

Incidence of emotional intelligence and intrinsic motivation on teacher job satisfaction

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Abstract

This study aims to determine the incidence of emotional intelligence and intrinsic motivation on teachers' job satisfaction. A quantitative, hypothetical-deductive, basic, non-experimental, transectional, causal correlational design methodology was used. The sample consisted of 103 teachers from the educational institutions of Network 16, UGEL 02 Rimac. Three validated and reliable questionnaires were used to measure the variables; likewise, the ordinal logistic regression statistic was used to test the hypotheses. Regarding the correlation, the results of the Nagelkerke's R² registered a value index of 0.928, which confirmed the incidence or predictive efficacy of the probability of occurrence of the variables studied in the dependent variable (93%), indicating that the remaining 17% can be explained by the other variables that were not included in the present model. It is concluded that emotional intelligence and intrinsic motivation have a positive influence on teacher job satisfaction.

Keywords: Emotional intelligence, Motivation, Intrinsic, Intrinsic motivation, Job satisfaction.

1. Introduction

The emergence of educational networks is characterized as a collaborative work of professional educators for the good of education, who at the same time, seek the development of a comprehensive and equitable curriculum, in addition to general attention to the educational community. In this sense, educational networks base their operation on the concern for the improvement of the student, which implies a direct relationship in the teaching work broadly and globally (Caravaca et al., 2021).

Globally, one of the most threatening diseases for society called Coronavirus (Covid 19) is being experienced, which has caused radical changes in all areas; thus, in 190 countries, the

education sector generated a massive closure of classroom activities of students in all schools, all to prevent a massive contagion of populations. In this regard, the Economic Commission for Latin America and the Caribbean - ECLAC (2020), reported that most of the countries adopted measures to stop physical classes at all stages and in all regions, which generated a change of action in the teaching work, in three main fields. First, a change of learning modality based on new platforms and formats, with or without the use of technologies; second, ensuring the mobility of professional staff to educational communities; and third, prioritizing the health and wellbeing of the learner.

At the national level and in this contextual framework, the responsibility falls on the 144

networks that bring together 100% of the total number of schools in the 07 UGELES of metropolitan Lima, which aim to form academic communities, improve the professional level of teachers, optimize human resources, share materials and infrastructure, and coordinate intersectoral activities for the good of services for good quality education. Not oblivious to this reality, today teachers in educational centers assume a fundamental challenge of educational learning, which is to reduce the negative impact of the pandemic on education (Morales and Rodriguez, 2022). In addition to having the functional responsibility of sensitizing students for the benefit of a good educational climate, promoting the growth of competencies through the promotion of educational projects, guaranteeing the best conditions for the teaching-learning process, generating adequate educational management, fostering a good institutional climate, providing quality in educational service and exchanging educational management experiences applicable to the network, among others; consequently, this implies adapting to new changes or modifying many aspects of educational work, but especially in their behavior or conduct, which will be evidenced in their teaching actions.

In this sense, Enriquez and Gargiulo (2022) propose that teachers should not only attend to procedures, concepts, and attitudes separately, but also have an integral competence based on knowing how to know, how to be, how to do, and how to be, and in the same way, provide emotional support and encouragement. This approach assumes that emotional intelligence and intrinsic motivation will enhance the state of adequate job satisfaction in teachers. However, this high state demand generates situations of nonconformity due to the academic pressure, effort, and commitment that it implies. In addition to this, there are some problems typical of the health emergency context, stressful environments, inadequate management of emotions, lack of motivation, and self and job dissatisfaction in the teaching staff.

According to Franco-López et al. (2020), many countries in the world (United States, England, and Australia, among others) have experienced problems in attracting and retaining teachers, which can be addressed or solved from the

knowledge of the factors that positively impact the satisfaction of being a teacher.

Madrid et al., (2020) refer that employees' behaviors aimed at managing their affective states participate in the level of job satisfaction and hypothesize that emotion regulation behavior that improves or worsens employees' affect respectively increases or decreases job satisfaction. In this sense, Mérida-López and Extremera (2020) in a Spanish study with teachers, showed that the ability to regulate emotions is associated with job satisfaction.

In this regard, Cuadrado et al., (2021) in a study with teachers and administrators highlighted the importance and relevance of promoting high levels of intrinsic work motivation in workers, to alleviate the probable negative effects or risk factors of job burnout in educators, stating that this effect would decrease when workers have high levels of intrinsic work motivation.

Regarding theoretical considerations, Mayer and Salovey cited in González-Yubero et al. (2021) define emotional intelligence as the ability to perceive emotions accurately, to access and generate emotions that help thinking, to understand emotions and emotional knowledge, and to regulate emotions, so that they promote emotional and intellectual development.

Along the same lines, Gómez-Leal et al. (2021) define it as an ability to perceive, value, and adequately express an emotion. In addition, the authors state that emotion as the basis of action is a very important premise since it allows understanding that all human actions are based on emotional responses. On the other hand, Usha and Solomon (2022) define emotional intelligence as the ability to use, perceive, understand and control the emotions of oneself or another person. There are different cases in which people have to go through very strong emotions and they must regulate or control their emotions in a way that can favor them.

On the other hand, Salehpour and Roohani (2020) define intrinsic motivation as that which comes from within and does not need external stimuli. Likewise, it is a tendency to explore challenges and novelties to expand, learn and seek one's capabilities. He also mentions that intrinsic motivation is very important, however, most people are not intrinsically motivated

when taking action. In this sense, Dzhevlikian et al. (2022) mention that intrinsic motivation has a fundamental role in the development of adaptive and autonomous behavior in human beings, which goes together with the empowerment that aims to ensure that the individual takes actions by him/herself, leading to a correct autonomy that is the main basis for promoting excellence. Likewise, he mentions that it is not necessarily for an action that has punctual or immediate results, but because it is oriented towards satisfaction and personal growth.

In this same theoretical context, Locke, cited in Tomás et al. (2019), defines job satisfaction as a positive emotional state, the result of valuing work as a facilitator for the achievement of the individual's work values. In this regard, Olsen and Huang (2019) establish job satisfaction as the degree to which an individual contributes positively, or feels valued within his or her organization. In this sense, job satisfaction is understood as the feeling experienced by a person to achieve a balance in the face of various needs or as the result of multiple interactions between the environment and workers. In short, it is what the subject longs for from work and the achievement he or she desires from such work.

Based on the above, this research will serve as a tool to study emotional intelligence, intrinsic motivation, as well as job satisfaction in teachers, because not only intellectually prepared professionals are needed, but also motivated and capable of managing their emotions to perceive adequate job satisfaction. To this end, the following question is posed: How do emotional intelligence and intrinsic motivation affect the job satisfaction of teachers in the educational institutions of network 16, UGEL 02, and Rimac?

This research is justified because it seeks to explore different areas, some of them unknown, inquiring about the constructs under study, to discover unpublished results, events, or data, to achieve the objective set on the established dimensions, and thus contribute or propose relevant proposals on the identified reality, addressing the problems of teachers in this research. Likewise, it will allow, from the results, to establish useful strategies for the educational community; as well as, by being able to obtain accurate data on the reality of the

school, an objective baseline will be established that will allow the directors and the educational community to make the right decisions for the benefit of the schools, through the proposal of designs, projects or plans that will benefit them in the aspects related to the institutional welfare, for which contextualized evaluation instruments will be applied that meet the scientific rigor, the same that will serve as references for further research.

Therefore, the general objective was established as follows: To determine the incidence of emotional intelligence and intrinsic motivation on job satisfaction and as specific objectives, to determine how emotional intelligence and intrinsic motivation affect the dimensions of perceived benefits, physical environment, supervision, satisfaction with participation and intrinsic satisfaction in teachers belonging to the educational institutions of the Network 16, UGEL 02, Rimac, 2021. Responding to the following hypothesis: Emotional intelligence and intrinsic motivation have a positive impact on the job satisfaction of teachers belonging to the educational institutions of Red 16, UGEL 02, and Rimac.

Finally, it is convenient to point out that a deep understanding of this research will allow knowing the effort and commitment that implies adequate management of emotions, a high intrinsic motivation, and adequate job satisfaction, and thus solve or specify the incidence that these emotional and motivational factors have on the teacher's satisfaction, as well as to offer pertinent proposals related to the subject, to design useful strategies for the educational community; and above all to promote educational policies and programs oriented to the improvement of the teacher's pedagogical work.

2. Materials and methods

This research is framed in a positivist paradigm, with a quantitative approach because it collects data to test the hypothesis based on statistical analysis and numerical measurement. At the same time, it is based on deductive logic from the general to the specific. The type of study is basic because it aims to optimize theoretical knowledge and scientific progress,

without getting directly involved in the practical consequences. The level of research is explanatory because it explains the behavior of one variable by another or others. The design corresponds to a non-experimental study since it is carried out without manipulating any variable and is observed in its natural state and then analyzed. Likewise, it is transectional, causal correlational since they describe relationships between two or more categories, concepts, or variables in an established time and are based on a cause-effect relationship (Hernández et al., 2018).

In this sense, causal or predictive correlational research seeks to explain how the incidence of each independent variable affects the dependent variable, thus establishing the effect of one or more categories compared to another in a specific time and context (Montes et al., 2022).

The population consisted of 140 primary and secondary level teachers (male and female) of regular basic education corresponding to the network No. 16, UGEL 02 Rimac, from which a sample of 103 teachers was obtained, and determined by a sample group, taking into account the total population and applying a formula to see the rounding and the margin of error. Likewise, a probabilistic sampling was used, referring to a subset of the population, in which all members have the same opportunity to be chosen and it was done randomly related to the units of analysis.

For the collection of information, it was considered pertinent to use the survey, due to the nature of the variables. The instruments used were: the TMMS-24 questionnaire to measure the Emotional Intelligence variable (Cronbach's alpha reliability = 0.771), the R-Maws work motivation scale to measure intrinsic motivation (Cronbach's alpha reliability = 0.763), and the S20/23 questionnaire to measure the job satisfaction variable (Cronbach's alpha reliability = 0.766); which were also approved and validated by expert judgment. Finally, for the data analysis method, the ordinal logistic regression statistic was used, since this option is beneficial in those cases where it is desired to order individuals according to the values of a set of predictor or causal variables.

3. Results

After applying the instruments for data collection, whose characteristic was ordinal, a previous analysis had to be carried out through the Kolmogorov-Smirnov normality test, to clarify the cause-effect association between the first and third variables. This analysis preceded the hypothesis testing. According to the non-parametric results obtained, it is appropriate to submit the data to a logistic regression test because they are qualitative ordinal data, specifically choosing the ordinal logistic regression model for the development and testing of the hypotheses.

Table 1 Determining the fit of emotional intelligence and intrinsic motivation on teacher job satisfaction

Model fit information				
Model	Logarithm of likelihood -2	Chi-squared	gl	Sig.
Intersection only	96.920			
Final	.000	96.920	4	.000

In Table 1, the likelihood ratio test shows that the logistic model is significant ($X^2 = 96.920$) with 4 degrees of freedom and shows that the significance value is 0.000; it is assumed that it complies with the proposed model and the null hypothesis is rejected and the research hypothesis is accepted, with a probability of

error of 5%. This means that emotional intelligence and intrinsic motivation have a positive impact on teacher job satisfaction in the Educational Institutions of Network 16, UGEL 02 Rimac.

Table 2 Determination of variables for the ordinal logistic regression model

Goodness of fit			
	Chi-square	gl	Sig.
Pearson	.001	10	1.000

Deviation .001 10 1.000

Table 2 shows the values of Pearson and Deviation, both values coincide in terms of the significance value >0.05 ; therefore, it can be affirmed that the goodness of fit of the model is adequate for the present study.

Table 3 Presentation of emotional intelligence and intrinsic motivation in job satisfaction

Parameter estimates								
							95% confidence interval	
		Estimate	Error Dev.	Wald	gl	Sig.	Lower limit	Upper limit
Threshold	[V3TOTALMEDIA1 = 3]	-32.208	453.605	.005	1	,943	-921.257	856.842
	[V3TOTALMEDIA1 = 4]	-12.894	447.524	.001	1	,977	-890.025	864.237
Location	[V1TOTALMEDIA1= 3]	-52.451	753.159	.005	1	,944	-1528.615	1423.713
	[V1TOTALMEDIA1= 4]	-30.011	453.605	.004	1	,947	-919.060	859.039
	[V1TOTALMEDIA1= 5]	0 ^a	.	.	0	.	.	.
	[V2TOTALMEDIA1= 3]	7.454	54.038	.019	1	,890	-98.459	113.367
	[V2TOTALMEDIA1= 4]	2.093	1.458	2.062	1	,151	-.764	4.950
	[V2TOTALMEDIA1= 5]	0 ^a	.	.	0	.	.	.

a. This parameter is set to zero because it is redundant.

Table 3 shows the parameter estimates, where it can be affirmed that emotional intelligence and intrinsic motivation are incident factors on job satisfaction in teachers of Educational Institutions of Network 16, Ugel 02 Rimac; according to the statistical significance of 0.944 and 0.151 respectively with a degree of freedom.

Table 4 Correlation of emotional intelligence and intrinsic motivation on job satisfaction.

Pseudo R square	
Cox and Snell	,610
Nagelkerke	,928
McFadden	,880

Liaison function: Logit.

In Table 4, the Pseudo R-squared shows that the variables present in the model are associated with the dependent variable, with a P value greater than 0.000, and that the strength of the covariates studied (emotional intelligence and intrinsic motivation) allows the prediction or incidence of the dependent variable (job satisfaction). In this sense, the correlation of Cox and Snell register a value index (0.610), Nagelkerke with an index of (0.928), and McFadden with an index of (0.880), resulting in that through Nagelkerke's R², it was possible to prove that the predictive effectiveness or incidence of the probability of occurrence of the categories of the dependent variable is 93%, which in turn indicates that the remaining 7% is explained by the other variables that were not included in the present model. Therefore, emotional intelligence and intrinsic motivation have a positive impact on

teacher job satisfaction in the educational institutions of Network 16, Ugel 02 Rimac.

Table 5 Correlation of the variables emotional intelligence and intrinsic motivation in the dimensions of job satisfaction.

Pseudo R square	Supervision	Physical environment	Benefits received	Intrinsic to the job	Participation
Cox and Snell	,436	,430	,436	,232	,448
Nagelkerke	,510	,557	,569	,281	,517
McFadden	,296	,381	,394	,151	,295

Link function: Logit.

In Table 5, the Pseudo R-square shows a correlation of the dimensions of the variable job satisfaction, where the Nagelkerke statistic presents an index in the dimensions of satisfaction with the benefits received (.569), satisfaction with the physical environment (.557), satisfaction with participation (.517), satisfaction with supervision (.510) and finally, with a lower percentage, intrinsic job satisfaction (.281).

4. Discussion

According to the findings obtained, it was found that the variables emotional intelligence and intrinsic motivation are associated with job satisfaction, with a P value greater than 0.000, and that the strength of these covariates allows the prediction of the dependent variable (job satisfaction). In this regard, Lee et al. (2020) in a study with high school principals found positive associations between emotional intelligence and subjective well-being; demonstrating that both job satisfaction and emotional exhaustion mediate between emotional intelligence and subjective well-being.

Concerning the degree of incidence between the variables, emotional intelligence, and intrinsic motivation were found to positively affect teacher job satisfaction ($X^2 = 96.920$, sig = .000); with an index of 0.928 according to Nagelkerke's R^2 , thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent variable with 93%. In this sense, Hwang and Park (2022), in their study on the incidence of intelligence on job satisfaction found that there is a positive correlation between the variables, resulting in the

verification of the stated hypothesis. Bechter et al. (2021) investigated the relationship between perceived emotional intelligence, burnout, job commitment, and satisfaction in teachers. The results showed that emotional intelligence correlates positively with job commitment and satisfaction. Hierarchical regression analyses indicate that the use of emotion is the best predictor of the study variables; concluding that emotional intelligence may have a protective role in preventing teachers' negative work experiences.

Regarding the dimensions of the variable studied, it was found that emotional intelligence and intrinsic motivation have a positive impact on satisfaction with teaching supervision ($X^2 = 58.981$, sig = .000); with an index of 0.510 according to Nagelkerke's R^2 , thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent dimension with 51%. In this regard, Romero et al. (2022), in their research showed that situations arise in which professionals do not respond effectively, this is due to the relationship between emotional intelligence, work-family conflict, job satisfaction, performance, and turnover intention in education teachers, where the results indicated that the model proposed here can accurately explain teacher performance, job satisfaction, and turnover intention, concluding that emotional intelligence plays an important role in job satisfaction and teacher performance. On the other hand, it supports that emotions can dominate academic performance and can, directly and indirectly, influence learning.

On the other hand, it was found that emotional intelligence and intrinsic motivation have a positive influence on satisfaction with the physical environment in teachers ($X^2 = 57.947$, sig = .000); with an index of 0.557 according to

Nagelkerke's R², thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent dimension with 58%. In this regard, Martínez-Garrido (2017) in a study on knowing the variables that influence the job satisfaction of education professionals, concluded that for the most part, the staff of employees refers that a suitable work environment is extremely important, and thanks to this they can feel comfortable and can achieve the established goals, satisfactorily fulfilling their work.

Therefore, it was found that emotional intelligence and intrinsic motivation have a positive impact on satisfaction with the benefits received by teachers ($X^2 = 59.077$, sig = .000); with an index of 0.569 according to Nagelkerke's R², thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent dimension with 57%. In this regard, Tomas et al. (2019) define job satisfaction as an optimal emotional state, the study of job satisfaction is very relevant because it is associated with different variables in the organizational environment, for example, in the work dynamics where a negative relationship can be evidenced between the satisfaction of collaborators with their life and with intentions to leave their position. Likewise, several studies have been carried out to evaluate the influence of emotional intelligence on teachers' job satisfaction, with the mediating role of organizational justice. According to the findings, emotional intelligence positively influences job satisfaction, and emotional intelligence and organizational justice are positively related. Concluding that organizational justice partially mediated the relationship between emotional intelligence and job satisfaction.

Likewise, it was found that emotional intelligence and intrinsic motivation have a positive impact on intrinsic job satisfaction in teachers ($X^2 = 27.184$, sig = .000); with a low correlation index of 0.281 according to the Nagelkerke's R², thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent dimension with 28%. In this regard, Butakor et al. (2021), in a study aimed to examine the causal relationship between emotional intelligence, job satisfaction,

professional identity, and teacher job commitment. The results established that job satisfaction mediates the relationship between emotional intelligence and job commitment; likewise, that emotional intelligence positively affects professional identity directly and indirectly through job satisfaction. Concluding the recommendation is to achieve teachers' active participation in their work, they should be allowed to develop and improve their emotional intelligence.

Finally, it was found that emotional intelligence and intrinsic motivation have a positive impact on satisfaction with teaching participation ($X^2 = 61.286$, sig = .000); with an index of 0.517 according to Nagelkerke's R², thus confirming the incidence or predictive effectiveness of the probability of occurrence of the variables studied in the dependent dimension with 52%. (2022). In their study on emotional intelligence, teacher job satisfaction and the success of an organization, confirm that good emotional intelligence, where one can discover and recognize one's own and others' feelings and emotions, can help to reduce work stress and, therefore, generate greater performance in their work.

5. Conclusions

This study concludes that emotional intelligence and intrinsic motivation have an impact on job satisfaction because they are concepts of great interest in the work environment, which contribute to personal well-being and therefore to job performance. The pedagogical context is the propitious environment where the practice of emotional intelligence is evidenced due to the constant interaction and human motivation that exists among teachers, therefore the incidence that these variables play in educational job satisfaction is recognized.

Concerning the dimensions of the variable studied (job satisfaction), it is recognized that teachers are constantly appreciated as professionals who must be empathetic with the needs of the students, thus having an adequate perception of their intrinsic job satisfaction, supervision, physical environment, benefits received and participation; to generate an adequate work environment with and among their students.

Within this context, the low results of intrinsic job satisfaction indicate that the labor exercise involves not only positive but also negative emotions, therefore, understanding job satisfaction and dissatisfaction involves understanding the natural emotions felt, therefore, motivation and emotional intelligence are effective strategies that affect job satisfaction, achieving an adequate teaching-learning process.

Among the limitations found was that the work was carried out virtually, being a challenge of teaching predisposition, for the collection of information in times of pandemic (Covid 19). Consequently, it is recommended that future researchers conduct new studies that certify or refute the correlation between other variables that may affect job satisfaction, promote an evaluative culture that generates a critical reflective capacity of teachers, manage welcoming physical environments that promote well-being in teachers, promote activities to recognize teachers for outstanding work, promote the formation of educational learning communities and develop teacher training programs or workshops for the benefit of job satisfaction.

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