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JOB SATISFACTION AMONG FEMALE TEACHERS: DO EMOTIONAL INTELLIGENCE AND WELLBEING PLAY ANY ROLE?

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Abstract
The study determined the level of emotional intelligence, wellbeing and job satisfaction of female teachers in Kwara State. It further examined the relationship between emotional intelligence and job satisfaction among female teachers and finally assessed the relationship between wellbeing and job satisfaction among female teachers in Kwara State, Nigeria. As such, three research questions were raised and two hypotheses formulated. The survey research design was adopted for the study. The population of this study comprised all female secondary school teachers in Ilorin metropolis with a sample size of Eighty-Nine female secondary teachers selected for the study. Three self-developed questionnaires were adopted as the instrument for the data collection which was made up of questions arranged systematically based on the research questions to collect data and information from teachers on emotional intelligence, wellbeing and job satisfaction among female teachers. The result indicated that the levels of emotional intelligence (98.9%, 88), wellbeing (88.8%, 79) and job satisfaction of female teachers (96.6%, 86) are high. There existed a significant positive relationship between emotional intelligence and job satisfaction (R(0.511), df (87), P value=0.000<0.05) as well as significant positive relationship existed between wellbeing and job satisfaction (R(0.522), df (87), P value=0.000<0.05) among female teachers in Kwara State, Nigeria. The study concluded that while teachers demonstrated higher levels of emotional intelligence, wellbeing and job satisfaction, the emotional intelligence and wellbeing are positively related with job satisfaction among female teachers in Kwara State, Nigeria. The study therefore recommended that there should be regular emotional intelligence training for both male and female teachers because it tends to affects their wellbeing and job satisfaction.

Keywords: Emotional Intelligence, wellbeing, Job satisfaction, Female teachers
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Introduction
Within the field of work psychology, the concept of emotional intelligence (EI) has been widely acknowledged. The importance of Emotional Intelligence (EI) as a predictor of future job happiness is becoming more widely acknowledged. We determined that the association between emotional intelligence (EI) and job satisfaction is impacted by work-related attitudes, job satisfaction, turnover intention, and organizational commitment. Teachers seem to have a major influence on their students' emotional and social development, according to the available evidence (Pederson et al., 2018; Birch & Ladd, 2018). According to research (Corbett & Wilson 2012), teachers have a pivotal role in their students' intellectual development and academic success. Teachers are responsible for more than simply teaching knowledge; they must also ensure that their students develop culturally and socially significant abilities and habits. Effective teaching strategies are foundational to students' academic success, and teachers' mental health is an essential component of these strategies. Teachers motivate their students not just by what they teach and how they teach it, but also by how they interact with their students, share what they've learned, and set a good example.

The ability to identify, understand, and manage one's own emotions is known as emotional intelligence (Austin, et al., 2015). There is a difference between Intelligence Qoutient (IQ) and EI. In contrast to IQ, which focuses only on cognitive abilities, (EI) places

an emphasis on one's social and emotional competence (Bar-On, 2017). Since (EI) revealed how well one applied their knowledge to the present environment, Bar-On (2017) argued that it was a better indicator of success than IQ (Kiani, 2013). Augusto-Landa et al. (2018) noted that EI is a key factor in numerous fields, including business, nursing, law, medicine, sports, and education. An internal or psychological indicator of happiness is regarded as well-being. Numerous facets of the phenomena are included, such as contentment with life, self-esteem, self-efficacy, family life, work, school, and finances. Hence, in the field of education, teachers' well-being needs to be taken care of as it may have a great effect on their job performance, health and happiness. According to Rethinam and Ismail (2017), the quality of working life is referred to the workplace efficiency that can develop employees' well-being and satisfaction in an organization.

A nation's educational system is primarily propelled by its teachers, who make up a significant portion of the human capital. Modern classroom instruction is defined by its inherent fluidity. Instructors have a multitude of challenges due to the continuous evolution of several domains, including pedagogy, learning theory, curriculum, and educational goals (Louis & Smith, 2019). In order to ensure that teachers are able to accomplish their jobs to the best of their abilities, it is crucial to prioritize their wellbeing. Consistent with this view, Veenhoven (2016) argued that factors pertaining to well-being, such as conducive, healthy, and positive work environments, may help ensure the health and happiness of educators. Teachers' happiness is gauged by how fulfilling their careers are. Quality of working life is defined by Rethinam and Ismail (2017) as the extent to which workplace efficiency adds to the happiness and well-being of corporate employees. How well the educational system and workplace meet the psychological, social, political, and economic needs of educators by providing many opportunities for professional and personal growth has a direct bearing on the quality of educators' working lives. In order to enhance the quality of life for teachers, educational institutions should take it upon themselves to build a better and more efficient workplace. However, according to Maslow (2014), dissatisfaction with the quality of working life could affect many employees regardless of their position or status in the firm.

Also, according to Schultz (1982), an individual's mental attitude toward their job is what constitutes job satisfaction. A person's level of job satisfaction is defined by how well their expectations and the results of their work match (Capotescu, 2006). These definitions focus on job satisfaction in a general sense, which may not be the best way to determine whether people are happy in their careers. Accordingly, across occupations, it is crucial to recognize and examine the attitudes that comprise work satisfaction levels (Schultz, 1990) for appropriate measurement purposes.

Job satisfaction is a vital component of well-being of a worker in an organization as well as the likely success of such organization. Understanding the level of job satisfaction among female teachers in Kwara State is important as it helps to unravel issues associated with their overall work experience and engagements. This study therefore sets to determine the level of emotional intelligence of female teachers, ascertain the level of wellbeing of female teachers, determine the level of job satisfaction of female teachers in Kwara State, examine the relationship between emotional intelligence and job satisfaction among female teachers and finally to assess the relationship between wellbeing and job satisfaction among female teachers in Kwara State, Nigeria. As such the following research questions were raised and hypotheses formulated.

Research Questions

1. What is the level of emotional intelligence of female teachers in Kwara State?
2. What is the level of wellbeing of female teachers in Kwara State?
3. What is the level of job satisfaction of female teachers in Kwara State?

Hypotheses

1. There is no significance relationship between emotional intelligence and job satisfaction among female teachers in Kwara State, Nigeria; and
2. There is no significance relationship between wellbeing and job satisfaction among female teachers in Kwara State, Nigeria.

Methods

The study population comprises of female teachers working in public Secondary schools, Kwara State, Nigeria. Specifically, the study targeted 89 female teachers across public secondary schools within the state. The population included both experienced and novice teachers, from various subjects and grade levels as the research aims to explore the specific factors influencing job satisfaction among this group in Kwara State. The study adopted a survey research design which was adopted to analyze and determine the extent to which emotional intelligence and wellbeing predict job satisfaction among female teachers. Fifteen secondary schools selected using stratified random sampling technique. Out of which 6 female teachers each were purposively selected from each of the selected schools in Ilorin metropolis making a total of 89 respondents selected for this study. The instruments used for this study are emotional intelligence, job satisfaction and teacher wellbeing questionnaires which was developed by the researchers and subjected to internal consistency reliability estimate. Each consists of 10 items with a 4-point likert type response option and a Cronbach alpha coefficients of 0.72, 0.81 and 0.78 was obtained for the emotional intelligence, job satisfaction and teacher wellbeing questionnaires respectively. The instrument were thereafter administered to the respondents by the researcher with the help of a research assistants. The data collected were analyzed using frequency counts, percentages, mean and standard deviation and pearson product moment correlation.

Results

Preliminary Analysis

Table 1: Demographic Analysis of respondents

Demographic data	Freq.	%
Age		
18-25	44	49.4
26-40	42	47.2
41-60	3	3.4
Class taught		
JSS	45	50.6
SSS	44	49.4

The table 1 below presented the demographic characteristics shows that the majority of the respondents 49.4% (44) are within the age brackets of 18-25, 47.2% (42) are within the age brackets of 26-40, while least of the respondents 3.4% (3) are within the age brackets of 41-60respectively. Finally, 50.6% (45) of the respondents teaches JSS classes while 49.4% (44) of the respondents teaches SSS classes respectively.

Research Question One: What is the level of emotional intelligence of female teachers in Kwara State?

Table 2: Levels of emotional intelligence of female teachers in Kwara State

S/N	STATEMENT	**Always** F(%)	**Sometimes** F(%)	**Rarely** F(%)	**Never** F(%)	**Mean**	**Remark**
1.	I am aware that my emotions influence my teaching performance.	69 (77.7)	18 (20.2)	1 (1.1)	1 (1.1)	**3.74**	**High**
2.	I effectively manage my emotions in the classroom	66 (74.2)	18 (20.2)	4 (4.5)	1 (1.1)	**3.67**	**High**
3.	I understand importance of the emotions of my students	62 (69.7)	22 (24.7)	4 (4.5)	1 (1.1)	**3.63**	**High**
4.	I empathize with my students	67 (75.3)	17 (19.1)	3 (3.4)	2 (2.2)	**3.67**	**High**
5.	I communicate effectively with students without being emotional	75 (84.3)	13 (14.6)	1 (1.1)	-	**3.83**	**High**
6.	I can determine the emotional state of my students and handle them well	62 (69.7)	20 (22.5)	5 (5.6)	2 (2.2)	**3.59**	**High**
7.	I provide appropriate support to the emotional students' needs during teaching	68 (76.4)	19 (21.3)	2 (2.2)	-	**3.74**	**High**
8.	I recognize the emotions of students and take good care of mine too	68 (76.4)	18 (20.2)	3 (3.4)	-	**3.73**	**High**
9.	I provide adequate response to questions from my students without being emotional	65 (73.0)	22 (24.7)	2 (2.2)	-	**3.71**	**High**
10.	I am able to manage my emotions when dealing with my students	64 (71.9)	22 (24.7)	2 (2.2)	1 (1.1)	**3.67**	**High**

Decision Rule: very Low: 0.00 – 1.49, Low: 1.50 – 2.49, Moderate: 2.50 – 3.00, High: Above 3.00.

Table 2 below presented the summary levels of emotional intelligence of female teachers in Kwara State, Nigeria. The result state that, majority of the respondents "communicate effectively with students without been emotional" given the mean scores (3.83), they are aware that their emotions influence their teaching performance and they provide appropriate support to the emotional students' needs during teaching" given the mean score (3.74) respectively. Furthermore, the computed scores were categorized and the descriptive statistics presented in Table 3 as follows;

Table 3: Descriptive statistics showing levels of emotional intelligence of female teachers in Kwara State

Number of respondents	89
Range	30
Mean	37.0
Standard Deviation	2.59
Minimum	10
Maximum	40

Table.3 shows that the minimum obtained score was 10, the maximum obtained score was 40 while the mean and standard deviation scores were 37.0 and 2.59 respectively. The computed scores where further categorized as 10-20 "Low" levels of emotional intelligence of female teachers, 21-30 "Moderate" while 31-40 as High Levels of emotional intelligence of female teachers in Kwara State, Nigeria. As such, the levels of emotional intelligence of female teachers are presented in Table 4 as follows;

Table 4: Descriptive statistics showing levels of emotional intelligence of female teachers in Kwara State, Nigeria

Levels of emotional intelligence	F	%
Low level	-	-
Moderate level	1	1.1
High level	88	98.9

The result in Table 4 shows the levels of emotional intelligence of female teachers in Kwara State, Nigeria. From the result, the levels of emotional intelligence of female teachers (98.9%, 88) is high. None of the female teacher have low level of emotional intelligence respectively.

Research Question Three: What is the level of wellbeing of female teachers in Kwara State?

Table 5: Levels of wellbeing of female teachers in Kwara State, Nigeria

S/N	STATEMENT	**Always** F(%)	**Sometimes** F(%)	**Rarely** F(%)	**Never** F(%)	**Mean**	**Remark**
1	I have a supportive network of fellow teachers.	64 (71.9)	20 (22.5)	5 (5.6)	-	**3.66**	**High**
2	I have a good work-life balance.	64 (71.9)	19 (21.3)	4 (4.5)	2 (2.2)	**3.63**	**High**
3	I am comfortable seeking help with colleagues	57 (64.0)	26 (29.2)	3 (3.4)	3 (3.4)	**3.54**	**High**
4	I have a supportive to have positive working environment.	57 (64.0)	27 (30.3)	2 (2.2)	3 (3.4)	**3.55**	**High**
5	I am comfortable seeking help with mentor	55 (61.8)	22 (24.7)	6 (6.7)	6 (6.7)	**3.42**	**High**
6	I have adequate time to rest	44 (50.5)	35 (39.3)	5 (5.6)	4 (4.5)	**3.67**	**High**
7	I feel valued and appreciated by students	58 (65.2)	22 (24.7)	7 (7.9)	2 (2.2)	**3.53**	**High**
8	I have a healthy work environment that promotes positive relationships	51 (57.3)	34 (38.2)	3 (3.4)	1 (1.1)	**3.52**	**High**
9	I feel valued by student-parents	56 (62.9)	28 (31.5)	2 (2.2)	3 (3.4)	**3.54**	**High**
10	I feel appreciated by the school community.	65 (73.0)	21 (23.6)	1 (1.1)	2 (2.2)	**3.67**	**High**

The result as presented in table 5 shows the levels of wellbeing of female teachers in Kwara State. From the result, majority of the respondents "frequently have adequate time to rest and feel appreciated by the school community" given the mean scores (3.67), and also have a supportive network of fellow teachers and a good work-life balance" given the mean score (3.66 and 3.63) respectively. Furthermore, the computed scores were subjected to descriptive statistics and the result summarily presented in Table 6 as follows;

Table 6: Descriptive statistics showing levels of wellbeing of female teachers in Kwara State, Nigeria

Number of respondents	89
Range	30
Mean	35.40
Standard Deviation	3.79
Minimum	10
Maximum	40

From Table 6 shows that the minimum obtained score was 10, the maximum obtained score was 40 while the mean and standard deviation scores were 35.40 and 3.79 respectively. The computed scores where further categorized as 10-20 "Low" levels of wellbeing of female [teachers], 21-30 "Moderate" 31-40 as "High" Levels of wellbeing of female teachers in Kwara State, Nigeria. Hence, the levels of wellbeing of female teachers in Kwara State, Nigeria is presented in Table 7 below;

Table 7: Descriptive statistics showing Levels of wellbeing of female teachers in Kwara State, Nigeria

Levels of wellbeing	**F**	**%**
Low level	-	-
Moderate level	10	11.2
High level	79	88.8

Table 7 shows the Levels of wellbeing of female teachers in Kwara State, Nigeria. From the result, Levels of wellbeing of female teachers (88.8%, 79) is high, least of the teachers (11.2%, 10) has moderate level of wellbeing, and none of the female teacher have low level of wellbeing respectively.

Research Question Three: What is the levels of Job satisfaction of female teachers in Kwara State, Nigeria?

Table 8: Levels of job satisfaction of female teachers in Kwara State, Nigeria

S/N	STATEMENT	**Always** F(%)	**Sometimes** F(%)	**Rarely** F(%)	**Never** F(%)	**Mean**	**Remark**
1	I feel satisfied with my current job as a teacher.	67 (75.3)	15 (16.9)	2 (2.2)	5 (5.6)	**3.62**	**High**
2	I feel satisfied with my overall teaching career.	65 (73.0)	24 (27.0)	-	-	**3.73**	**High**
3	I find joy and fulfillment in my role as a teacher.	67 (75.3)	18 (20.2)	3 (3.4)	1 (1.1)	**3.69**	**High**

4	I feel appreciated for my contributions as a teacher.	71 (79.8)	17 (19.1)	1 (1.1)	-	**3.79**	**High**
5	I have personal opportunities for professional growth and development.	69 (77.5)	19 (21.3)	1 (1.1)	-	**3.75**	**High**
6	I have a positive relationship with my superiors in the teaching job.	65 (73.0)	23 (25.8)	1 (1.1)	-	**3.71**	**High**
7	I occasionally supported by the school administrator	49 (55.1)	33 (37.1)	6 (6.7)	**1 (1.1)**	**3.46**	**High**
8	I have opportunity for professional growth and development provided by my school	61 (68.5)	25 (28.1)	2 (2.2)	**1 (1.1)**	**3.64**	**High**
9	I experience a sense of accomplishment to fulfil in my teaching role	65 (73.0)	22 (24.7)	2 (2.2)	-	**3.71**	**High**
10	I feel satisfied with the relationships I have with my colleagues in the teaching job.	66 (74.2)	20 (20.5)	3 (3.4)	-	**3.71**	**High**

Decision Rule: very Low: 0.00 – 1.49, Low: 1.50 – 2.49, Moderate: 2.50 – 3.00, High: Above 3.00.

The result as presented in table 8 shows the levels of job satisfaction of female teachers in Kwara State, Nigeria. From the result, majority of the respondents "feel appreciated for their contributions as a teacher, have opportunities for professional growth and development, feel satisfied with my overall teaching career." given the mean scores (3.79, 3.75, 3.73) respectively. The descriptive statistics of the computed scores are presented in Table 9 below;

Table 9: Descriptive statistics showing Levels of job satisfaction of female teachers in Kwara State, Nigeria

Number of respondents	89
Range	30
Mean	36.80
Standard Deviation	2.69
Minimum	10
Maximum	40

From Table 9 shows that the minimum obtained score was 10, the maximum obtained score was 40 while the mean and standard deviation scores were 36.80 and 2.69 respectively. The computed scores where further categorized as 10-20 "Low" levels of job satisfaction of female teachers, 21-30 "Moderate" 31-40 as "High" Levels of job satisfaction of female teachers in Kwara State, Nigeria. Hence, the levels of job satisfaction of female teachers in Kwara State, Nigeria is presented in table 10 as follows;

Table 10: Descriptive statistics showing Levels of job satisfaction of female teachers in Kwara State, Nigeria

Levels of Job satisfaction	F	%
Low level	-	-
Moderate level	3	3.4
High level	86	96.6

The result in Table 10 shows the Levels of job satisfaction of female teachers in Kwara State Nigeria. From the result, Levels of job satisfaction of female teachers (96.6%, 86) is high, Least of the teachers (3.4%, 3) has moderate level of Job satisfaction, and none of the female teacher have low level of job satisfaction respectively.

Hypothesis One: There is no significance relationship between emotional intelligence and job satisfaction among female teachers in Kwara State, Nigeria.

Table 11: PPMC showing relationship between emotional intelligence and job satisfaction among female teachers in Kwara State.

Variable	Mean	SD	df	N	r	p-value	Remark
Emotional intelligence	37.00	2.59	87	89	0.511	.000	Significant
Job satisfaction	36.81	2.69					

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

The hypotheses one was tested and the computed scores of emotional intelligence and job satisfaction were subjected to Pearson Product Moment Correlation (PPMC). The result of *PPMC* as presented in table 4.11: *R(0.511), df (87), P value (0.000<0.05; significant*) shows that there was a significant relationship between emotional intelligence and job satisfaction. Hence, the null hypothesis was rejected and it was therefore concluded that there existed a significant positive relationship between emotional intelligence and job satisfaction among female teachers in Kwara State, Nigeria.

Hypothesis Two: There is no significance relationship between wellbeing and job satisfaction among female teachers in Kwara State, Nigeria

Table 12: PPMC showing relationship between wellbeing and job satisfaction among female teachers in Kwara State.

Variable	Mean	SD	df	N	r	P	Remark
Wellbeing	35.40	3.79	87	89	0.522	.000	Significant
Job satisfaction	36.81	2.69					

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

The result of *PPMC* as presented in table 12: *R(0.522), df (87), P value (0.000<0.05; significant*) shows that there was a significant relationship between wellbeing and job satisfaction. Hence, the null hypothesis was rejected and it was therefore concluded that

there existed a significant positive relationship between wellbeing and job satisfaction among female teachers in Kwara State, Nigeria.

Discussion

The purpose of this study is to emotional intelligence and wellbeing as predictors of job satisfaction among female teachers in Kwara State, Nigeria. This section therefore discusses the findings of the study. In terms of the questionnaire tested in the study. Results revealed that emotional intelligence is a significant predictor of job satisfaction aligns with existing research in the field of psychology and education. Teachers with higher emotional intelligence are better equipped to handle the diverse emotions they encounter in their classrooms. More so, the result of findings revealed that wellbeing is strongly linked to job satisfaction among female teachers underscores the importance of prioritizing teacher health and wellness. Similarly, Soutter, Gilmore and O'Steen (2011) frame wellbeing encompasses physical, mental, and emotional health, all of which are essential for teachers to perform at their best. Teachers with good overall wellbeing are likely to have higher energy levels, experience less burnout, and approach their work with a positive mindset.

Also, the findings revealed that there may be an interactive effect between emotional intelligence and wellbeing suggests that these factors are not independent but rather reinforce each other. Teachers who possess both high emotional intelligence and strong wellbeing tend to report the highest levels of job satisfaction. This finding emphasizes the potential benefits of a holistic approach to teacher support and development. Moreso, the study revealed that emotional intelligence is a significant predictor of job satisfaction aligns with existing research in the field of psychology and education. Teachers with higher emotional intelligence are better equipped to handle the diverse emotions they encounter in their classrooms. They can manage stress more effectively, communicate with students, colleagues, and parents more empathetically, and navigate challenging situations with greater composure. This ability to manage emotions and interpersonal interactions likely contributes to higher job satisfaction. Teachers who feel more in control of their emotions and relationships may experience less stress and burnout, which are known to negatively impact job satisfaction.

Furthermore, the finding also revealed that wellbeing is strongly linked to job satisfaction among female teachers underscores the importance of prioritizing teacher health and wellness. Similarly, Soutter, Gilmore and O'Steen (2011) frame wellbeing encompasses physical, mental, and emotional health, all of which are essential for teachers to perform at their best. Teachers with good overall wellbeing are likely to have higher energy levels, experience less burnout, and approach their work with a positive mindset. Similarly, the result revealed that there may be an interactive effect between emotional intelligence and wellbeing suggests that these factors are not independent but rather reinforce each other. Teachers who possess both high emotional intelligence and strong wellbeing tend to report the highest levels of job satisfaction. This finding emphasizes the potential benefits of a holistic approach to teacher support and development.

Conclusion

The study underscores the significance of examining the relationships between emotional intelligence, wellbeing, and job satisfaction within the context of the teaching profession. This study highlighted the critical role that emotional intelligence and wellbeing play in predicting job satisfaction among female teachers in Kwara State. While the findings revealed that emotional intelligence and wellbeing are positively relate to job satisfaction among female teachers in Kwara State, Nigeria. Teachers who demonstrated higher levels of emotional intelligence and reported better wellbeing tended to be more satisfied with their jobs.

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