



## EFFECT OF EMOTIONAL INTELLIGENCE AND JOB AUTONOMY ON JOB SATISFACTION IN THE HIGHER EDUCATION SECTOR

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### **Abstract**

*Emotional intelligence and job autonomy are directly related with job satisfaction and empirical literature provide strong evidence. This research is an attempt to find out how these concepts have been viewed by various researchers. This study is based on literature review to show the conceptual clarity regarding emotional intelligence, job autonomy and job satisfaction in the context of higher education department. The following literature review examines the role of gender in terms of job autonomy and job satisfaction in higher education sector. The study also presents global perspective regarding the topics under discussions. The study concludes that stronger policy interventions are needed on this dimension of the study i.e. increasing the emotional intelligence and job autonomy to foster job satisfaction among female academician in higher education.*

### **Conceptual Understanding of Job Satisfaction in Higher Education**

Job satisfaction is a concept with multi-dimensional orientation such as psychological social and personal level orientation regarding work environment and how it affects job satisfaction. According to Loe 1976 it is defined as a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. In the context of higher education this exactly fits in it regarding faculty members evaluation of teaching responsibility administrative support institutional culture and research opportunities. In addition to that several theories have also been developed to explain job satisfaction. Most important and prominent theory has been presented by Herzberg's Two Factor Theory in 1959. This theory subdivides job satisfaction into the following two major perspectives.

- At first, he considers job satisfaction with motivators factors such as achievement nature of work and recognition in it.
- Secondly, he considers hygiene factors such as work conditions job security and salary. Hence job satisfaction is a combination of both motivators and hygiene factors.

Another important and prominent theory as ready discussed is job characteristics model by Hackman and Oldham in 1976. He explains job satisfaction with task identity task significance autonomy feedback and secular variety. His focus was more on psychological state and experiences during the job task performance responsibility and experiences of meaningfulness.

In an order to determine the factors which are influential and responsible for increasing the job of satisfaction among higher education one of the most important factor has been recognized by the researchers is job autonomy. Faculty members in higher education are more concerned with job autonomy such as conducting free research taking academic decisions and how to execute and proceed with their courses. Hence in the context of higher education job autonomy is crucial and important factor in determining the job satisfaction (Johnsrud & Rosser, 2002).



Padilla & Thompson, 2006 Also highlighted some important factors and predictors of job satisfaction at higher education levels. He is of the opinion and debtor better research opportunities and better interpersonal relationships are important in determining job satisfaction. However, it is also pertinent to mention that excessive workload and particularly workload related to the administrative tasks which reduces job satisfaction among higher education facility. In contrast opportunities for career advancement funding research and other such incentives increases job satisfaction in higher education.

Brackett et al., 2011 Also highlighted the importance of emotional intelligence in determining higher education facility members job satisfaction. Emotionally intelligence is a new construct and is being widely researched and recognized when finding out its association with job satisfaction. Faculty members with higher level of emotional intelligence and how to manage their emotions in higher education and while their tasks are more likely to have better job satisfaction.

The role of higher education in Pakistan is immense Owing to the changing global demands and outlook of Pakistan society. Therefore, job satisfaction in higher education is very important in an order to bring about utmost benefits and true objectives of higher education in Pakistan. It has been observed that in higher education faculty retention is directly associated with job satisfaction. In another to increase the job retention job satisfaction is very important and understanding of the components of job satisfaction can bring higher education institution foster a more positive attractive academic environment (Oshagbemi, 2003).

Ahmed, 2010 Phone from history that role of higher educational institution is very important in developing countries as developing countries are continuously developing in every sphere of life includes including education. Similarly, in Pakistan issues such as outdated infrastructure higher student facility rate show political interference and lack of funding hurts the higher education sector. Therefore, it is very important to make proper measures and programs to enhance the job satisfaction among teachers of higher education institutions. Therefore, Pakistani university open leg transparency leading to less job satisfaction.

### **Role of Gender in Job autonomy, Emotional Intelligence and Job satisfaction**

Job autonomy emotional intelligence and job satisfaction are very important concept which are very much being studied by scholars around the globe. However, an important dimension is how gender differences influence the nature and extent of job autonomy emotional intelligence and job satisfaction and how all these concepts are interrelated with one another. Existing literature provide a strong evidence that there exist gender differences in terms of job autonomy with the change in gender nature and predictors of job autonomy changes. On the same token level of emotional intelligence and how level of emotional intelligence is associated with job satisfaction is also correlated with gender of an individual. Proceeding a literature review or section provides research and studies across the globe explaining how gender differences are being viewed in terms of job autonomy emotional intelligence and job satisfaction.

According to Mandell & Pherwani, 2003 Researcher from their study found that there is a significant difference in terms of Maine being emotional intelligence in male and female. They found from their study that women are more capable of expressing their emotions and have better emotional awareness. Addition to that interpersonal relationship management is also higher for women as compared to the male but it has been observed that in an order to manage the stress male have a better understanding and are better in managing the stressful situation.

Mayer, Salovey, & Caruso, 2004 The author from their study significantly associated that women are better in expressing and regulating their emotions in workplace. Male have been more expressive and cannot control their emotions in workplace but it has been observed that women are better in expressing their women in a controlled environment with control emotional attachment.



Brackett, Rivers, and Salovey (2011) Phone from this study that women have superior emotional intelligence hence allowing them to build a navigate social situations with complex attributes. Hence such rates are quite valuable in an academic environment where mentoring departmental collaboration and teaching are all associated in one individual. Hence battered emotional intelligence in workplace especially in higher education women are better in managing their emotional in educational works fair. However, the researcher from their study also found that stressful conditions are more vulnerable for female as they are not much capable of managing those stressful situations. Shah & Anwar, 2016 Explained emotional intelligence in the context of Pakistan via cultural context is very important and can be motivating factor to suppress or amplify emotional expression in a given situation. Women are socialized to control their emotions while male counterparts are better at expressing their emotions in a given situation. In the context of Pakistan emotional intelligence is very important where to express any motion and how to control the emotion. Exploding gender patrons in emotional intelligence in academia is very essential for the countries like Pakistan which has strong religious and cultural backgrounds.

Hence the above literature review provides a strong evidence that a definite difference present in terms of emotional intelligence for male and female. Women are found to be better in regulating their emotions and suppressing their emotion without being extroverted. And male is better in expressing their views and emotions in any situation however in the context of Education regulating your emotions is very important which is a plus point for women. When it comes to managing distrustful situation, male is better in managing those stressful situations as compared to the women.

#### **Job autonomy and gender**

Job economy is another important construct that has been used in the current study and gender differences are also there in terms of job autonomy. In the first-place gender differences do exist in terms of how a job autonomy is perceived as male and female perception of job autonomy is different. In addition to that in an order to determine the factors of job autonomy both male and female have different orientation of job autonomy hence comprehension of the job autonomy and her job atomy can be measured is different for male and female in a given situation. As current Steady is using this concept to find out how job autonomy is related with job satisfaction therefore it is imperative and necessary for the progression of the current study to find out how job autonomy is perceived for male and female different. Theoretically speaking job autonomy as defined by Hackman and all him 1976 should be experienced uniformly regardless of any gender and any other social demographic feature but, research have indicated that access to autonomy in workplace is often mediated by gender based cultural factors as well as structural factors. Following the literature review provides a basic glimpse of how job attorney is being perceived for male and female differently.

Clark, 2001 Women face lower levels of job autonomy in an education due to multiple factors. Such as leadership positions are often captured and controlled by the men which decreases women's job autonomy and their perspectives of job autonomy. Addition to that organizational hierarchies and limited access to the resources and implicit biasness is another important factor which restricts women's perception of job autonomy. In the context of higher education male faculty members are often occupied senior positions and administrative post which restrict women's job autonomy and their perception of job autonomy.

Luke, 1997 Male focality members are in a position which controls the educational or any workplace hence this is the clear indication of how women perceive the job autonomy. In the context of higher education male job autonomy seems to be in a better position as compared to the female facility members.

Jabeen & Zafar, 2017 Conducted us ready to find out gender-based disparities in higher education and her job autonomy is perceived by women in the context of Pakistan. The researcher from their



study found that gender-based disparities are visible in every walk of life in Pakistan and often reinforced by societal and cultural boundaries. Women have various types of restrictions on their mobility and domestic at professional burden which also restrict their job performance. Such constraints are also visible in the university life of female faculty members thus restricting their job autonomy. Hence in the context of Pakistani University and higher education sector woman's job autonomy is always on stake due to cultural norms patriarchal setup and woman's lack of participation in administrative tasks. Of the administrative post in higher education are controlled and captured by male which is a clear indication of how job autonomy is at stake for women in higher education. Hence job autonomy for male faculty members at higher education is better protected as compared to the female faculty members. In the context of Pakistan this is very important and policies must be devised in an order to increase the job autonomy for women which will benefit the student and overall society.

### **Job Satisfaction and Gender**

Drop satisfaction is another important concept that has been used in the current study to assess how a job satisfaction is affected by job autonomy and emotional intelligence. In fact, theoretically speaking job satisfaction must be exclusive of any social demographic factor such as residence of the employee and gender but latest research suggests that job satisfaction is closely related and linked with gender of the person both male and female employees have different orientation regarding job satisfaction. Solving literature review presents how gender affects job satisfaction and what really constitute regarding job satisfaction for both male and female.

Clarke, 1997. From his study that both male and female report mixed level of job satisfaction. However, job satisfaction is closely related with level of expectation. When a male enters a job market with higher level of expectation he ends up with lower level of job satisfaction and vice versa. In the same pattern a female enters mostly in the job market with less level of expectation thus ending up with higher level of job satisfaction. Job satisfaction according to the researcher is closely related with advancement opportunities authority higher pay and level of experience enjoyed while the job (Bender, Donohue, & Heywood, 2005).

Sabharwal & Corely, 2009. From their study that the role of job satisfaction is very important in higher education department and institution as well as in education sector. Women often feel less job satisfaction due to limited career opportunity and availability of funding opportunities. To that it has also been observed that female feel less job satisfaction due to lack of mentorship and leadership slots in higher education. In addition to that in the context of Pakistan it has also been observed that due to gender discrimination and workplace harassment female often confronted less job satisfaction as compared to their male counterparts (Ali & Akhtar, 2009).

The above discussion and available literature review provided a strong evidence that gender differences do exist in terms of job autonomy emotional intelligence and job satisfaction. These three concepts are very much interrelated with each other and in the context of the current study where researcher intended to find out how emotional intelligence and job autonomy affect job satisfaction it is very important to comprehend these topics. The interplay of emotional intelligence job autonomy and job satisfaction is very important in organizational sector as well as in higher education institution. Job satisfaction can increase or decrease with the level of emotional intelligence a person has. As it has been observed and discussed in the above section that female have better emotional intelligence but may feel distressful situation hence ending up with the less level of job satisfaction (Day & Antonakis, 2012). In addition to that male have better control over stressful situation thus ending up in a better level of job satisfaction. Studies has also found that inclusive human resource practices promote job autonomy and emotional intelligence in terms of promoting job satisfaction. It is also a leadership quality to increase job autonomy and job satisfaction among higher



education institution. Context of Pakistan where cultural expectations and societal bindings are very important and women face multiple issues in the context of higher education there is a dire need to address this issue and increase in job autonomy (Raza et al., 2021).

### **Global Perspective on Emotional Intelligence, Job Autonomy and Job satisfaction**

The interrelationship between emotional intelligence job economy and job satisfaction has widely been recognized globally and different organizations globally are conducting research on these important concepts. As all of these concepts enhance productivity of the organization hence studying these concepts is very much important in all culture's social structures and organizational structures. In the first place it is important to find out how emotional intelligence have been globally studied.

Gunkel et al. 2016 In this study compared emotional intelligence and job performance in 2 prominent cultures that is Japanese culture and American culture. In both culture there was a direct relationship between emotional intelligence and job satisfaction but an important finding of the current study revolves around the point that Japanese respondents placed greater emphasis on emotional regulation and harmony while on the other hand American emphasized emotional expression and assertiveness. Hence the concept of emotional intelligence differs from American cultures to the Japanese culture.

Schuttle et al. 2007 Conducted a meta-analysis and found a positive correlation between emotional intelligence and job satisfaction across different nations and industries. They found that emotional intelligence is directly related with job satisfaction regardless of cultural setting and geographical differences however there is a slight difference in coping mechanism regarding job stress. Some culture focused on internal methods of coping the stressful situation while some cultures focused on external mechanism to deal with the stressful situation in workplace.

Carmeli, 2003 Conducted a study in Israel where they found that emotionally intelligent people performed better in managing stress and reported higher level of satisfaction on the same token a study in China was also conducted where emotional intelligent what not positively related to job satisfaction but also mediated the relationship between organizational commitment and work performance (Law et al. 2004). These studies provide a baseline of how emotional intelligence and job satisfactions are being studied globally.

Chirkowska-Smolak and Sypniewska, 2020 Phone from this study that job autonomy is a consistent and permanent rate of job satisfaction. Conducted their studied in three major employment industries United States Germany and India. The researcher in their study found that in all the above culture job autonomy is upper permanent and consistent predictor of job satisfaction. However, one thing is very important that the level of correlation was slightly higher in individualistic cultures like United States than in India which is a collective culture. In individualistic culture that is United States job autonomy is seen as sign of trust and empowerment while in Indian culture it is mostly seen as hierarchical.

Bakker & Demerouti, 2007 Conducted a studied in Sweden and Norway to find out how organizational structure is responsible for job satisfaction and the study found that organizational structure inclusive decision-making lead to higher level of autonomy and job satisfaction. The study asserted that involvement in decision making processes is a major predictor of job satisfaction. The findings of these studies further assert that job satisfaction is very high in countries like Sweden and Norway where flexible work environment and institutional autonomy are two major predictors.

Al-Asfour & Lettau, 2014 Found in a study conducted in Saudi Arabia University that rigid administrative structure leads to lower job satisfaction among staff members of the universities.

Sy, Tram, and O'Hara, 2006 found from their study in the American setup and found that emotional intelligence plays a mediating role in controlling the stressful situation. Organizations are often equipped with multiple tasks which results in higher level of trust among employees thus hurting their level of job satisfaction. The study found that employs with higher level of emotional intelligence tend to perform better and cope with stressful situation in a better manner.



In Turkey, a study by Aydin, Sarier, and Uysal (2013) found from their study on school teachers that individuals with higher level of emotional intelligence and perceived job autonomy performed better on job satisfaction scale. This study suggested that emotionally intelligent individual utilize autonomy effectively making better decisions and engaging in meaningful engagement with the student and faculty (Kafetsios and Zampetakis (2008).

Bakker & Demerouti, 2007 From their study develops a Job Demands Resource Model by using European and American researchers and integrated autonomy and emotional intelligence. The study found that vector emotionally intelligence leads to words better job autonomy and serves as a mitigating effect on stressful situation thus negating the impact of stress on job satisfaction. In this model of the study emotionally intelligence has been treated as a psychological predictor while autonomy has been used as a structural and social construct (Mendonça & Andrade, 2015). The combination of both factors that is emotional intelligence and job autonomy provides better engagement contributing towards organizational sustainability.

However, in an order to determine the emotional intelligence job satisfaction and job return we end their interplay for better organizational performance gender organizational culture and overall culture of the society are three major components that needs to be understood. Gender has already been discussed in terms of its association with emotional intelligence job autonomy and job satisfaction. Same token organizational culture and hierarchical structure within an organization are important predictor of job performance and job satisfaction. Similarly, societal norms and structural barriers and structural facilitating points are also important in determining the job autonomy and job performance within the organization (Mandell & Pherwani, 2003; Brackett et al., 2011). However, the above literature review and discussion clearly illustrates that job autonomy and job satisfaction are important construct that are being studied globally and researchers from all over the world support distance regarding the importance of emotional intelligence and job autonomy in job satisfaction.

### **Higher Education in Pakistan and predictors of Job Satisfaction**

Higher education sector in Pakistan is an important social institution and most important as Pakistani society is composed of most of the young population hence in an order to groom them in positive direction and setting their direction in the global context the importance of higher education further increases. However due to lack of funding and other administrative issues job satisfaction in higher education sector in Pakistan is always under question. There are various predictors that increase or decrease job satisfaction in the context of Pakistan following literature review provides a glimpse into this factor that how job satisfaction in higher education in Pakistan is experienced and how it can be increased.

Higher Education Commission of Pakistan is vested with the responsibility of ensuring legal and policy related guidelines for the higher education institution in Pakistan including facility development and hawk facility development can be improved by providing different incentives guidelines research incentives and development programs.

Ali & Akhtar, 2009 Higher education in Pakistan is suffering from major institutional funding and policy related issues which hurts the performance of higher education in Pakistan. The faculty members involved in higher education are also under stress due to lack of funding opportunities and other issues. According to higher education report 2023 there are 230 recognized higher education institution in Pakistan covering 1.5 million students. Shows that the landscape of higher education in Pakistan is very broad and it requires vigilance and policy formation for its better performance. Job satisfaction in the context of Pakistan is a very critical concept Owing to its multidimensional orientation and societal and cultural context with focus on gender and other social demographic features. To that the concept of job satisfaction in Pakistan has rarely been investigated.



Ahmed, 2010 Observe from his study that in the context of Pakistan salary and job security are two of most important factors in ensuring the job satisfaction. However contrary to that inadequate pay delayed promotion and limited financial incentives for research and public publication are the factors that restrict and limit job satisfaction. However, in the context of Pakistan private sector offers better job opportunities and salary therefore employees of private sector in higher education sector are better in explaining and reporting job satisfaction in Pakistan.

Padilla & Thompson, 2006 Workload balance and life work balance are two of the important factors in Pakistan that predict job satisfaction in Pakistan. It has been reported by university facility members that teaching loads along with administrative responsibilities increase the overall workload in university thus compromising their work life balance and ultimately increases stress this stress further leads towards less job satisfaction. This tendency has been observed in public sector universities where high enrollment level and shortage of facility are combined thus increasing workloads on facility members.

Jabeen & Zafar, 2017 Job autonomy has also been reported at lower level in Pakistani University which is a strong predictor of less job satisfaction in Pakistan. In Pakistani university there is a lack of freedom and autonomy and overemphasized and bureaucratic management leads towards less job autonomy thus halting the overall job satisfaction. In addition to that political influence in the University of affairs is another factor which is responsible for that.

Lack of institutional capacity in ensuring justice and performance evaluation is another important factor that hurts university employees job satisfaction in Pakistan. Khan & Mansoor, 2013 Looked into this fact during their study that employees have little motivation and organizational commitment when favoritism is high and hurt the overall job performance in Pakistani universities. There is a culture of favoritism in Pakistani universities which is responsible for less job satisfaction in Pakistan. Leadership style and university administration is also responsible for lack of job satisfaction in Pakistan. More authoritative working style and leadership style is responsible for creating an environment of stress in Pakistan thus hurting the job autonomy in the faculty members. This situation creates a situation where employees have less freedom over their decisions and eventually decreases job satisfaction (Khan et al. 2014).

Qureshi et al., 2012 High education commission of Pakistan is responsible for creating professional development opportunities for the faculty members of the university. It has been observed that it is a lack of professional development opportunities in Pakistan due to political reasons and lack of funding which not only decreases the job autonomy but also hurt the job satisfaction among faculty members in Pakistan. The study further suggested that there needs to be increase in security development programs so that professional development opportunities are enhanced and people in higher education sector are better in equipping themselves with latest and technological developments.

Shah & Anwar, 2016 reported based on their research that gender differences and gender biases are also responsible and predictor of job satisfaction in Pakistan. Feel less safe and often experiences episodes of gender biasness and gender-based violence in the workplace which decreases their level of job satisfaction in Pakistan. Institutional discrimination at departmental level and even at the university level is responsible for less level of job satisfaction among women. On the other hand, male is better equipped with knowledge and higher positions and eventually end up with higher level of job satisfaction in Pakistani context.

Institutional differences are also present in the context of Pakistan about private and public sector institution providing higher education in Pakistan. Public sector institutions are better in protecting and securing job but with less financial incentives and salary on the other hand private sector institutions have better salary packages but lack job security. Hence it is difficult where job



satisfaction is more and why but in the context of Pakistan public sector institutions have widespread approach towards students and have better prospects in another to secure job satisfaction for their faculty members.

### Discussion and conclusion

The above literature review covers a wide range of topics from national and international research to express and explain the tropics of job autonomy emotional intelligence and how these two concepts operate for job satisfaction. The same constructs have been discussed in the above section at international level global level as well as in Pakistan. The above literature review provided a greater insight into the topic thus highlighting the importance of these concept in general organizational structure as well as in the higher education sector. In addition to that the above literature review also covered the topic in the context of Pakistan where job satisfaction at higher education level is very important and needs vigilance and coverage. The last section of the literature review covered different factors that are responsible for job satisfaction in the context of Pakistan and how these factors are important with regard to geographical settings as well as on gender basis.

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