job satisfaction than other emotional intelligence dimensions, hence emphasizing emotional intelligence would increase job satisfaction. When it comes to the benefit of lecturers, the management should place more emphasis on others' emotional appraisal variables because these components must be able to accurately reflect the effort that lecturers put into their work.

It is strongly advised that employers use an EI test throughout the hiring process to gauge applicants' capacity for self-control and empathy. Understanding the emotion of other people surrounding is important in the workplace. The results should be reviewed and considered for proper implementation by policymakers, human resource directors, education office directors, and university

leaders. Due to the fact that an employee's productivity is always correlated with his level of job satisfaction, employees who exhibit strong emotional intelligence and job contentment perform at their highest levels at work (Sharfras Navas & Vijayakumar, 2018).

Limitation of Study

Despite the fact that the research has achieved its goals, several inherent restrictions still exist. Geographical limits on the distribution of the data from the survey to lecturers in Malaysia constitute the first limitation. The study's narrow focus on a single nation and one specific sector restricts how broadly the findings may be applied. The findings thus could not be an accurate reflection of the Asian nation's education industry.

To ensure that future studies of research are conducted more effectively, a few recommendations for future work are needed. The sample size of 80 respondents is regarded as small and does not fully represent all lecturers employed in Malaysia's education industry. The future researcher can attempt to develop or add on with other distinct aspects like relationship management, social awareness, and empathy which can help to have a better knowledge of the interaction between elements impacting job satisfaction.

Conclusion

In conclusion, the purpose of this study is to investigate the relationship between emotional intelligence and the job satisfaction of lecturers in the education industry in Malaysia. It also aims to pinpoint the emotional intelligence (use of emotions, regulation of emotions, self-awareness, and others' emotion appraisal) that has the greatest impact on job satisfaction in the education industry. According to the study's conclusions, self-awareness, and others' emotion appraisal have a big impact on how satisfied lecturers are at work in Malaysia. Conversely, it was shown that the use of emotions nor the regulation of emotions had a favorable effect on job satisfaction. In addition, others' emotion appraisal is the one that most significantly raises lecturers' total job satisfaction. The management of universities needs to properly consider emotional intelligence components so that academicians' job satisfaction levels can be increased and lead to generally high levels of work performance.

References

- Ab Hamid, M. R., Sami, W., & Mohmad Sidek, M. H. (2017). Discriminant Validity Assessment: Use of Fornell & Larcker criterion versus HTMT Criterion. *Journal of Physics: Conference Series*, 890, 012163. <https://doi.org/10.1088/1742-6596/890/1/012163>
- André Queirós, Faria, D., & Almeida, F. (2017). Strengths And Limitations of Qualitative and Quantitative Research Methods. *European Journal of Education Studies*, 3(9), 1-10. <https://doi.org/10.5281/zenodo.887089>
- Aydogdu, S., & Asikgil, B. (2011). An Empirical Study of the Relationship Among Job Satisfaction, Organizational Commitment and Turnover Intention. *International Review of Management and Marketing*, 1(3), 43–53.
- Bangs, J., & Frost, D. (2012). Teacher self-efficacy, voice and leadership: Towards a policy framework for Education International. *Education International Research Institute*, Cambridge, England.
- Bigliardi, B., Ivo Dormio, A., Galati, F., & Schiuma, G. (2012). The impact of organizational culture on the job satisfaction of knowledge workers. *VINE*, 42(1), 36–51. <https://doi.org/10.1108/03055721211207752>
- Binti Ishak, N., & Susana Jamian, L. (2019). *Emotional Intelligence of Lecturers in A Centre of Foundation Studies*. <https://ir.uitm.edu.my/id/eprint/29908/1/29908.pdf>

- Cheung, G. W., & Wang, C. (2017). Current Approaches for Assessing Convergent and Discriminant Validity with SEM: Issues and Solutions. *Academy of Management Proceedings*, 2017(1), 12706. <https://doi.org/10.5465/ambpp.2017.12706abstract>
- D'Amico, A., Geraci, A., & Tarantino, C. (2020). The Relationship between Perceived Emotional Intelligence, Work Engagement, Job Satisfaction, and Burnout in Italian School Teachers. *Psychological Topics*, 29(1), 63–84. <https://doi.org/10.31820/pt.29.1.4>
- Dhingra, K. (2013). Validity and Composite Reliability of the Rosenberg Self-Esteem Scale among U.K. University Students. *Journal of Humanistics & Social Sciences*, 2(1), 24–30. <http://jhss.eu/>
- Dzakwan, N. B. M. (2015). *Job Satisfaction and Its Relationship with Emotional Intelligence*. <https://etd.uum.edu.my/4989/1/s814396.pdf>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fatimah Yusoff, Asmawati Desa, Norhayati Ibrahim, Nor Ba'yah Abd Kadir, & Roseliza Murni Ab Rahman (2014). A study of the relationship between EQ and personality among lecturers at a research university. *Procedia-Social and Behavioral Sciences*, 114, 351-354
- Field, A. (2013). *Discovering statistics using SPSS*. Sage Publications.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Gopinath, R. (2011). Employees' Emotions in Workplace. *Research Journal of Business Management*, 4(2), pp. 1-15.
- Gopinathan, S., Kaur, A. H., Ramasamy, K., & Raman, M. (2022). Enhancing innovative delivery in schools using design thinking. *F1000Research*, 10, 927. <https://doi.org/10.12688/f1000research.72860.3>
- Gunderman, R. B. (2011). Emotional Intelligence. *Journal of the American College of Radiology*, 8(5), 298-299.
- Hart, G. (2010). Job Satisfaction in a South African Academic Library in Transition. *The Journal of Academic Librarianship*, 36(1), 53–62. <https://doi.org/10.1016/j.acalib.2009.11.006>
- Hemmings, B., & Kay, R. (2009). Lecturer Self Efficacy: Its related dimensions and the influence of gender and qualifications. *Issues in Educational Research*, 19(3), 243-254.
- Hu, J., & Liden, R. C. (2015). Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness. *Academy of Management Journal*, 58(4), 1102-1127. <https://doi.org/10.5465/amj.2012.1142>
- Indoo, S., & Ajeya, J. (2012). Emotional Intelligence and Occupational Stress among the Faculty Members of Private Medical and Engineering College of Utter Pradesh: A Comparative Study. *Advances in Management*, 5(7).
- Ishal, N. B., & Jamian, L. S. (2019). *Emotional Intelligence of Lecturers in A Centre Of Foundation Studies*. <https://ir.uitm.edu.my/id/eprint/29908/1/29908.pdf>
- Jalali, S. M., & Nazha, A. M. (2015). The Relationship Between Emotional Intelligence and Job Satisfaction on the Staff Under the Areas of Management Zone 3 Refah Bank. *International Journal of Biology, Pharmacy and Allied Sciences (IJBPAS)*, 4(8), 224–232.
- Jelondar, S. Y., & Goodare, F. L. (2012). Teachers' Emotional Intelligence and its Relationship with Job Satisfaction. *Advances in Education*, 1(1), 4-9.
- Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences* 44, 712–722.
- Kassim, S. I., Bambale, A. J., & Jakada, B. A. (2016). Emotional Intelligence and Job Satisfaction among Lecturers of Universities in Kano State: Empirical Evidence. *Journal of Education and Practice*, 7(10), 53–59. <https://eric.ed.gov/?id=EJ1099468>
- Karyotakis, K., & Moustakis, V. (2016). Organizational factors, organizational culture, job satisfaction and entrepreneurial orientation in public administration. *The European Journal of Applied Economics*, 13(1), 47–59. <https://doi.org/10.5937/ejae13-10781>
- Khan, A., Masrek, M. N., & Nadzar, F. M. (2016). Emotional intelligence and job satisfaction of academic librarians: An assessment of the relationship. *Journal of Librarianship and Information Science*, 49(2), 199–210. <https://doi.org/10.1177/0961000616650733>

- Kiani, S., Iftikhar, L., & Ahmed, F. (2016). Relationship between Self Awareness and Job Satisfaction among Male and Female Government Teachers. *Journal of Applied Environmental and Biological Sciences*, 6(2S), 96–101.
- Kock, N., & Hadaya, P. (2016). Minimum sample size estimation in PLS-SEM: The inverse square root and gamma-exponential methods. *Information Systems Journal*, 28(1), 227–261. <https://doi.org/10.1111/isj.12131>
- Mandip, G., Ali, S. F., Barkha, G., Godulika, D., & Kamna, L. (2012). Emotional Intelligence as a Forecaster of Job Satisfaction amongst the Faculty of Professional Institutes of Central Indian City, Indore. *ISCA Journal of Management Sciences*, 1(1), 37–43.
- Mohamad Zaid Mustafa, Yahya Buntat, Abdul Rasid Abdul Razzaq, Nordiyana Daud, & Rosnee Ahad. (2014). Emotional intelligent and job satisfaction among technical and vocational teachers: A case study on southern zone technical and vocational college. *Business Management Dynamics*, 3(9), 1-9
- Mohammad Sophian (2016). Emotional intelligence contributes to higher output. The Borneo Post. Retrieved from: <http://www.theborneopost.com/2016/10/15/emotionalintelligencecontributeshigheroutputlecturer/>
- Mousavi, H., Yarmohammadi, S., Bani Nosrat, A., Tarasi, Z. (2012). The Relationship Between Emotional Intelligence and Job Satisfaction of Physical Education Teachers. *Annals of Biological Research*, 3(2), 780-788.
- Muhammad Masroor Alam. (2009). The relationships between the emotional intelligence and job satisfaction: Empirical findings from higher education institution in Malaysia. *Journal of Management and Social Sciences*, 5(2), 124- 139
- Naeem, M., Ullah, A., Habib, A., Fatima, K., & Kumari, N. (2021). *Teacher's Emotional Intelligence and its Impact on Teacher's Job Satisfaction*. <https://archives.palarch.nl/index.php/jae/article/download/7237/6898/14191>
- Ngah, R., Jusoff, K., & Rahman, Z. A. (2009). Emotional Intelligence of Malaysian Academia towards Work Performance. *International Education Studies*, 2(2). <https://doi.org/10.5539/ies.v2n2p103>
- Noriah, I., Iskandar, I. P., & Ridzauddin, R. (2010). Emotional intelligence of Malaysian teachers: a comparative study on teachers in daily and residential schools. *Procedia Social and Behavioral Sciences* 9, 604-612.
- Pachauri, V., & Bharti, Dr. V. (2015). Emotional Intelligence and its Impact on Job Satisfaction. *Journal of Management Value & Ethics*, 5(2), 36–44.
- Pradhan, R. K., Jena, L. K., & Singh, S. K. (2017). Examining the role of emotional intelligence between organizational learning and adaptive performance in Indian manufacturing industries. *Journal of Workplace Learning*, 29(3), 235–247. <https://doi.org/10.1108/jwl-05-2016-0046>
- Rahaman, M. M., Islam, Md. K., & Jahan, N. (2021). Interfacing Relationship between Emotional Intelligence and Job Satisfaction: Evidence from PCBs in Bangladesh. *Jalalabad Papers*, 2(1), 195–214. <http://www.jalalabadpapers.org/wp-content/uploads/volume2articles/12.pdf>
- Robinson, J. (2009). *Triandis Theory of Interpersonal Behaviour In Understanding Software Privace Behaviour in The South African Context*. Masters degree, University of the Witwatersrand.
- Rohana, N., Kamaruzaman, J., & Zanariah. A.R. (2009). Emotional Intelligence of Malaysian academia towards work performance. *International Education Studies*, 2 (2), 103-112.
- Sharfras Navas, M. A., & Vijayakumar, M. (2018). Emotional Intelligence: A Review of Emotional Intelligence Effect on Organizational Commitment, Job Satisfaction and Job Stress. *International Journal of Advanced Scientific Research & Development (IJASRD)*, 5(6), 01. <https://doi.org/10.26836/ijasrd/2018/v5/i6/50602>
- Shooshtarian, Z., Ameli, F., & Lari, M. A. (2013). The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance and Commitment. *Iranian Journal of Management Studies (IJMS)*, 6(1), 27–43.
- Siti Asiah Md Shahid, Syahrina Hayati Md Jani, Thomas, M. & Francis, P. (2015). The

- relationship between emotional intelligence and teaching effectiveness of lecturers in public and private universities in Malaysia. *International Journal of Social Science and Humanity*, 5 (4): 408.
- Somvir, & Kaushik, S. (2012). Job Satisfaction among Library Professionals in Haryana State. *International Journal of Scientific and Research Publications*, 2(5).
- Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, and Coping*, 21(1), 37-53.
- Suleman, Q., Syed, M. A., Mahmood, Z., & Hussain, I. (2020). Correlating Emotional Intelligence with Job Satisfaction: Evidence from a Cross-Sectional Study Among Secondary School Heads in Khyber Pakhtunkhwa, Pakistan. *Frontiers in Psychology*, 11, 1–14. <https://doi.org/10.3389/fpsyg.2020.00240>
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18–27.
- Tajudin, A. B. (2016). The influence of emotional intelligence on teaching effectiveness. *Journal of Advances in Social Science and Humanities*, 2(10), 34-39.
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18–27.
- Tajudin, A. B. (2016). The influence of emotional intelligence on teaching effectiveness. *Journal of Advances in Social Science and Humanities*, 2(10), 34-39.
- Trivellas, P., Gerogiannis, V., & Svarna, S. (2013). Exploring Workplace Implications of Emotional Intelligence (WLEIS) in Hospitals: Job Satisfaction and Turnover Intentions. *Procedia - Social and Behavioral Sciences*, 73, 701–709. <https://doi.org/10.1016/j.sbspro.2013.02.108>
- Tyler, L. S. (2015). Emotional Intelligence: Not Just for Leaders. *American Society of Health System Pharmacists*, 72(21), 18-49.
- Usop, A. M., Askandar, D. K., Kadtong, M. L. -, & Usop, D. A. S. O. (2013). Work performance and job satisfaction among teachers. *International Journal of Humanities and Social Science*, 3(5), 245–252.
- Wijekoon, C. N., Amaratunge, H., de Silva, Y., Senanayake, S., Jayawardane, P., & Senarath, U. (2017). Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka. *BMC Medical Education*, 17(1). <https://doi.org/10.1186/s12909-017-1018-9>
- Williams, (2010). Teachers need emotional as well as academic intelligence, says Gove. *The Guardian*. Retrieved from: <https://www.theguardian.com/education/2010/nov/19/teachers-emotional-intelligence-michael-gove>.
- Winship, C., & Zhuo, X. (2018). Interpreting t-Statistics Under Publication Bias: Rough Rules of Thumb. *Journal of Quantitative Criminology*, 36(2), 329–346. <https://doi.org/10.1007/s10940-018-9387-8>
- Wong, C.-S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude. *The Leadership Quarterly*, 13(3), 243–274. [https://doi.org/10.1016/s1048-9843\(02\)00099-1](https://doi.org/10.1016/s1048-9843(02)00099-1)
- Zeffane, R., & Bani Melhem, S. J. (2017). Trust, job satisfaction, perceived organizational performance and turnover intention. *Employee Relations*, 39(7), 1148–1167. <https://doi.org/10.1108/er-06-2017-0135>