

INTERCEDING EFFECT OF ORGANIZATIONAL SUPPORT BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION: A CONFIRMATION FROM PRIMARY PUBLIC SCHOOLS OF PUNJAB

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Abstract. *The focus of this empirical study is to examine the interceding effect of Perceived Organizational Support (POS) between Emotional Intelligence (EI) and Job Satisfaction (JS). For this purpose, random data of 300 respondents was collected from primary public schools of four districts of Punjab, Pakistan i.e. Lahore, Sahiwal, Okara and Nankana Sahib through self-administrative questionnaires. The time legged approach is used in collection of data to decrease self-biasness of responses. Sequential Equation modeling is applied to test the effectiveness and fitness of model. The results of the study suggest that job satisfaction is positively affected by emotional intelligence Perceived Organizational Support (POS) also influences the relationship between emotional intelligence and job satisfaction. Practical implications and future directions are also provided.*

Keywords: Job satisfaction, emotional intelligence, perceived organizational support

Introduction

An emotionally intelligent worker is not less than a blessing for any organization. While schools, where the teachers are responsible for personality development of the students, Emotional Intelligence (EI) contains a vital part. EI helps to develop a pleasant work environment and also contributes towards job satisfaction (Patra, 2004). Previous studies show that EI is very important for an employees' performance and at the same time for job satisfaction (Braun, Peus, Weisweiler, & Frey, 2013). An employee having high level of EI is more adaptable to the work environment (Sy, Tram, & O'Hara, 2006). It is also usually believed or perceived by the employees that an organization supports its employees (W, H, M, & A, 2017). Job satisfaction of an employee also becomes high with high-perceived organizational support. Current study

focuses on the relation between emotional intelligence on job satisfaction in the presence of mediating effect of perceived organizational support in primary public schools of Punjab. An emotionally intelligent worker can handle stressed situations intelligently (Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998) and can be more satisfied with job. With emotional intelligence, perceived organizational support for a worker can add satisfaction to the job.

Numerous teachers picked school teaching as a career as they worth the ineradicable honor that they can have (Iwanicki, 1983) and in light of the fact that they appreciated the enthusiastic and individual advantages of this job itself, for example, self-improvement and a feeling of achievement. Truth be told, numerous educators chosen this career since they wanted helping other people and were managed the opportunity for self-improvement and open interest of people (Cobb, 2004).

There is a pile of literature available on emotional intelligence and job satisfaction. Such as Moderating, effect of POS has been studied by Akhter et al. (2017) with EI and job performance. The findings of their study suggested that emotionally intelligent employees could more easily adapt their emotions in their working environments and feel more satisfied. Similarly, Hosseinian et al. (2008) also studied the effect on job satisfaction by training EI skills of employees. Rorlinda et al. (2016) conducted the study about link among emotional intelligence and job satisfaction in school counseling head teachers in Malaysia.

Another reason to conduct this research study is taking POS as a mediator between EI and Job Satisfaction which has not been studied so far at this level and in this context, hence, fulfilling the gap of previous researches. This research will be helpful to know the role of perceived organizational support on teachers' EI and Job satisfaction.

Job satisfaction of a teacher is very important because unsatisfied teachers cannot be fully involved in teaching the students. Especially teaching at public primary schools of Punjab turns out to be more emotionally exhaustive and challenging work, therefore a considerable list of teachers apparently seems unsatisfied with their work.

Research Questions

Current Study will answer the following research questions:

- Does emotional intelligence effect job satisfaction?
- Does Perceived Organizational Support mediate relation between Emotional Intelligence and Job Satisfaction?

This study will add the literature on job satisfaction of primary public school teachers by understanding the direct impact of EI and mediating role of perceived organizational support on job satisfaction. The study will help policy makers to design programs to enhance emotional intelligence of the teachers and craft environment of organizational support that could boost teachers' satisfaction which will lead to good teaching and cognitive development of generations to come.

1. Literature Review

This section will constitute on the review of recent and previous studies about Emotional Intelligence, Job Satisfaction and Perceived Organizational Support. On the basis of this section conceptual model will be developed and also the hypotheses will be drawn.

Emotional Intelligence (EI)

Emotional Intelligence (EI) is not a new phenomenon to be studied. It is rich in literature. Different authors have studied EI in relation to different variables. There is huge literature available about EI to be used as variable. Some of them are discussed in this section.

Afsheen et al. (2010) studied EI with respect to Job Satisfaction and with mediating effect of Transformational Leadership. Cross sectional research design was used for this research study and data was collected by survey questionnaire. For data collection 250 managers from telecommunication industry of Pakistan were selected on purposive basis. The results of the study suggested positive impact of emotional intelligence on job satisfaction. It also revealed that emotional intelligence has also significant impact on creating transformational leadership behavior. Among limitations of this study is its cross sectional design and its convenience sampling technique which makes it limited with respect to its generalizability (Fatima, Imran, & Zaheer, 2010).

Humaira Latif and Khan (2017) studied EI in relation to Job Performance. The study took EI as predictor for job performance in high school teachers. For this purpose, 35 high schools were randomly selected and data was collected from 210 female teachers. The results showed that EI is a poor predictor of job performance but the teachers with high EI have high level of Job Satisfaction and their students also secured higher marks. This study also recommends that EI is an important parameter which must be considered at the time of recruiting a teacher (Humaira Latif & Khan., 2017).

Job Satisfaction (JS)

Like EI, Job Satisfaction is also a well-known variable to be studied. It also has bulk of literature available in its support. Job Satisfaction has been studied

in different perspectives. Review of fewer is given below because of the limitation of the fact to discuss all previous work.

Simin Hosseinian et al. (2008) has studied the relation among Job Satisfaction and EI. They conducted this study to know the effect of training some components of Emotional Intelligence on Job Satisfaction. This study was conducted by Quasi Experimental Method consisting on Four months' duration with pre and post-test sessions. For this purpose, people from two industries were selected. Further, 28 people were selected which were randomly divided into control group and experimental group. Experimental group was provided with training sessions on EI. The results of this study showed that by training Emotional Intelligence, Job Satisfaction and as well as productivity can be enhanced (Simin Hosseinian, 2008).

Similarly, Hakkak, Gashti, and Nawaser (2014) has also done valuable work by taking the JS as a variable in relation with Perceived Organizational Support and Organizational Commitment. Descriptive Survey was used as research methodology to conduct the study. For this purpose, employees of a bank were taken as population of the study. Data collection was conducted by using three questionnaires. The results of this research study showed that Job Satisfaction has direct positive relation with Organizational Commitment and Perceived Organizational Support (Hakkak, Gashti, & Nawaser, 2014).

Perceived Organizational Support (POS)

When literature is peeped into it found that POS has been studied a lot in different perspectives. Among many studies only some of them are reviewed as under.

Like emotional intelligence POS plays an important role in job satisfaction of employees in any organization. As said by Eisenberger and Huntington (1986) when a worker perceives that his/her organization give importance to his/her participation this thing makes them more committed towards their work and satisfaction increases accordingly (Huntington, 1986).

Haluk Erdem (2017) has studied the POS with respect to problem focused and stressed focused coping behaviors. This study was conducted among the employees of special education schools and rehabilitation centers. For this purpose, 1088 employees working in 35 respective institutions in four provinces of Turkey were selected as targeted population. Survey questionnaire were administered via E-mails. The results of this study reveals that the employees having higher levels of POS shows less emotional focused stress behavior as they feel more subsidized and obliged by the institution (Haluk Erdem, 2017).

There is also huge work done on POS by Huntington. He studied the relation between POS and absentees rate among teachers of private high schools. For this purpose, data was collected through exchange ideology questionnaire. This study suggests that increased POS also increases the affective attachment of the employee with the organization and as a result enhances the work effort by the employee (Huntington, 1986).

Rationality of Hypothesis

Emotional Intelligence and Job Satisfaction

Emotional Intelligence has great impact on one's job satisfaction. EI helps one to control and amend one's sentiments (Salovey & Mayer, 1990) and emotions according to situation. As far as the emotional intelligence of teachers is concerned with students and their job is very important. The job of a teacher is not only to deliver knowledge to the students but also to groom them to become a socially active individual. Effective teaching contributes a lot towards students' success and emotional health. It is the key to have job satisfaction to be an effective teacher (Latif & Khan, 2017).

Moreover, many other studies done by different authors such as (Humaira Latif & Khan., 2017; Syed Salim, Nasir, Shah Moham, & Bazlan Mus, 2012), (Palmer, Walls, Burgess, & Stough, 2001; Simin Hosseinian, 2008) and (Vratskikh, Masa'deh, Al-Lozi, & Maqableh, 2016) have also debated on the relation among emotional intelligence and job satisfaction. And these studies and many other have proved that emotional intelligence is directly associated with Job Satisfaction. Many studies concluded that an employee with higher level of intelligence find their work place more satisfying than others and this thing made them more satisfied with their job (Bar-On, 2005). Hence, the reviewed literature is the witness over the hypothesis that EI impacts JS positively.

H₁: Emotional Intelligence has significant positive impact on Job Satisfaction.

POS, EI and JS

According to Organizational Support Theory (Huntington, 1986) workers establish an overall discernment about the degree to which a firm esteems their commitments and thinks about their prosperity. Higher level of Perceived Organizational Support (POS) would create the desire that quality work and additional work done for the firm will be valued and appreciated. Perceived Organizational Support would reinforce emotional sense of duty for the company and increment endeavors made for its benefit (Huntington, 1986; Shore & Shore, 1995).

Above mentioned literature is further supported by the (Eisenberger, 1997) that an employee who receives organizational support feels more satisfied and performs better than others and also more committed and show sincerity and loyalty to their jobs (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Same emphasis is done by (Ahmad & Yekta, 2010) that POS helps to achieve job satisfaction. (Eisenberger et al., 2010) said that perceived organizational support has strong bonding with job satisfaction. POS plays very important role in determination of Job Satisfaction an determination (R. Eisenberger, et al., 2010). Hence the following hypothesis is developed i.e.

H₂: *Perceived Organizational Support has a mediating role between Emotional Intelligence and Job Satisfaction.*

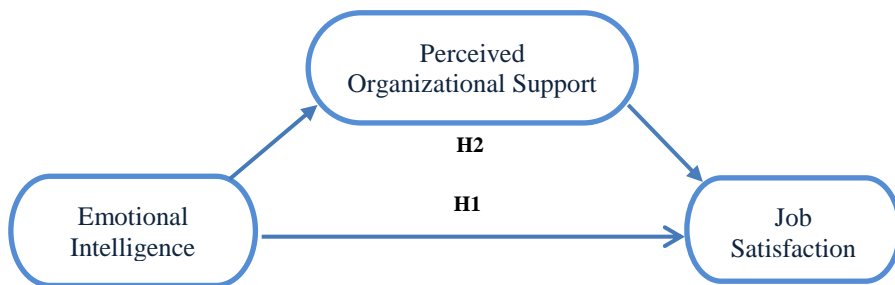


Figure 1 Conceptual Model of the Study

2. Methodology

To conduct this study, data was collected from four districts of Punjab named as Lahore, Okara, Nankana Sahib and Sahiwal. Total of 450 questionnaires were randomly distributed among teachers, out of which 345 were received and 300 were used for final data analysis. . Keeping in mind the length of the questionnaire, the time legged approach was used and each questionnaire was administered in two phases. At first stage participants were provided with set of only 50 questions. In the next phase same participants were asked to fill the remaining 46 questions. Later these were compiled to measure and calculate the responses. Before conducting the survey, permission was obtained from school heads and it was also assured that all the institutional information and all data collected is kept confidential.

Measures

The established measures have been adopted using five point Likert Scale where 1= (Strongly disagree) and 5= (Strongly Agree). Table 1 provides details of the adopted measure.

Table 1 *Detail of Adopted Measures of the Study*

Variable	No. of Items	Author	Year	Sample Item
EI	24	Vratskikh, I.	2015	I can accurately identify a range of emotions that I feel from day to day.
JS	36	Spector, P. E.	1994	I feel I am being paid a fair amount for the work I do.
POS	36	Eisenberger	1986	The Organization values my contribution to its well-being.

Data Analytical Techniques

Quantitative Data was analyzed by using SPSS 2016 (Adu-Gyamfi, 2015), IBM SPSS and AMOS 22, Software. Mean, standard deviation, regression and correlation coefficient and reliability of the variables is tested. SEM is applied to test the model.

Results and Findings

Analysis

Table below shows the descriptive analysis of demographics of the study. It shows that the number of male participant is 172 while female participants are 128. Furthermore, it also shows that the people below 18 were only 15 while the highest number of participants belonged to the age group from 36-50 years. Similarly, highest ratio of participants was having 16 years of education.

Table 2 *Descriptive Statistics*

Gender	Male	172
	Female	128
Age	Less than 18	15
	18-35	131
	36 to 50	122
	Above 50	32
Education (In years)	14 years	113
	16 Years	169
	18 Years	18

Table 3 *Reliability of Items and Scale*

Variable	Cronbach's Alpha	N of Items
EI	0.678	24
JS	0.728	36
POS	0.725	36

Reliability table shows that scales used to conduct this research have high reliability percentage. Scale EI has almost 68% reliability value and Scales used for JS has its value near 73%. Similarly, POS scale is also showing nearly 73 % reliability values. These values show that these scales are reliable to be used to collect data and conduct this research study.

Table 4 *Correlations of Job Satisfaction, Emotional Intelligence and Perceived Organizational Support (N=300)*

Variables	EI	JS	POS
EI	1.00		
JS	.963**	1.00	
POS	.783**	.909**	1.00

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

The above table shows that p=0.000 for all variables which shows a significant correlation among variables.

Table 5: *Regression analysis of Emotional Intelligence and Job Satisfaction*

Variable	N	Mean	SD	df	T	R	R²	Sig	F
EI	300	93.06	8.371	1	10.95	0.971 ^a	0.94	0.000 ^b	4880.14
JS	300	141.03	11.29						

Table 5 shows that value of p=0.000^b where significance is when p<0.05. it shows a positive regression between Emotional Intelligence and Job Satisfaction. This table shows value of F= 4880 for N=300, where mean for EI and JS is 93.06 and 141.03 and values for the S.D of EI and JS are 8.371 and 11.292.

Table 6: *Regression analysis of Emotional Intelligence and Job Satisfaction with Perceived Organizational Support*

Variable	Mean	SD	Df	t	R	R²	Sig	F
EI	93.06	8.371						
JS	141	11.29	2	6.782	0.998	0.995	0.000 ^b	32037.2
POS	141.7	11.35						

Table 5 represents the regression analysis among EI and JS in the presence of POS. This analysis table is also showing the significance p value = 0.000^b while regression is significant when p<0.05. This value depicts a positive regression among EI, POS and JS. It shows that value of JS increases when the value of POS is increasing along X-axis. The values of t=6.782 and F =32037.170 where N=300.

Mediation Analysis

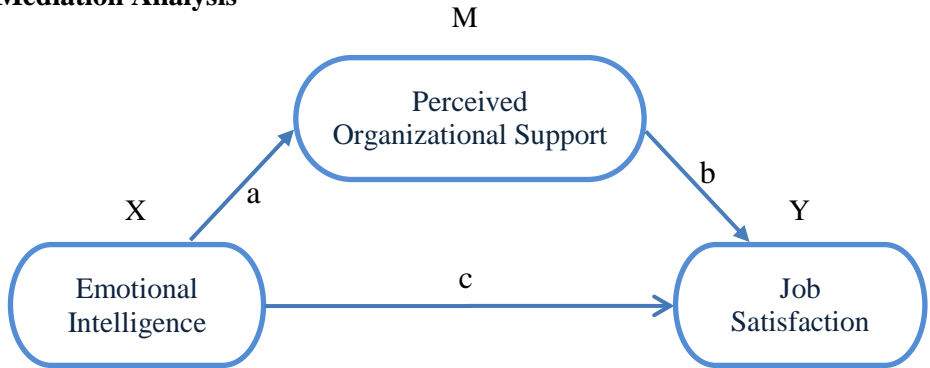


Figure 2 Mediation Analysis

Mediation analysis is done by using Process Macro by Prof. Andrew F. Hayes (2018). According to him the model studied in this research work is Model 4. The other details of the model to run the mediation test are given as:

X=EI, Y=JS and M=POS (Mediator) and N=300

Results of the test are shown in the given table.

Table 7: Outcome variable: POS (Path a)

	Coefficient	Se	T	p	LICI	ULCI
EI	1.1044	0.0455	24.2506	0	1.0148	1.1941

The above table is showing the mediating impact between EI and POS making path (a) of the framework. It is showing a positive value and it proves that POS mediates the role of EI on JS.

Table 8: Outcome Variable: JS (Paths b & c)

	Coefficient	Se	T	p	LICI	ULCI
EI	.8735 (c)	0.0092	95.28	0	0.856	0.892
POS	.3947 (b)	0.0068	58.37	0	0.381	0.408

In the above table, outcome variable is JS which is being directly affected by EI by path (c) and it is also mediated by POS to change the direct impact of EI on JS. Values obtained for both EI and POS for JS are positive showing that POS positively mediated the impact of EI on JS. The significant value for p=0.000 which also shows that there is a positive relation exists among variables.

Table 9 *Total effect of X on Y*

Effect	SE	T	P	LICI	ULCI	C_PS
1.310	0.019	69.858	0	1.273	1.346	0.116

The above table shows that the direct effect of X on Y = 1.3095 and the p-value = 0.000 which describes the perfect regression among variables.

Table 10 *Direct effect of X on Y*

Effect	SE	T	P	LICI	ULCI	C' PS
0.874	0.009	95.282	0	0.856	0.892	0.077

The table for direct effect of x on y shows the effect values as 0.8735 which is less than the total effect value. It also shows that the POS has its mediating effect among EI and JS.

Table 11 *Indirect Effect(s) of X on Y*

	Effect	Boot SE	Boot LICI	Boot ULCI
POS	0.436	0.0256	0.3847	0.4853

Table 11: *Partially Standardized Indirect Effect(s) of X on Y*

	Effect	Boot SE	Boot LICI	Boot ULCI
POS	.0386	.0020	.0350	.0427

Table 12 *Completely Standardized Indirect Effect(s) of X on Y*

POS	Effect	Boot SE	Boot LICI	Boot ULCI
	0.3232	0.014	0.295	0.350

All the tables for indirect effect are showing a positive effect value which is making less than one <1 value showing that positive mediating effect is caused by POS which is making a greater value than direct impact of EI on JS. Hence, it is proven that POS mediates the role of EI and JS and in the presence of POS an employee becomes more Emotional Intelligent in order to have high level of Job Satisfaction.

Structural Equation Modeling (SEM)

Notes for Group

The Model is Recursive; Sample Size = 300

Model Contains the Following Variables:

Observed, Endogenous Variables are: JS & POS

Observed, Exogenous Variables are: EI & POS

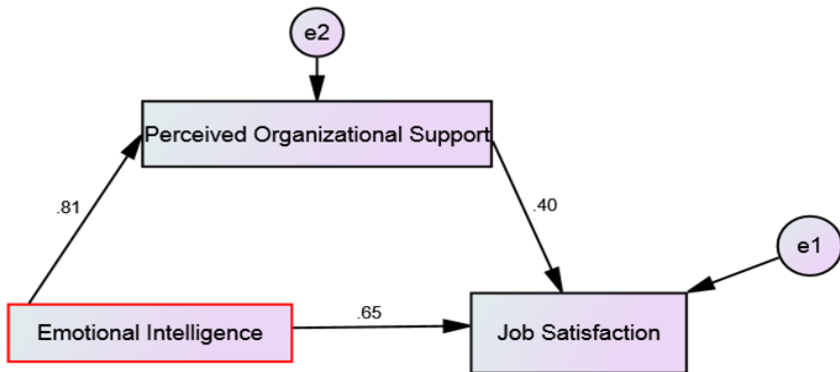


Figure 3: SEM: Default Model Drawn and Tested for the Study

Standardized Estimates shown by the figure are impact of EI on POS in this model is 0.81 that is very strong. The impact of EI on JS estimated is 0.65 that also shows a high relation among both dependent and independent variables. While POS is showing 0.40 value for standardized estimate for JS which also shows that JS is effected by POS.

Table 13 Model Fit Summary

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	6	0	0		
Saturated model	6	0	0		
Independence model	3	1934.06	3	0	644.69

Table 14 RMR, GFI Statistics

Model	RMR	GFI	AGFI	PGFI
Default model	0	1		
Saturated model	0	1		
Independence model	68.621	0.379	-0.243	0.189

Discussion

After applying the different statistical techniques to test the theoretical framework, different results are obtained. These results explain the, interceding effect of Organizational Support between Emotional Intelligence and Job Satisfaction at primary public schools of Punjab. On the basis of hypothesis developed, analytical techniques used, the results are compiled below.

Results obtained by the correlation and regression tests of EI and JS proved that Emotional Intelligence and Job satisfaction are related to each other. Moreover, values of correlation table showed that $r=0.963^{**}$ and $p=0.000$ which predicts a positive relation among Job Satisfaction and Emotional Intelligence as a result of correlation analysis of these two variables.

Similarly, regression table shows that value of $p=0.000$ which also shows a positive linear regression among Emotional intelligence and Job Satisfaction. Hence, in the light of above findings it would be said that Job Satisfaction is affected by Emotional Intelligence. As, values obtained for significance level are positive so, these results proved that EI has significant positive impact on Job Satisfaction.

Results obtained by the correlation and regression tests performed to test the mediating effect of POS between EI and PS. Results from Table showed that value of $r=0.783^{**}$ is for EI and POS while value of $p=0.000$ where ($\text{Sig}<0.01$). This correlation is also producing a positive relation among JS and EI even in the presence of POS, which is also showing a positive significant result.

Limitations of the Study

This study will helpful in many aspects but at the same time a single study cannot cover each and every aspect of a research topic. Here are some limitations this study has. It is context limited as it is conducted in only four districts and it can be expanded to larger areas. It is conducted only in the primary public schools of Punjab whereas it can be enhanced to high schools, colleges, universities and other vocational institutions as well.

Future Direction

On the basis of this work future studies can apply action research to validate the same model. Further exploration can help in identifying that how emotional intelligence of teachers can be enhanced through trainings and education so teachers feel satisfied with the job and educate the future better. Furthermore it is immensely important to figure out the support a teacher looks forward to from a school administration which can boost the morale of teacher and help him/her perform better.

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