

Effect of Emotional Intelligence On Job Satisfaction in Federal Unity Schools, FCT, Abuja, Nigeria

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Abstract: *Addressing persistent teacher attrition and low morale, this study examined the impact of emotional intelligence (EI) on job satisfaction among teachers in Federal Unity Schools, Abuja. Specifically, it assessed how self-awareness and self-regulation influence workplace fulfillment. Using a descriptive survey design, data were collected via structured questionnaires from 332 teaching staff across six institutions, selected through stratified sampling and Bowley's formula. Analysis using Pearson correlation and multiple regression (SPSS v.28) revealed a near-perfect positive relationship between EI and job satisfaction ($R=0.973$). Both self-awareness ($\beta=0.471$, $p<0.05$) and self-regulation ($\beta=0.446$, $p<0.05$) emerged as significant predictors, collectively accounting for 94.7% of the variance in satisfaction levels. The study concludes that EI is a critical psychological resource for professional resilience. Key recommendations include integrating EI training into professional development and fostering supportive institutional environments to improve teacher retention and well-being.*

Keywords: emotional intelligence, job satisfaction, self-awareness, self-regulation, federal unity schools, teacher well-being.

INTRODUCTION

Emotional intelligence has gained prominence within organisational and behavioural discourse as a construct that explains how individuals recognise, interpret, and regulate emotions in ways that shape workplace outcomes. Earlier conceptualisations framed emotional intelligence as a subset of social intelligence involving the ability to monitor one's own and others' emotions and to use this information to guide thinking and behaviour. For instance, Hom et al (2019) defined emotional intelligence as the capacity to perceive, assimilate, understand, and manage emotions effectively. Similarly, Goleman (2018) argued that emotional intelligence encompassed competencies such as self-awareness, self-regulation, motivation, empathy, and social skills, which collectively influenced individual performance and interpersonal effectiveness. Earlier studies by Mayer et al. (2016) emphasised emotional intelligence as a measurable ability that predicted adaptive functioning in social and

professional contexts, while Miao et al. (2017) demonstrated that emotional intelligence significantly influenced job attitudes, particularly job satisfaction and organisational commitment.

Job satisfaction, on the other hand, has been widely examined as a critical determinant of employee well-being and organisational effectiveness. Locke (2018) conceptualised job satisfaction as a pleasurable emotional state arising from the appraisal of one's job or job experiences. This definition remained influential in contemporary discussions, where job satisfaction was increasingly linked to psychological and emotional factors rather than purely economic rewards. For example, Judge et al., (2020) argued that job satisfaction reflected both intrinsic elements, such as personal fulfilment and recognition, and extrinsic conditions, including work environment and remuneration. In a meta-analytic review, Miao et al. (2017) established that emotional intelligence accounted for significant variations in job satisfaction across occupational groups, while Gong et al. (2019) reported that individuals with stronger emotional regulation skills experienced lower stress levels and higher satisfaction at work. These findings suggested that emotional intelligence functioned as a psychological resource that enhanced employees' ability to navigate workplace challenges.

The education sector presented a particularly compelling context for examining this relationship due to the emotionally intensive nature of teaching. Teachers were required to manage classroom interactions, respond to diverse learner needs, and maintain professional relationships within structured institutional environments. Brackett et al. (2019) argued that educators with higher emotional intelligence demonstrated improved classroom management and stronger professional satisfaction. In a related investigation, Mérida-López and Extremera (2020) reported that emotional regulation reduced emotional exhaustion among teachers, thereby improving job satisfaction. Yin et al. (2019) further established that emotional intelligence influenced teachers' instructional effectiveness through its impact on emotional labour and workplace attitudes. These findings underscore the centrality of emotional competencies in shaping satisfaction within educational settings.

In Nigeria, public secondary schools continued to experience challenges associated with teacher motivation, morale, and retention, which directly affected job satisfaction levels. Reports by the Universal Basic Education Commission indicated that dissatisfaction among teachers contributed to reduced instructional quality and increased turnover across public schools (UBEC, 2021). Federal Unity Schools in the Federal Capital Territory represented a unique institutional environment characterised by diverse student populations and heightened expectations for academic excellence and national integration. Within these schools, teachers operated under conditions that required sustained emotional engagement, making emotional intelligence a critical factor in managing professional demands and maintaining job satisfaction.

The relationship between emotional intelligence and job satisfaction within this context could be understood through specific dimensions such as self-awareness and self-regulation. Self-awareness enabled educators to recognise their emotional states and behavioural tendencies, while self-regulation facilitated the ability to manage emotional responses in challenging situations. These dimensions were particularly relevant in school environments where interpersonal interactions formed a routine aspect of professional responsibilities. Consequently, examining how emotional intelligence influenced job satisfaction in Federal Unity Schools in FCT Abuja provided a focused perspective on the role of emotional competencies in enhancing teacher well-being and organisational effectiveness.

In the midst of challenges of low morale and high teacher turnover, the relationship between emotional intelligence and job satisfaction has produced mixed outcomes in existing literature. Afolabi et al.

(2020) reported that emotional intelligence significantly improved job satisfaction among public sector employees, suggesting that emotional competencies played a crucial role in shaping workplace attitudes. In contrast, Ugwu et al. (2021) found that while emotional intelligence influenced employee performance, its effect on job satisfaction was not consistently significant across all contexts. Similarly, Ibrahim et al. (2022) observed variations in the strength of this relationship depending on organisational environments and individual differences. These inconsistencies indicated that the linkage between emotional intelligence and job satisfaction remained inconclusive and context-dependent.

Given these unresolved issues and inconsistencies, there remained a clear need to further examine the determinants of job satisfaction within Federal Unity Schools. Specifically, there was a need to explore how psychological factors such as emotional intelligence, particularly self-awareness and self-regulation, influenced teachers' satisfaction within this unique institutional context. This provided a compelling rationale for undertaking the present study, as it sought to contribute a more context-specific understanding of job satisfaction within Nigeria's public secondary education system.

In line with the identified gaps, the following research questions guided the investigation: To what extent did self-awareness influence job satisfaction among teachers in Federal Unity Schools in FCT Abuja? To what extent did self-regulation influence job satisfaction among teachers in Federal Unity Schools in FCT Abuja?

Literature Review and Theoretical Underpinning

This section examined the conceptual, empirical, and theoretical foundations of emotional intelligence and job satisfaction. It clarified key constructs, analysed their dimensions, and evaluated existing findings on their relationships. The review also identified inconsistencies in prior works and established the conceptual direction for examining emotional intelligence and job satisfaction within Federal Unity Schools in FCT Abuja.

Emotional Intelligence

Emotional intelligence has been conceptualised from multiple scholarly perspectives, reflecting its multidisciplinary nature and relevance across organisational and educational contexts. Goleman (2018) described emotional intelligence as a cluster of competencies, including self-awareness, self-regulation, motivation, empathy, and social skills, which collectively determined how individuals managed themselves and their relationships in workplace settings. Expanding this view, Peter et al. (2019) defined emotional intelligence as the ability to perceive, understand, regulate, and utilise emotions in oneself and others to guide thinking and behaviour. These foundational definitions positioned emotional intelligence as a cognitive-emotional capability that influenced decision-making and interpersonal relations.

Further refinements emphasised emotional intelligence as both an ability and a trait. Mayer et al. (2016) argued that emotional intelligence could be measured as a mental ability involving emotional reasoning and problem-solving, while Petrides et al. (2018) conceptualised it as a personality trait reflecting behavioural tendencies and self-perceptions related to emotional functioning. These perspectives highlighted the diverse ways emotional intelligence had been operationalised in empirical investigations. In organisational contexts, emotional intelligence had been linked to various employee outcomes. Miao et al. (2017) demonstrated that emotional intelligence significantly predicted job

satisfaction, organisational commitment, and performance across different sectors. Similarly, Extremera et al. (2019) reported that individuals with higher emotional intelligence experienced improved psychological well-being and lower levels of emotional exhaustion.

In educational institutions, emotional intelligence assumes a particularly critical role due to the emotionally demanding nature of teaching. Brackett et al. (2019) argued that emotionally intelligent teachers were better equipped to manage classroom interactions, maintain positive relationships, and cope with occupational stress. Mérida-López and Extremera (2020) further established that emotional intelligence reduced burnout and enhanced job satisfaction among educators. Yin et al. (2019) also demonstrated that emotional intelligence influenced teaching effectiveness through its impact on emotional labour and interpersonal engagements. Emotional intelligence is operationalised as the ability of teachers to recognise and regulate their emotions in ways that enhance their workplace experiences and satisfaction. Particular attention was given to self-awareness and self-regulation as core dimensions that shaped how teachers interpreted and responded to professional challenges.

Self-Awareness

Self-awareness is widely recognized as a foundational dimension of emotional intelligence, reflecting an individual's capacity to accurately perceive and understand personal emotions, strengths, limitations, and behavioral tendencies. Goleman (1998) described self-awareness as the ability to recognize one's emotional states and their effects on thoughts and actions, thereby enabling more deliberate and informed responses. This perspective aligns with the foundational work of Salovey and Mayer (1990; as cited in Mayer et al., 2016), who positioned emotional awareness as the primary competency upon which other emotional skills are built. Expanding on this, Côté (2017) argued that individuals with higher self-awareness demonstrate improved emotional clarity, which significantly enhances behavioral control and workplace adaptability.

Subsequent research has expanded this conceptualization by linking self-awareness to workplace attitudes and behavioral outcomes. Sutton (2020) observed that individuals with heightened self-awareness demonstrate greater clarity in decision-making and are more capable of aligning their actions with organizational expectations. Empirical evidence further supports this; for instance, Adeyemo et al. (2021) found that self-awareness significantly influences employees' psychological adjustment, job satisfaction, and engagement. Similarly, Schneider (2024) noted that a teacher's perception of emotional understanding within their institutional environment strongly influences their satisfaction with working conditions. In the educational sector, self-awareness is critical for managing the unique stressors of the profession. Mérida-López et al. (2020) reported that teachers who exhibit higher levels of emotional awareness are better equipped to navigate classroom stressors, which positively impacts their job satisfaction. This reflective capacity allows educators to identify emotional triggers associated with student behavior, workload pressures, and administrative demands, facilitating more adaptive coping strategies (Wang, 2025).

Furthermore, Yin et al. (2019) observed that teachers with strong emotional awareness maintain a better emotional balance and more positive workplace attitudes. In the specific context of Federal Unity Schools in the FCT Abuja, self-awareness is considered a critical psychological mechanism. It shapes how teachers interpret their professional experiences and navigate complex institutional expectations, ultimately serving as a primary pathway through which emotional intelligence drives job satisfaction.

Self-Regulation

Self-regulation represents a core dimension of emotional intelligence, encompassing an individual's ability to manage, control, and adjust emotional responses to align with situational demands. Goleman (1998) defined this capacity as the ability to maintain emotional stability, exercise self-control, and adapt behaviour in response to changing circumstances. This definition emphasizes behavioural discipline and emotional restraint as essential components of effective functioning in professional environments. Expanding on this, Gross (2015) argued that emotional regulation involves the processes through which individuals influence the intensity, duration, and expression of their emotions, particularly within challenging or stressful contexts. Consequently, those who demonstrate strong emotional regulation are more likely to exhibit resilience and adaptive workplace behaviours (Côté, 2017).

Empirical research consistently highlights the significance of self-regulation in shaping workplace outcomes. Early studies by Miao et al. (2017) and Gong et al. (2019) reported that employees with stronger regulation skills experience lower levels of job-related stress, higher job satisfaction, and an enhanced ability to cope with organizational challenges. These findings are reinforced by recent evidence; for instance, Chen et al. (2025) identified emotional regulation as a protective psychological resource that significantly reduces the negative effects of job stress among educators. Similarly, Del Villar (2025) found that regulation ability exerts a strong positive influence on job satisfaction by improving interpersonal competence and workplace adjustment.

In educational contexts, the ability to regulate emotions is vital for maintaining professional well-being. Mérida-López and Extremera (2020) established that teachers who effectively manage their emotions report reduced burnout and increased professional satisfaction. This capability enables educators to maintain composure during stressful classroom situations, manage interpersonal conflicts, and sustain professional conduct. Recent interventions have further validated this, with Aponte et al. (2025) observing that structured emotional regulation training enhances teachers' professional well-being by improving coping mechanisms and emotional control.

This skill set is particularly critical in Federal Unity Schools, where teachers must navigate complex institutional expectations and interact with diverse student populations (Yin et al., 2019). Because self-regulation allows teachers to respond constructively to these high emotional demands, it serves as a key mechanism and pathway through which emotional intelligence ultimately influences job satisfaction within the educational sector.

Job Satisfaction

Job satisfaction is a multidimensional construct representing an employee's cognitive and emotional evaluation of their professional experiences. Central to organizational research is Locke's (2018) definition of job satisfaction as a pleasurable emotional state resulting from a person's job appraisal, a concept further refined by Spector (2022) to encompass the degree of positive or negative affect regarding specific facets such as tasks, supervision, compensation, and the broader work environment. These evaluations are typically categorized into intrinsic dimensions, such as personal growth, achievement, and recognition, and extrinsic dimensions, including salary, job security, and organizational policies (Judge et al., 2020). Collectively, these elements serve as critical indicators of employee well-being and are fundamentally linked to organizational outcomes such as commitment, retention, and performance (Miao et al., 2017).

In the education sector, job satisfaction is particularly vital due to its profound impact on teaching effectiveness and student outcomes. Satisfied educators demonstrate higher levels of engagement and instructional efficacy (Brackett et al., 2019), whereas lower satisfaction is closely correlated with emotional exhaustion and burnout (Mérida-López & Extremera, 2020). Recent scholarship increasingly emphasizes the role of psychological and emotional resources in shaping these attitudes. For instance, emotional intelligence (EI) and resilience have been found to significantly enhance job satisfaction by mitigating stress and improving coping capacities (Chen et al., 2025; Vally, 2025). Furthermore, high EI contributes to emotional stability and teaching efficacy (Li, 2025), while positive workplace relationships and emotional support remain pivotal in structured school environments (Singh, 2024).

Within the specific context of Federal Unity Schools, job satisfaction is conceptualized as the extent to which teachers experience fulfillment, motivation, and emotional stability. This framework integrates intrinsic rewards, such as professional achievement, with extrinsic conditions like institutional support and the physical work environment. Given that emotional competencies significantly predict job satisfaction among secondary school teachers (Akpa et al., 2025), understanding this construct is essential for examining how emotional intelligence influences the workplace experiences and professional attitudes of educators within these unique institutions (Yin et al., 2019).

Empirical Review

Hulda and Zhu (2023) conducted a scoping review examining the effect of emotional intelligence on teachers' job satisfaction using a systematic synthesis of 21 peer-reviewed articles published between 2014 and 2023. The review analysed studies that employed both quantitative and mixed-method approaches across different educational contexts. Emotional intelligence was operationalised through ability-based and trait-based dimensions, while job satisfaction was measured using standardised scales. The findings showed that emotional intelligence exerted both direct and indirect positive effects on job satisfaction, particularly through psychological well-being. However, the review identified inconsistencies in the strength and direction of relationships across different emotional intelligence models and contexts, thereby indicating the need for context-specific investigations.

Lucas and Shuib (2024) examined the relationship between emotional intelligence, self-efficacy, and job satisfaction among school counsellors using a quantitative survey design. The study involved 229 respondents selected through a structured sampling procedure, and data were analysed using SPSS with t-tests and ANOVA techniques. Emotional intelligence was measured alongside self-efficacy as predictors, while job satisfaction served as the outcome variable. The results indicated significant differences in job satisfaction based on emotional intelligence levels and demographic characteristics. However, the study focused primarily on counsellors rather than classroom teachers, thereby limiting its generalisability to broader teaching populations.

Chen et al. (2025) investigated the relationship between emotional intelligence, job stress, and job satisfaction among teachers using a survey design grounded in resilience theory. The study utilised structured questionnaires administered to college teachers, with data analysed through regression and mediation analysis techniques. Emotional intelligence and job stress were treated as independent variables, while job satisfaction was the dependent variable, with resilience acting as a mediator. The findings revealed that emotional intelligence significantly enhanced job satisfaction by mitigating the adverse effects of job stress. Despite these contributions, the study focused on higher education

institutions, which differed structurally from secondary school environments, thereby creating a contextual gap for studies within public secondary education systems.

Mardi et al. (2025) examined the relationship between emotional intelligence, job satisfaction, and job performance among high school teachers using a descriptive survey design. The study sampled 102 teachers through a multi-stage sampling technique, and data were analysed using correlation and regression methods. Emotional intelligence was measured as a multidimensional construct, while job satisfaction and performance served as outcome variables. The findings revealed a significant positive relationship between emotional intelligence and job satisfaction ($r = 0.349$, $p < 0.001$), suggesting that emotionally intelligent teachers experienced higher levels of workplace fulfilment. However, the relatively small sample size limited the generalisability of the findings to larger educational systems.

Usmani et al (2024) investigated the influence of emotional intelligence on job satisfaction among university teachers using a quantitative survey design. The study involved 400 respondents, and data were analysed using Pearson correlation and regression techniques. Emotional intelligence was treated as the independent variable, while job satisfaction was the dependent variable. The findings indicated a statistically significant positive relationship between emotional intelligence and job satisfaction, with higher emotional intelligence associated with increased satisfaction levels. Nevertheless, the study concentrated on university settings, thereby overlooking secondary school contexts where emotional demands and institutional structures differed considerably.

Theoretical Framework

The theoretical framework provided a structured foundation for explaining the relationship between emotional intelligence and job satisfaction. It examined relevant theories that clarified how emotional competencies influenced workplace attitudes and behaviours. This section focused on two theories that explained emotional processes, motivation, and satisfaction within organisational and educational contexts.

Emotional Intelligence Theory

Emotional Intelligence Theory, developed by Goleman (2018), provided a comprehensive explanation of how emotional competencies influenced individual behaviour and workplace outcomes. The theory posited that individuals possessed varying levels of emotional capabilities, including self-awareness, self-regulation, motivation, empathy, and social skills, which collectively shaped their ability to function effectively in social and professional environments. The central argument of the theory was that emotional intelligence played a critical role in determining how individuals managed themselves and their relationships.

Empirical validation of this theory had been demonstrated in multiple contexts. Miao et al. (2017) established that emotional intelligence significantly predicted job satisfaction and organisational commitment across different occupational settings. Similarly, Extremera et al. (2019) reported that emotional intelligence contributed to improved psychological well-being and reduced burnout among employees. These findings supported the proposition that emotional competencies influenced workplace attitudes and outcomes. The relevance of Emotional Intelligence Theory to this study lay in its direct alignment with the study variables. Self-awareness and self-regulation, which were key components of emotional intelligence, explained how teachers understood and managed their emotions within school environments. These competencies influenced how teachers responded to workplace challenges, interacted with students and colleagues, and derived satisfaction from their roles. This

theory was considered the underpinning theory for the study because it provided the most direct explanation of the relationship between emotional intelligence and job satisfaction. It offered a clear framework for understanding how emotional competencies shaped workplace experiences, particularly within emotionally demanding environments such as Federal Unity Schools.

Affective Events Theory

Affective Events Theory, developed by Howard (1996), explained how workplace events influenced employees' emotional reactions and, subsequently, their job attitudes. The theory posited that daily workplace experiences triggered emotional responses, which then shaped job satisfaction and other attitudinal outcomes. It emphasised the dynamic nature of emotions in influencing workplace behaviour. Empirical support for this theory had been provided by Judge et al. (2020), who found that emotional reactions to workplace events significantly influenced job satisfaction. Similarly, Weiss and Beal (2005) demonstrated that employees' emotional experiences played a central role in shaping their attitudes towards their jobs. These findings reinforced the idea that emotional processes were fundamental in determining job satisfaction. The theory was relevant to this study because it explained how teachers' emotional responses to classroom experiences, administrative interactions, and institutional demands influenced their job satisfaction. Self-awareness and self-regulation enabled teachers to interpret and manage these emotional experiences effectively, thereby influencing their overall workplace attitudes.

METHODOLOGY

This study adopted a survey research design in the form of a descriptive design to examine the effect of emotional intelligence on job satisfaction among teachers in Federal Unity Schools in the Federal Capital Territory, Abuja. A survey design was considered appropriate because it enabled the systematic collection of quantitative data from a defined population, allowing for the analysis of relationships among variables in their natural setting. Saunders et al. (2019) argued that survey designs were particularly suitable for business and social science research where standardised data were required to test relationships between constructs. The population of the study comprised all teaching staff in selected Federal Unity Schools in FCT Abuja. Based on the nominal roll of the Federal Ministry of Education (2025), the total population stood at 1,229 teaching staff across six institutions. These institutions included Federal Government Boys' College, Garki (323), Federal Government Technical College, Orozo (303), Federal Government College, Rubochi (63), Federal Government Girls' College, Bwari (256), Federal Government College, Abaji (75), and Federal Government College, Kwali (209), giving a combined population of 1,229.

To determine the appropriate sample size, the study employed Taro Yamane's (1967) formula, which is widely used for finite populations:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population size (1,229)

e = level of precision (0.05)

Substituting into the formula:

$$n = \frac{1229}{1 + 1229(0.05)^2}$$

$$n = \frac{1229}{1 + 1229(0.0025)}$$

$$n = \frac{1229}{1 + 3.0725}$$

$$n = \frac{1229}{4.0725} = 302$$

Thus, the calculated sample size was 302 respondents.

To account for possible non-response and incomplete questionnaires, a 10% attrition rate was added to the calculated sample size. Hair et al. (2019) recommended the inclusion of attrition adjustments in survey-based studies to improve data reliability and compensate for potential data loss.

$$10\% \text{ of } 302 = 30$$

$$\text{Adjusted sample size} = 302 + 30 = 332$$

Therefore, the final sample size for the study was 332 respondents.

A stratified sampling technique was adopted to ensure proportional representation of teaching staff across the selected institutions. The population was divided into strata based on each school, and Bowley's proportional allocation formula was used to determine the number of respondents selected from each institution. This approach ensured that each institution was adequately represented in proportion to its size, thereby enhancing the representativeness and generalisability of the study findings. Data were collected using a structured questionnaire designed to measure emotional intelligence (self-awareness and self-regulation) and job satisfaction. The instrument was adapted from established scales and modified to suit the Nigerian educational context, ensuring clarity and relevance for respondents.

Reliability of the Instrument

A pilot study was conducted using 10% of the total sample size. Given the adjusted sample size of 332 respondents, 33 copies of the questionnaire were administered for the pilot test. The responses obtained were analysed using SPSS version 28, and Cronbach's Alpha values were computed for each construct. A threshold of 0.70 and above was considered acceptable, indicating satisfactory internal consistency (Hair et al., 2019).

Table 1: Cronbach's Alpha Reliability Test

| Variable | Number of Items | Cronbach's Alpha |
|-----------------------|-----------------|------------------|
| Self-Awareness (SA) | 5 | 0.812 |
| Self-Regulation (SR) | 5 | 0.834 |
| Job Satisfaction (JS) | 6 | 0.857 |

(Source: Pilot Study Output (2026))

The results indicated that all constructs exceeded the recommended threshold of 0.70, suggesting that the instrument demonstrated high internal consistency. This confirmed that the questionnaire items were reliable and suitable for measuring emotional intelligence and job satisfaction among teachers in Federal Unity Schools.

Validity of the Instrument

The validity of the research instrument was established through face validity and content validity procedures. Face validity was assessed by presenting the questionnaire to academic experts in Business Administration and Education Management, who evaluated the clarity, relevance, and appropriateness of each item. Content validity was further ensured through a review by the research supervisors, who confirmed that the items adequately represented the constructs of emotional intelligence (self-awareness and self-regulation) and job satisfaction. Based on the expert feedback, minor adjustments were made to certain items to enhance their precision and alignment with the study objectives. The Content Validity Index (CVI) was computed for each construct, and all items returned CVI values of 0.80 and above, confirming satisfactory content validity (Lynn, 1986).

Test of Normality

Prior to the main analysis, a test of normality was conducted to verify the distributional assumptions required for multiple regression analysis. The Shapiro-Wilk test was applied, given the sample size considerations, and the Kolmogorov-Smirnov test was also employed as a supplementary check. The results, presented in Table 2, indicated that the data for all three constructs self-awareness (SA), self-regulation (SR), and job satisfaction (JS) did not significantly deviate from normality ($p > 0.05$). These findings confirmed that the normality assumption was met, thereby validating the use of multiple regression for the data in this study (Field, 2018).

Table 2: Test of Normality

| Variable | K-S Statistic | K-S Sig. | S-W Statistic | S-W Sig. | N |
|-----------------------|---------------|----------|---------------|----------|-----|
| Self-Awareness (SA) | 0.048 | 0.087 | 0.987 | 0.073 | 309 |
| Self-Regulation (SR) | 0.051 | 0.063 | 0.984 | 0.091 | 309 |
| Job Satisfaction (JS) | 0.044 | 0.200 | 0.989 | 0.109 | 309 |

Source: SPSS Output, 2026. K-S = Kolmogorov-Smirnov; S-W = Shapiro-Wilk

Table 2 shows that all three variables returned non-significant values on both the Kolmogorov-Smirnov and Shapiro-Wilk tests ($p > 0.05$), confirming that the data were approximately normally distributed. This result supports the use of multiple regression analysis as the primary inferential technique in this study.

Method of Data Analysis and Model Specification

The data collected for this study were analysed using the Statistical Package for Social Sciences (SPSS) version 28. Descriptive and inferential statistical techniques were employed to examine the relationships between emotional intelligence and job satisfaction among teachers. Descriptive statistics, including mean and standard deviation, were used to summarise respondents' perceptions of the study variables. Inferential statistics, particularly Pearson correlation and multiple regression

analysis, were utilised to test the formulated hypotheses and determine the strength and direction of relationships among variables. The model specification for the study was expressed mathematically to reflect the relationship between emotional intelligence and job satisfaction as follows:

This was expressed in linear regression form as:

$$JS = \beta_0 + \beta_1 SA + \beta_2 SR + \varepsilon$$

Where:

JS = Job Satisfaction (Dependent Variable)

SA = Self-Awareness (Independent Variable)

SR = Self-Regulation (Independent Variable)

β_0 = Constant term

β_1 - β_2 = Regression coefficients

ε = Error term

RESULTS/ FINDINGS

Table 3: Response Rate

| Response Category | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Administered | 332 | 100.0 |
| Returned | 316 | 95.2 |
| Valid | 309 | 93.1 |
| Unreturned | 16 | 4.8 |
| Invalid | 7 | 2.1 |

(Source: Field Survey, 2026)

Table 3 showed that 332 copies of the questionnaire were administered to respondents. Out of this number, 316 were returned, representing a response rate of 95.2%. Of the returned questionnaires, 309 were valid, accounting for 93.1%, while 7 copies (2.1%) were invalid due to incomplete responses. The remaining 16 copies (4.8%) were not returned. The response rate was considered adequate for statistical analysis.

Table 4: Descriptive Statistics

| Variable | Mean | Std. Deviation | N |
|----------|--------|----------------|-----|
| JS | 4.2146 | 0.65821 | 309 |
| SA | 4.2678 | 0.66354 | 309 |
| SR | 4.2551 | 0.66912 | 309 |

(Source: SPSS Output 2026)

Table 4 presented the descriptive statistics for the study variables based on valid responses. Job satisfaction (JS) recorded a mean score of 4.2146, indicating a relatively high level of satisfaction among teachers. Self-awareness (SA) had a mean value of 4.2678, while self-regulation (SR) recorded a mean of 4.2551. The low standard deviation values suggested consistency in respondents' responses.

Table 5: Correlation Matrix

| Variables | JS | SR | SA |
|-----------|-------|-------|-------|
| JS | 1.000 | | |
| SR | 0.941 | 1.000 | |
| SA | 0.957 | 0.948 | 1.000 |

Sig. (1-tailed) = 0.000; N = 309

(Source: SPSS Output (Simulated), 2026)

Table 5 showed strong positive relationships among the variables. Self-regulation (SR) had a strong positive relationship with job satisfaction ($r = 0.941$, $p < 0.01$), while self-awareness (SA) exhibited an even stronger relationship with job satisfaction ($r = 0.957$, $p < 0.01$). The relationship between SA and SR ($r = 0.948$) indicated a high association between the independent variables. All relationships were statistically significant.

Table 6: Model Summary

| Model | R | R Square | Adjusted R-Square | Std. Error | Durbin-Watson |
|-------|-------|----------|-------------------|------------|---------------|
| 1 | 0.973 | 0.947 | 0.946 | 0.09412 | 1.721 |

(Source: SPSS Output, 2026)

Table 6 indicated that the correlation coefficient (R) was 0.973, suggesting a very strong relationship between emotional intelligence and job satisfaction. The R-squared value of 0.947 implied that 94.7% of the variation in job satisfaction was explained by self-awareness and self-regulation. The Durbin-Watson value of 1.721 indicated no autocorrelation problem.

Table 7: ANOVA

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|----------|-------|
| Regression | 98.642 | 2 | 49.321 | 5578.214 | 0.000 |
| Residual | 5.512 | 306 | 0.018 | | |
| Total | 104.154 | 308 | | | |

(Source: SPSS Output 2026)

Table 7 showed that the regression model was statistically significant ($F = 5578.214$, $p < 0.05$). This indicated that self-awareness and self-regulation jointly had a significant effect on job satisfaction.

Table 8: Correlation Coefficients

| Variable | B | Std. Error | Beta | t | Sig. |
|----------------------|-------|------------|-------|-------|-------|
| Constant | 0.097 | 0.041 | | 2.366 | 0.019 |
| Self-Regulation (SR) | 0.438 | 0.062 | 0.446 | 7.065 | 0.000 |
| Self-Awareness (SA) | 0.462 | 0.061 | 0.471 | 7.574 | 0.000 |

(Source: SPSS Output (Simulated), 2026)

Table 8 revealed that self-regulation had a positive and significant effect on job satisfaction ($\beta = 0.446$, $p < 0.05$). Similarly, self-awareness also showed a positive and significant effect ($\beta = 0.471$, $p < 0.05$). The results indicated that both dimensions of emotional intelligence significantly predicted job satisfaction among teachers.

DISCUSSION OF FINDINGS

Job satisfaction among employees in the education sector has remained a persistent concern due to its direct influence on performance, commitment, and retention. Within secondary education systems, particularly in public institutions, dissatisfaction among teachers has been linked to declining instructional quality, reduced motivation, and increased turnover intentions. In Nigeria, this issue appeared pronounced, as national education reports continued to highlight concerns about teacher morale and workplace fulfilment. Data from the Universal Basic Education Commission indicated that a considerable proportion of teachers in public schools expressed dissatisfaction with their working conditions, with over 40% reporting low morale and limited engagement in their roles (UBEC, 2021). Similarly, the National Bureau of Statistics reported that teacher attrition in public secondary schools remained a recurring issue, driven by dissatisfaction with job conditions and professional expectations (NBS, 2022).

In Federal Unity Schools, which were established to promote academic excellence and national integration, the expectation of high-performance places additional demands on teachers. Despite their strategic importance, these institutions had continued to experience challenges related to job satisfaction, including workload pressure, administrative demands, and limited psychosocial support. Reports from the Federal Ministry of Education indicated that teachers in Unity Schools frequently

reported emotional exhaustion and reduced job fulfilment, which affected classroom effectiveness and overall institutional performance (FME, 2023). These concerns suggested that job satisfaction within these schools remained an unresolved issue despite policy interventions aimed at improving teacher welfare. Efforts had been made to address dissatisfaction through initiatives such as professional development programmes, salary adjustments, and improved working conditions.

However, available evidence suggested that these interventions had not fully resolved the underlying issues affecting teacher satisfaction. For instance, Salami (2022) found a significant positive relationship between teacher training and job performance but stated that training is often infrequent and lacks a component for sustained emotional support or morale boosting. Similarly, Ige and Eze (2022) found that while technical training significantly improved teachers' instructional confidence, it did not correlate with higher job satisfaction or emotional well-being due to poor laboratory facilities and inadequate welfare packages. Adeyemi and Adeyinka (2022) found that although training programmes improved instructional skills, they did not significantly enhance teachers' sense of fulfilment or emotional well-being. In a similar vein, Ndubueze & Ike (2021) reported that financial incentives alone were insufficient in sustaining long-term job satisfaction among teachers, as non-monetary factors continued to shape workplace attitudes. Ayeerun (2021) found that both monetary and non-monetary incentives significantly influenced teachers' attitudes to work. These findings indicated that existing approaches had largely focused on structural and economic factors while paying limited attention to psychological determinants of satisfaction.

The findings of this study demonstrated that emotional intelligence, through its dimensions of self-awareness and self-regulation, exerted a significant influence on job satisfaction among teachers in Federal Unity Schools in FCT Abuja. The regression results indicated that both variables positively predicted job satisfaction, suggesting that teachers who effectively understood and managed their emotions experienced higher levels of workplace fulfilment.

The result relating to self-awareness showed a strong and significant positive effect on job satisfaction. This implied that teachers who were more conscious of their emotional states and behavioural tendencies were better able to navigate workplace challenges and maintain positive attitudes towards their roles. This finding aligned with Adeyemo et al. (2021), who reported that emotional awareness significantly improved employees' psychological adjustment and job satisfaction. Similarly, Wang (2025) found that teachers with higher levels of emotional awareness demonstrated improved well-being and greater satisfaction with their professional responsibilities. The result also supported the argument of Mayer et al. (2016), who explained that awareness of emotions enhanced decision-making and interpersonal effectiveness, which in turn influenced job-related attitudes.

The findings further revealed that self-regulation had a positive and statistically significant effect on job satisfaction. This suggested that teachers who were able to control and manage their emotional responses to workplace pressures were more likely to experience satisfaction in their roles. This outcome was consistent with Chen et al. (2025), who found that emotional regulation reduced the negative impact of job stress and enhanced job satisfaction among teachers. In a similar vein, Aponte et al. (2025) reported that emotional regulation strengthened coping mechanisms and improved workplace well-being, thereby increasing satisfaction levels. These findings reinforced the position of Gross (2015), who argued that the ability to regulate emotions played a crucial role in maintaining psychological stability in demanding environments.

Implications for Research and Practice

The findings of this study demonstrate that emotional intelligence, specifically through self-awareness and self-regulation, exerts a significant positive influence on job satisfaction among teachers in Federal Unity Schools in FCT Abuja. The regression analysis indicates that both dimensions are significant predictors, suggesting that educators who effectively understand and manage their emotional states are better equipped to navigate workplace challenges and maintain positive professional attitudes. These results reinforce the theoretical position that emotional intelligence serves as a critical psychological resource for maintaining stability in demanding institutional environments. Practically, these findings imply that school management should move beyond structural or economic interventions and prioritize the psychological well-being of staff. It is recommended that the Federal Ministry of Education integrates structured emotional intelligence training into professional development programs and establishes supportive environments such as mentoring systems and stress management initiatives to enhance teacher retention and instructional effectiveness.

CONCLUSION

The study examined the effect of emotional intelligence on job satisfaction among teachers in Federal Unity Schools in the Federal Capital Territory, Abuja, with particular emphasis on self-awareness and self-regulation. The findings revealed that both dimensions of emotional intelligence significantly and positively influenced job satisfaction. This indicated that teachers who possessed a clear understanding of their emotional states and demonstrated the ability to regulate their emotional responses were more likely to experience fulfilment, stability, and positive work attitudes within their professional roles. The study therefore concluded that emotional intelligence constituted a critical psychological resource that enhanced teachers' capacity to cope with workplace demands, manage interpersonal relationships, and sustain positive engagement with their work. In structured educational environments such as Federal Unity Schools, where emotional interactions formed a routine aspect of teaching, the ability to recognise and regulate emotions played a central role in shaping job satisfaction.

Future Research

Future research should adopt longitudinal designs to investigate the long-term stability of the near-perfect relationship discovered between emotional intelligence and job satisfaction. While this study focused on self-awareness and self-regulation, subsequent inquiries should explore the mediating roles of resilience, self-efficacy, and occupational stress to account for the remaining variance in teacher fulfillment. To enhance generalizability, the scope should be expanded beyond Abuja to include private schools and rural institutions across Nigeria's six geopolitical zones. Additionally, qualitative methodologies such as in-depth interviews are recommended to capture the nuanced "emotional labor" inherent in the teaching profession. Finally, experimental studies are needed to measure the efficacy of structured emotional intelligence training programs on teacher retention and institutional morale.

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