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Emotion is not an Agreement: Empirical Evidence of Tertiary Level Teachers' Emotional Intelligence, Occupational Stress, Academic Performance, and Satisfaction in Bangladesh

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Abstract

This study aimed to find the influential factors of emotional intelligence, occupational stress, academic performance, and satisfaction of university teachers and to examine the relationship between emotional intelligence and occupational stress and teachers' academic performance and satisfaction in Bangladesh. The data were collected using a stratified sampling technique through a structured questionnaire from public and private university teachers in Bangladesh. Out of 380 distributed questionnaires, 224 (59%) questionnaires were selected and usable to proceed for final analysis, where 65.4% were male and 34.6% were female. The study's findings reveal that the average emotional intelligence, occupational stress, and academic performance with the satisfaction of male teachers are greater than those of female teachers. However, more significant variability exists in emotional intelligence, occupational stress, academic performance, and satisfaction among males than females. Emotional intelligence positively and significantly impacts teachers' academic performance and satisfaction. Low to average occupational stressed academicians were less likely to be highly preformed and satisfied in their job, and teachers who had low to medium levels of emotional intelligence were more likely to be highly preformed and confident in their profession. Only emotional intelligence was significantly associated with university teachers' academic performance and satisfaction. Therefore, logistic regression analysis further estimated only the significant variable (emotional intelligence) to predict university teachers' academic performance and satisfaction.

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Introduction

In contemporary times, examining teachers' emotions has become a prominent subject of interest and study within educational research. Education is crucial in shaping society and country, ultimately contributing to global transformation. The effectiveness of instruction and learning at the tertiary level is contingent upon the competence and expertise of university educators. At the same time, the guarantee of quality in higher education has emerged as a significant worldwide phenomenon in recent times. Educational institutions encounter several obstacles in the context of globalization, technological advancements, and educational reforms. These issues pertain to providing quality education, implementing effective teaching and learning methods, and achieving desired outcomes, both locally and globally. Furthermore, it is worth noting that teachers face heightened societal pressure due to subpar academic performance exhibited by both teachers and students. This unfortunate circumstance has led to a decline in the overall quality of education. Additionally, students' inconsistent commitment to their education, the divergence of demands and expectations from guardians, and the overwhelming workload coupled with excessive responsibilities have collectively posed significant challenges for teachers in effectively managing these issues (Asrar-ul-Haq et al., 2017). In order to address these issues, educators encounter significant physical and psychological strain, resulting in occupational burnout, since teaching is often regarded as one of the most demanding professions globally (Johnson et al., 2005; Brog, 1990). These issues may be effectively addressed by developing one's emotional and professional competencies (Ignat & Clipa, 2012). Education is widely recognized as a very efficacious means of addressing various difficulties. In this regard, the emotional well-being of teachers assumes a crucial role, not only in fostering the holistic development of people, including their physical and mental growth, but also in advancing the objectives of organizational settings within the socio-cultural fabric of society (Miyagamwala, 2015). Furthermore, the act of teaching has a significant emotional component, requiring individuals to engage in deep emotional labor. Teaching encompasses the integration of knowledge, pedagogical expertise, and emotional intelligence, as argued by Hargreaves (1998). Teachers are globally acknowledged for engaging in emotional labor, which involves emotional expression, knowledge, skills, and experience in teaching and learning pedagogy. Hence, the global recognition of the importance of emotional intelligence and emotional labor in teachers' performance has been acknowledged. The role of instructors is of utmost importance in shaping the attitudes and actions of their pupils since research has shown a favorable correlation between emotional intelligence and academic success (Cote & Miners, 2006). There is a pressing and indispensable need for more investigation into teachers' emotional intelligence since there is a significant correlation between the act of teaching and the realm of emotions (Schutz & Zembylas, 2009). Emotional intelligence, a psychological characteristic, significantly influences the performance and capacities of workers in both workplace and classroom contexts at both organizational and individual levels (Carmeli, 2003; Petrides et al., 2004). Emotional intelligence (EI) research studies have shown that persons who possess a higher level of emotional intelligence tend to exhibit superior work performance and more happiness within their organizational environments as compared to those with lower emotional intelligence (Law et al., 2004; Lyons & Schneider, 2005; Roony & Viswesvaran, 2004; Miyagamwala, 2015). The concept of emotional intelligence has been developed and refined via several models, including the former ability-based model proposed by Solovey and Mayer (1990) and Mayer and Salovey (1997), the later mixed model introduced by Goleman (1995), Bar-On (1997), and Goleman (1998), as well as the trait-based model presented by Petrides and Furnham (2000), Bar-On

(2010), and Bar-On (2002). These models have contributed to the recognition and understanding of emotional intelligence. This study examines the impact of the mixed model proposed by Daniel Goleman in 1995, which encompasses a range of skills and competencies that contribute to leadership effectiveness. The study assesses the relationship between emotional intelligence and performance by utilizing a five-dimensional framework that includes self-awareness, self-regulation, self-motivation, empathy, and social skills. Emotions are intricate psychological experiences that accentuate the cognitive processes behind individual expressions (Gayathri & Meenakshi, 2013). The emotional abilities of teachers were classified according to a five-dimensional model, which includes emotional connection, interpersonal awareness, emotional intrapersonal beliefs, emotional interpersonal guidelines, and emotional management. These skills are deemed necessary in the classroom (Harvey & Evans, 2003). Therefore, it is necessary to enhance teachers' capacity to effectively use emotions in executing emotional labor, particularly in educational settings when their emotional intelligence falls below the established norm (Corcoran & Tormey, 2012; Fried, 2011).

The contemporary global landscape has been confronted with a pervasive economic downturn on a worldwide scale, which can be attributed to various factors such as armed conflicts, relentless advancements in technology, prevailing societal attitudes, and a highly competitive work environment. These multifaceted elements collectively contribute to the escalation of stress levels experienced by individuals (Gaumer et al., 2006; Dartey-Baah et al., 2020). In order to achieve success in one's professional endeavors, it is essential to navigate and address the many problems that arise effectively. When individuals cannot manage these significant concerns effectively, they may experience stress, which may impede their professional accomplishments and work contentment. According to Ganesh (2020), the teaching profession is widely recognized as highly demanding due to the constant need for academic sectors to navigate continuous transformations. In addition to technology advancements and academic reforms, academic institutions also encounter many obstacles and concerns associated with their instructional methodologies. The challenges faced by teachers in addressing the educational and communal needs of students and society encompass various factors such as ineffective lecture delivery, discrepancies between student expectations and requirements, diminished quality, and the burdensome workload and pressures placed on teachers (Asrar-ul-Haq, Anwar, & Hassan, 2017; Biswas et al., 2019). The presence of an overwhelming workload, increased responsibilities, and societal demands may lead to various problems and emotional disturbances. In order to effectively address these challenges, educators must exert significant efforts to develop emotional competence, hence advancing their professional trajectory (Ignat & Clipa, 2012). Emotional intelligence plays a crucial role in effectively managing one's emotions and navigating the complexities of societal demands. In the age of global competitiveness and unpredictability, educators play a vital role in shaping students' habits and behavior.

Furthermore, the efficacy and commitment of university educators play a pivotal role in the ultimate achievement of academic establishments. Faculty members with high emotional intelligence levels can engage in thoughtful and considerate relationships with others. This is due to their heightened self-awareness of personal objectives and ability to regulate their emotions effectively, hence avoiding incorrect reactions to various circumstances. Ensuring the provision of high-quality education is crucial for cultivating a proficient and advanced workforce. The cornerstone of such education lies in implementing effective pedagogical practices, with university faculties playing a pivotal role in this endeavor.

Given that university faculty engage in emotional labor, it is essential for them to possess emotional abilities to enhance their performance. To maintain a standard of quality education, it is imperative for educational institutions to acknowledge the efficacy of activities aimed at fostering the emotional intelligence of faculty members.

Furthermore, providing these individuals with the necessary knowledge and competence to cultivate high emotional intelligence is essential. Employers with ambitious goals consistently prioritize enhancing emotional intelligence as a crucial factor in ensuring sustained organizational success. Employees that possess high levels of emotional intelligence are more inclined to exhibit efficiency in managing their time, hence resulting in the optimization of production.

Furthermore, these individuals show heightened motivation and enhanced interpersonal and social skills.

Additionally, they demonstrate proficiency in leadership and decision-making and display increased levels of creativity (Utami et al., 2014). According to Sultana et al. (2021), individuals with high emotional intelligence tend to exhibit traits of optimism and a natural inclination towards goal-oriented behavior. Similarly, the enhancement of faculty motivation in educational and co-educational engagements is significantly influenced by mental health (Mir & Sehgal, 2017). As a result, a correlation has been identified by Kamboj and Garg (2021) between an individual's mental well-being and their work performance and job satisfaction.

Conversely, occupational stress, usually referred to as stress arising from job-related issues, encompasses the adverse manifestation of psychological conditions such as anxiety, despair, apprehension, and, ultimately, frustration (Kyriacou, 2010). Conversely, this phenomenon occurs when an individual's inability to manage job-related stress effectively arises from a mismatch between their skills and the demands of their task. An individual's capacity to effectively manage stress within the professional setting may significantly impact their level of achievement or lack thereof in their career trajectory (Holmlund-Rytkönen & Strandvik, 2005). The phenomenon of occupational pressure may have significant adverse impacts on both individuals and organizations. Acute stress has been shown to have a negative impact on both productivity and the overall atmosphere within an organizational setting. Individuals who experience prolonged professional stress are likely to be dissatisfied with their jobs and associated duties, leading to unhappiness towards the organization. Presently, the vocation of teaching has become a source of considerable stress due to the demanding workload, financial challenges, and the prevalence of depression among educators (Kyriacou, 2010). Organizational commitment has been identified as a significant determinant of work satisfaction (Gopinath, 2020). In the context of contemporary society, occupational stress is widely recognized as the primary element affecting individuals, while job happiness plays a crucial role in enhancing employees' Performance (Ganesh, 2020).

Previous empirical studies have shown a correlation between emotional intelligence and the results seen within various work-related organizations. However, it should be noted that there is a scarcity of research studies that assert a connection between this phenomenon and favorable results, particularly within the higher education domain (Asrar-ul-Haq, Anwar, & Hassan, 2017).

Literature Review

Emotional Intelligence and Academic Performance

Trad et al. (2022) conducted a study to identify whether faculty demographics affect their academic performance. Finally, they have claimed that emotional well-being has an influential

effect on regulating teachers' behaviors. Again they argued emotions as a significant power resource that can help them deal with tricky situations. A high level of emotional intelligence must have several traits, such as self-awareness, self-control, self-regulation, self-motivation, and skills related to society. Trad et al. (2022) have found all these traits of an individual have a positive connection with the performance of teachers, and emotionally intelligent teachers are found to have effectual capabilities, which ultimately reflect in students' cognitive sharpness, memory, and improved attention. In another study, Goh and Kim (2021) argued that a teacher's performance is usually related to several factors such as cognitive aptitude, perseverance, learning and teaching strategies, motivation or enthusiasm, pressure management, control, etc. Therefore, Goh & Kim (2021) have claimed a statistically significant association between emotional intelligence and academic performance. In line with that, Biswas et al. (2019) again demonstrated moderate but positive links between emotional intelligence and the performance of teachers. Likewise, Asrar-ul-Haq et al. (2017) have found that emotional intelligence has an essential effect on faculty performance.

On the other hand (MacCann *et al.*, 2019) Have proposed three mechanisms for understanding the relationship between emotional intelligence and academic performance, which are (a) regulating emotions, (b) trying to construct more social relations, and (c) content. Some recent studies have introduced several determinants of emotional intelligence, namely, self-regulation (Estrada *et al.*, 2021; Iqbal *et al.*, 2021), self-awareness (Estrada *et al.*, 2021; Iqbal *et al.*, 2021), and social skills (Iqbal *et al.*, 2021) have significantly linked with performance. Sultana et al. (2021) have suggested that interpersonal ability, work performance, efficient guidance, enthusiasm and originality, and social competence are significant and can drive institutional performance. Emotional intelligence can positively drive academic performance and is required for professional success (Sharon & Grinberg, 2018). It is considered pertinent to direct for ultimate career development (Urquijo, Extremera and Azanza, 2019).

In line with this, Lyons and Schneider (2005) have identified that four emotional intelligence variables, perceived ability, integration, comprehension, and emotional management, can influence the appraisal of tasks that cause stress and affect performance. They have studied the connection of ability-based emotional states with task performance under pressure and claimed that high stages of emotions encourage engagement in challenging tasks, improve confidence, and result in better outcomes. However, low emotions could foster threats that result in lousy performance. Several dimensions of emotional intelligence were interrelated to the outcomes of tasks since these controls cognitive aptitude. Naghi *et al.* (2021) have concluded that psychological well-being and mental intelligence, along with the support of an organization, impact job affiliation because this raises a sense of work belonging. Thanapattheerakul *et al.*, (2018) have applied a mixed model to understand the linkage of emotional intelligence and university teachers' performance and identified fractional and significant influences by examining conditions and hypothetical assumptions that strengthen them. Viscarra, Meer, and Meer (2017) mentioned five areas of emotional intelligence: self-consciousness, self-control, self-enthusiasm, compassion, and relationship management with others, which are crucial. So, they must be highly emotionally intelligent. In this study, they demanded that every emotional intelligence mechanism is significantly connected with the academic performance of university teachers. These mechanisms develop the faculty members' attitudes and reactions toward acceptance of change. In addition, interpersonal factors, intrapersonal, management of pressures, adaptability to the changing environment, and controlling one's mood in the workplace are essential to attaining emotional intelligence (Wong et al., 2021). Among all domains, two dimensions of emotional intelligence,

namely appraisal of self-emotion and understanding of others and own emotions, were found by Mohzan, Hassan, and Halil (2013) as the most influencing factors of academic achievement.

On the other hand, Aiyappa and Acharya (2012) have studied the influence of emotional intelligence traits on better academic performance in a British secondary academic institution and claimed to have a moderating role of behavioral and emotional intelligence between the association of cognitive capability and educational performance. Educational quality greatly depends on the efficiency of teaching methods and quality lectures aligned with the growing need for globalization. Suitable teaching methods and quality lectures can be applied by increasing emotional intelligence skills (Petrides et al., 2004). When teachers have attained high-level skills of emotional intelligence, they have a high level of confidence in themselves and commitment towards their responsibility (Iqbal *et al.*, 2021).

Nevertheless, the accurate picture of universities is tricky due to excessive demands. Teachers must play multiple roles along with teaching, for example, carrying out research projects, seminar attendance, etc. Consequently, the lecturers must experience negative emotional states like tension, lack of sympathy, despair, annoyance, anxiety, and disturbance. It is imperative for teachers not only to gain knowledge, required skills, and capability but also to equip themselves with a vital and pertinent part of teaching known as emotional intelligence (Miyagamwala, 2015). Therefore, teachers must understand, master, and apply emotional intelligence skills to identify their strengths and weaknesses to maximize student interaction (Christopher, 2006; Hassan *et al.*, 2015).

Emotional Intelligence and Occupational Stress

Mikolajczak et al. (2007) have identified a negative relationship between occupational stress and emotional intelligence. They have claimed in their study that individuals who have a high level of emotional intelligence are found to be less burnout and stressed. Similarly, a recent study by Martínez-Monteagudo et al. (2019) revealed noteworthy differences between emotional intelligence and negative traits like burnout, nervousness, depression, and stress among teachers. Occupational stress results from poor emotional intelligence, which can hinder a person's success in a career (Nisar & Rasheed, 2020). In line with that, Belias et al.(2013) have claimed that emotional intelligence is negatively related to job stress, and its sources include workload, lack of funding, lack of recognition, and poor ability to maintain relationships in the institution (Gillespie *et al.*, 2001).

Por *et al.* (2011) have recognized some factors, such as adapting strategies, mental well-being, and perceived aptitude, can affect intellectual performance. The ability to control one's feelings and emotional skills helps students adapt actively while dealing with pressure, improving mental wellness. Blix *et al.*,.(1994) measured professional stress by symptoms such as burnout, physical problems related to stress, job stress, output, the extent of job satisfaction, and the decision to change occupation. In the case of the university profession, the workload is the prime cause of stress, and excessive workload leads to the decision to change. Among all activities, research-related work is mostly more stressful than teaching. Likewise, Ishaq and Mahmood (2017) have argued that self-efficiency moderates stress and academic performance among mental disorders of faculties. Most developing countries lack physical resources, have inadequate salaries, have order and regulation problems, and have improper management, which are the causes that increase work stress and burnout. Due to these, stress at the workplace has been increasing at an alarming rate. They revealed that job security is the prime cause of stress in academic staff, as it concerns work relationships, management, possessions, and communication gaps, resulting in a poorer commitment level to the institution.

Nevertheless, the study has highlighted sources of stress related to work-life equilibrium, burden, and job overload. The job environment in university schooling settings and the faculties' techniques for managing extreme workloads and comfort and work-life steadiness are highly interrelated. However, there is a high chance that academic staff use compensatory techniques in the university workplace to deal with extreme expectations, which might often damage their health. In this regard, Tytherleigh *et al.* (2005) have demonstrated that some factors like the position of management, wide prudence, and completion of the job on time and place are the contributing factors to work-life steadiness. In a practical world, a proper, sustainable working environment is possible by identifying risk behaviors and associated risk factors. Melin, Astvik, and Bernhard-Oettel (2014) demonstrated in their study that almost 95% of faculty members were suffering from work stress, and they argued an extremely significant connection between stress from work and emotional intelligence among university teachers. Therefore, university teachers must attend various training courses to develop emotional intelligence levels, communal skills, and relationship management skills and upgrade workplace expertise. Besides, the excessive workload can be minimized by equal and proper distribution of job responsibilities among the teachers (Mohamed and Nagy, 2017).

Tahir (2011) studied the factors that cause pressures for faculties include, including salary scale, job rank, familial crisis, economic crisis, and job safety, which were categorized as intrinsic and physical possessions, job environment, behaviors of the students, organizational pressure, and relationship management were categorized as extrusive factors are significantly related to educational performance. Mohamed *et al.* (2020) have compared the degree of satisfaction level between the non-academician and academician staff and argued that the extent of job satisfaction is higher in the case of non-academicians than the academician. They mentioned burnout arising from personal, job, and student-related matters as the foremost cause contributing to more significant mental distress and ultimately influencing the level of job satisfaction. University faculties often experience more significant job stress, which leads to occupational burnout, and job stress and burnout are greatly interrelated. A study conducted in south India has exposed that almost 74% of university teachers have experienced moderate to high-level professional stress, and 84% have suffered from job burnout (Reddy & Poornima, 2012) . However, Ilhan, Hakki and Ender (2014) have found an adverse connection between emotional intelligence and job burnout where emotional intelligence was measured by the emotional appraisal, sympathetic compassion, emotional control, and proper usage of emotions, and job burnout was measured by emotional collapse, depersonalization and individual achievement.

Occupational Stress and Academic Performance

Goh & Kim (2021) have revealed that emotional intelligence, job satisfaction, and job stress are interrelated, and work-related stress is mainly responsible for dissatisfaction with one's job. Moreover, when a person feels dissatisfied, he will be less likely to perform better (Ablanedo-Rosasa *et al.*, 2011). Similarly, Biswas et al. (2019) have demonstrated a negative association between stress and the academic performance of university teachers. Thus, when faculty members are stressed, their academic performance worsens, and these teachers fail to motivate students, and ultimately, they can have a low contribution to the welfare of students (Madigan and Kim, 2021). Moreover, not only can occupational stress hinder academic achievement, but it also acts as an obstacle in the way of the career ladder and is also negatively linked with job satisfaction (Nisar & Rasheed, 2020). Career development and work overload

mainly stress teachers (Ablanedo-Rosasa *et al.*, 2011). Occupational burnout is evident in university faculty members, negatively affecting their overall well-being and performance sustainability (Reichenbach *et al.*, 2019). University teachers generally face various workloads due to the pressure of teaching and scientific research for career development. In this regard, they become stressed due to their Professional status and the period of teaching (Meng & Wang, 2018).

Moreover, Gillespie et al. (2001) have demonstrated some factors that can cause stress, such as lack of funding, job overload, insecurity, and lack of recognition in the university, and all these are job-related factors having a toxic effect on occupational life and private life. The stressed faculties tend to have greater skepticism level and lesser professional effectiveness and commitment to the university. The moderating factors, including managerial support, co-worker support, and self-efficiency, were found to have no significant impact on the role of stressors and strain. In contrast, strain extensively mediated the link between indistinctness and consequences of strain measured by pessimism, professional effectiveness, and dedication to the institution (Idris, 2009).

Gillespie *et al.* (2001) have identified significant sources of stress for Australian university teachers as a lack of financial support and funds, work burden, weak management, job uncertainty, and deprivation of appreciation and reward. They have demonstrated that all these happened in Australian universities due to major organizational transformations, like reformation, downscale, and a slice of government financial support. The research result has shown that stress had a venomous influence on professional activity and own well-being. They have indicated some aspects relating to the work atmosphere, including colleague and the organization support, appreciation and accomplishment, high self-esteem, relaxed working setting, as well as individual adopting strategies including own stress reduction strategies, work-life balance, rigid role restrictions and lowering standards were used to adapt with stress. In line with this, Lee *et al.* (2022) have reviewed Twenty related studies to understand how to reduce stress in the working environment. They have found some extractions: minimizing university workload, relaxation for the workforce, changeover practice to academia, and scholastic and other staff.

The objectives of the research are as follows:

1. The purpose of this study is to determine factors affecting the emotional intelligence, occupational stress, academic performance, and satisfaction of university teachers in Bangladesh.
2. To assess the impact of emotional intelligence on academic performance and satisfaction of university teachers.
3. To show the impact of occupational stress on teachers' academic performance and satisfaction.
4. To predict teachers' academic performance and satisfaction level.

Method

Research Design

The data are collected from primary and secondary sources. The primary data are collected from the university teachers who are currently employed in different public and private universities. The researchers applied multiple techniques to collect primary data (i.e., a structured questionnaire where both open and closed-ended questions were included, informal discussion, and observation). Data were collected using stratified sampling technique

via an online self-reported survey at the different universities throughout the country. Considering the 5% level of significance, 5% acceptable margin of error($d = 0.05$), and ($p = 0.177$)based on our pilot study (as 17.7% of university teachers reported highly satisfied with academic performances in our pilot study), the desired sample size has been estimated following the Cochran's formula:

$$n = \frac{Z_{\alpha/2}^2\, p\,(1-p)}{d^2}.$$

Hence, the required sample size was $n = 223.84 \approx 224$. A total of 380 self-administered questionnaires were distributed to the teachers of both public and private universities, out of which 248 were returned, whereas the response rate was 65 percent. Twenty-four incomplete questionnaires were dropped from the analysis. Finally, 224 questionnaires were selected to proceed with the final analysis, of which 65.4% were male and 34.6% were female. Printed and published journal articles, books, and websites were used to accumulate secondary data.

Variable Settings

Socio-demographic information

Various socio-demographic information is included, such as Age, Gender, Rank, Educational qualification, experience (Shabbir et al., 2016), Marital status, Academic position/designation, and Monthly salary (Mohamed & Nagy, 2017). Faculty and university types are also included to provide complete information.

Information Based on the constructs/ variables:

Emotional Intelligence

The mixed model is a combination of ability and trait models. It is used to describe the efficacy of Emotional intelligence (EI) in the ability and trait models, which involve five dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skill.

Emotional Self-Awareness

Six questions are developed in emotional self-awareness (ESA). Five questions (ESA-1 to ESA-4 and ESA-6) were extracted from the emotional self-awareness and self-confidence segment of emotional intelligence (Asrar-ul-Haq et al., 2017), and ESA-5 was extracted from Darvish and Nasrollahi (2011).

Emotional Self-Regulaion

Emotional Self-Regulation: This dimension consists of 5 questions under the emotional self-regulation scale of the emotional intelligence variable. ESA-1 and ESA-3 are extracted from the emotional self-management scale (Ahmed et al., 2019). ESA-2 is extracted from the emotional self-control scale. ESA4 and ESA-5 are extracted from the emotional self-control dimension (Asrar-ul-Haq et al., 2017).

Emotional Self-Motivation

Emotional self-motivation consists of six (06) questions, where the first four questions (ESM-1 to ESM-5) are developed from the self-motivation dimension (Ahmed et al., 2019). question (ESA-6) is developed by (Abdulaal *et al.*, 2022).

Emotional Empathy

Emotional Empathy: Four (04) questions are developed under the emotional intelligence variable in the Emotional Empathy segment. The first three (EEM-1 to EEM-3) questions are taken from the book (Goleman, 1995), and the last Question (EEM-04) was taken from (Petrides et al., 2004)

Social Skill

Social Skill: Six (06) questions (SKL-01 to SKL-06) are developed in social skills. The four (04) questions SKL-1,2,3, and 5) are taken from ((Ahmed et al., 2019), and SKL-4 is developed from the conflict management scale of emotional intelligence(Asrar-ul-Haq et al., 2017). The last question, SKL-6, is taken from the developing others segment under the emotional intelligence variable of James, J., &Jaymohan, M. (2018).

Occupational Stress

Occupational Stress: Ten (10) questions (OCT-1 to OCT-10) are related to occupational stress of teachers.

OST-01 extracted from (Ashraf & Khan, 2014) (Darvish & Nasrollahi, 2011) (Boyle *et al.*, 1995) OST-02,4,8 extracted from(Boyle *et al.*, 1995) OST- 03,10 are extracted from(Ashraf & Khan, 2014) (Boyle *et al.*, 1995) OST-5 and OST-6 are extracted from (Abdulaal *et al.*, 2022). and finally OST-7 & OST-9 are extracted from(Ashraf and Khan, 2014).

Teachers' Academic Performance and Satisfaction

Teachers' Academic Performance and Satisfaction: 12 questions (TAP 1 to TAP-12) where the first eight (08) questions are related to academic performance and the last four (04) questions are related to academic satisfaction. Twelve (12) questions are extracted from (Asrar-ul-Haq et al., 2017; Wong et al., 2021).

Data Description

All the male and female university teachers (public and Private) in Bangladesh are the study areas for this research project. The structured survey questionnaire method is used to collect the desired data for assessing the latent constructs in the developed model. The survey method is used to collect data through a questionnaire developed through an intensive literature review. The questionnaire is divided into two parts that consist of 58 questions: Part A (9 questions) and Part B, including a total of 49 questions (27 emotional intelligence-related questions, 10 occupational stress-related questions, and 12 academic performance and satisfaction-related questions where 8 questions are from academic performance and four questions are from academic satisfaction), part A covers demographic information of the university teacher, including gender, age, marital status, education, year of experience, designation, faculty, university type, and monthly income. On the other hand, Part B contains questions regarding the measurable constructs of emotional intelligence, occupational stress, academic performance, and academic satisfaction) In the developed research model, a 5-point Likert scale was used from (1) "strongly disagree" to (5) "strongly agree." Data were collected from twelve universities, eight (08) public and four (04) private operating in Bangladesh below:

Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Gopalgonj; Mawlana Bhashani Science and Technology University, Tangail; Jahangirnagar University, Savar; Islamic University, Kushtia; University of Rajshahi, Rajshahi; BagumRokeya University, Rangpur; Jatiya Kabi Kazi Nazrul Islam University, Mymensingh; Jashore

University of Science and Technology, Jashore; Gono Bishwabidyalay (University), Savar; State University of Bangladesh, Dhaka; North Western University, Khulna and People's University of Bangladesh, Dhaka.

Exploratory Data Analysis

In exploratory data analysis, the relationship between variables (e.g., Emotional intelligence, occupational stress, academic performance, and satisfaction) is measured. The internal consistency and reliability of emotional intelligence, occupational stress, academic performance, and satisfaction are also measured. The impact of gender differences in each variable is disclosed, the association between the variables is exposed, and the logistic regression model is used to predict the academic performance and satisfaction of university teachers in Bangladesh.

Results

Data Collection and Measurement Procedure

Measurements of Emotional Intelligence

The mixed model is a combination of the ability model and trait model. The Mixed model describes the efficacy of Emotional intelligence (EI) of the ability and trait models, where EI involves five dimensions, i.e., Self-awareness, self-regulation, self-motivation, empathy, and social skill. This mixed model 27-item version of the Teachers' Emotional Intelligence Questionnaire (TEIQ) was developed by using various questionnaires (Goleman, 1995; Petrides et al., 2004; Darvish & Nasrollahi, 2011; Asrar-ul-Haq et al., 2017; Moussa, 2018; Abdulaal *et al.*, 2022).

This 27-item scale measuring EI in 5 domains (Self-awareness, self-regulation, self-motivation, empathy, and social skill) rated on a 5-point Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree). We categorized the total EI score (135) using tertiles as low EI = 27-63 points, moderate EI = 64-99 points, and high EI = 100-135 points. In this study, Cronbach's alphas for the 5 EI domain component scales ranged between 0.64-0.79, with an overall Cronbach's α of 0.87 (Table 3.2), suggesting that the items have relatively high internal consistency.

Measurements of Occupational Stress

Occupational stress was assessed using the teachers' occupational stress questionnaire (TOSQ), see for example(Boyle *et al.*, 1995; Darvish and Nasrollahi, 2011; Ashraf and Khan, 2014; Abdulaal *et al.*, 2022). It consists of 10 items, each rated on a 5-point Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree). The total score (50) was divided into three categories: "low level of stress" (10-23), "medium level of stress" (24-36) and "extremely high level of stress" (37-50).

Measurements of Teachers' Academic Performance and Satisfaction

Teachers' Academic Performance and Satisfaction Questionnaire (TAPSQ) (Asrar-ul-Haq et al., 2017)) contains 12 questions that aim to investigate teachers' academic performance and their satisfaction with teaching and conducting research at the university level, where the first eight (08) questions were related to academic performance and last four (04) questions were related to academic satisfaction. All answers were structured with a 5-point Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree), with the maximum score assigned to the delighted

level. The total score (60) was divided into tertiles, where the lowest one, 12-28, referred to as "not satisfied level," the medium one, 29-44, referred to as "average satisfied level," and the highest one, 45-60, referred to "highly satisfied level." For academic performance, the total score (40) was divided into three categories, where the lowest one 08-18 referred to the "not satisfied level," the medium one 19-29 referred to the "average satisfied level," and the highest one 30-40 referred to "highly satisfied level." Similarly,, for teachers' academic satisfaction, the total score (20) was divided into three categories: "not satisfied" (04-08)," average satisfied" (09-14),, and "highly satisfied" (15-20).

Exploratory Data Analysis

Table 1

Socio-Demographic Information of Respondents

Characteristics and their category		Frequency	Valid %
Gender	Male	147	65.6
	Female	77	34.4
Age	Below 25 Years	4	1.8
	26-30 Years	88	39.3
	31-35 Years	63	28.1
	Above 35 Years	69	30.8
Marital Status	Single	49	21.9
	Married	174	77.7
	Separated	1	0.4
Education	Master Degree	163	72.8
	M Phil	12	5.4
	PhD	42	18.8
	Post-Doctoral	7	3.1
Year of Experience	0-5 Years	113	50.45
	6-10 Years	67	29.9
	11-15 Years	23	10.27
	16-20 Years	7	3.13
	Above 20 Years	14	6.25
Designation	Lecturer	101	45.09
	Assistant Professor	72	32.14
	Associate Professor	24	10.71
	Professor	27	12.06
Faculty Types	Faculty of Science and Engineering	99	44.20
	Faculty of Arts & Social Science	59	26.33
	Faculty of Business	66	29.47
University types	Public	145	64.73
	Private	79	35.27
Monthly income (In Taka)	Below BDT 45,000	105	46.88
	BDT 46,000-60,000	59	26.33
	BDT 61,000-80,000	33	14.73
	Above BDT 80,000	27	12.06

Demographic profile of the respondents in Table 1 represents nine demographic items in order to describe characteristics of demographics. From the aspect of gender, most of the respondents are male (65.6%), and the rest are female (34.4%) out of 224 respondents. As for age, the highest number of respondents is in the range of 26-30 years old with 88 respondents (39.3%), followed by the range of 31-35 years old 63 respondents (28.1%), respondents aged above 35 years old are 69 (30.8%) and the age below 25 years old are 4 (1.8%). In terms of marital status, the majority of the respondents are married 174 (77.7%) and unmarried 49(21.9%). In considering the educational qualification, most of the respondents hold only a Master's degree 163 (72.8%), and the rest of the respondents hold M. Phil 12 (5.4%), PhD 42 (18.8%), and Post-Doctoral 7(3.1%) fellowship respectively. As for the years of experience, the highest number of respondents, 113 (50.15%), lies in the range of 0-5 years of working experience, and the lowest number of respondents, 7 (3.13%), lies in the range of 15-20 years. In terms of designation, most of the respondents are lecturer 101 (45.09%), and the rest of the respondents are assistant professors 72 (32.14%), associate professors 24 (10.71%), and professors 27 (12.06%) from different public and private universities. Data are accumulated from respondents of different faculties: the Faculty of Science and Engineering 99 (44.20%), the Faculty of Arts and Social Science 59 (26.33%), and the Faculty of Business 66 (29.47%). The majority of the respondents are faculty members of public universities 145 (64.73%), and the rest of them are from private universities 79(35.27%). In terms of monthly income, the highest number of the respondents' earnings are below BDT 45,000 with 105 (46.88%), and the lowest number of respondents' earnings are above BDT 80,000 with 27 (12.06%).

Table 2

Gender Differences In Occupational Stress, Performance, Satisfaction And Emotional Intelligence Among Bangladeshi University Teachers

Domain	Items	Cronbach's α	Mean ± SD	Female Mean ± SD	Male Mean ± SD
Emotional Intelligence	27	0.873	108.29 ± 9.42	47.8 ± 4.18	49.0 ± 4.58
Emotional Self-Awareness	6	0.687	24.4 ± 2.75	23.8 ± 2.43	24.6 ± 2.88
Emotional Self-Regulation	5	0.719	19.38 ± 2.87	19.2 ± 2.67	19.5 ± 2.98
Emotional Self-Motivation	6	0.799	25.59 ± 3.13	25.2 ± 2.93	25.7 ± 3.22
Emotional Empathy	4	0.640	14.53 ± 1.82	14.4 ± 1.95	14.6 ± 1.75
Social Skill	6	0.683	24.37 ± 3.06	24.0 ± 0.57	24.5 ± 3.15
Occupational Stress	10	0.746	33.97 ± 6.02	32. 6 ± 5.54	34.6 ± 6.17
Academic Performance & Satisfaction	12	0.723	48.62 ± 4.47	47.8 ± 4.18	49.03 ± 4.58
Academic Performance	8	0.790	34.69 ± 3.41	34.1 ± 3.3	35.0 ± 3.43
Academic Satisfaction	4	0.586	13.92 ± 2.37	13.7 ± 2.22	14.0 ± 2.45

Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. Consistent internal reliability was assessed using Cronbach's alpha (Taber, 2018). The acceptable value limit of Cronbach's alpha is 0.70 or more to attain the internal consistency (Taber, 2018). Therefore, the value of Cronbach's alpha below 0.50

indicates a lack of internal reliability. Table 2 reveals that the highest Cronbach's alpha is found in Emotional intelligence (0.873) and the lowest is found in academic performance and satisfaction (0.723). So, the constructs have high reliability and internal consistency. The average emotional intelligence of male teachers was greater than that of female teachers, although the responses of male teachers appeared to have a more significant variation. The average occupational stress of male teachers was greater than that of female teachers, with high variability. Moreover, the average academic performance and satisfaction of male teachers was greater than that of female teachers, although the responses of male teachers appeared to have a more significant variation.

Table 3

Association Between Emotional Intelligence, Occupational Stress, Performance, And Satisfaction Among Bangladeshi University Teachers

Domain	Emotional Intelligence ρ (p-value)	Occupational Stress ρ (p-value)	Academic Performance & Satisfaction ρ (p-value)	Academic Performance ρ (p-value)	Academic Satisfaction ρ (p-value)
Emotional Intelligence	1	.131 (.051)	.424**(<.001)	.489**(<.001)	.121(.070)
Emotional Self-Awareness	.734**(<.001)	.079 (.239)	.319**(<.001)	.396**(<.001)	.085(.206)
Emotional Self-Regulation	.700**(<.001)	.088 (.187)	256**(<.001)	.314**(<.001)	.054(.419)
Emotional Self-Motivation	.757**(<.001)	-.036 (.591)	.376**(<.001)	.430**(<.001)	.108(.108)
Emotional Empathy	.451**(<.001)	.170* (.011)	.208**(<.005)	.185**(.005)	.106(.115)
Social Skill	.625**(<.001)	.233**(<.001)	.253**(<.001)	.331**(<.001)	.004(.953)
Occupational Stress	.131 (.051)	1	-.031 (.644)	.127(.058)	-.218**(<.001)
Academic Performance & Satisfaction	.424**(<.001)	-.031 (.644)	1	.833**(<.001)	.661**(<.001)
Academic Performance	.121(.070)	-.218** (.001)	.833**(<.001)	1	.176**(.008)
Academic Satisfaction	.489**(<.001)	.127 (.058)	.661**(<.001)	.176**(.008)	1

**Statistically significant at the 0.05 level (2-tailed). **Statistically significant at the 0.05 level (2-tailed). ρ Is the Spearman rank correlation coefficient*

Table 3 exposes that emotional intelligence was very weak and positively associated (.131) with occupational stress. Although emotional intelligence helps reduce university teachers' occupational stress, this association was not significant in our study. Emotional intelligence, academic performance, and satisfaction reveal a moderate linear association that indicates that when the emotional intelligence of a university teacher is increased, academic performance and satisfaction will also increase. This means emotional intelligence positively and significantly impacts teachers' academic performance and satisfaction. There was a weak, harmful, insignificant association between occupational stress and academic performance and satisfaction among university teachers. When occupational stress is increased, academic performance and satisfaction will be decreased.

Significant Variables to Predict Academic Performance and Satisfaction

Table 4

Socio-Demographic Characteristics and Association Between Emotional Intelligence, Occupational Stress, Performance, and Satisfaction Among Bangladeshi University Teachers

Variables	Total n=224 (%)	Highly EI (n=191; 85.3%)		Highly APS (n=197; 87.9%)	
		Yes (%)	χ^2 value (*P*-value)	Yes (%)	χ^2 value (*P*-value)
Gender			.432 (.511)		.096(.756)
Male	147 (65.6%)	127 (86.4%)		130 (88.4%)	
Female	77 (34.4%)	64 (83.1%)		67 (87.0%)	
Age			4.267(.234)		4.864 (.182)
Below 25 Years	4(1.8%)	2 (50.0%)		4 (100%)	
26-30 Years	88(39.3%)	76 (86.4%)		81 (92.0%)	
31-35 Years	63(28.1%)	53 (84.1%)		51 (81.0%)	
Above 35 Years	69(30.8%)	60 (87.0%)		61 (88.4%)	
Marital Status			.499(.779)		1.059 (.589)
Single	49(21.9%)	43 (87.8%)		45 (91.8%)	
Married	174(77.7%)	147 (84.5%)		151 (86.8%)	
Separated	1(0.4%)	1 (100%)		1 (100%)	
Education			4.782(.188)		3.544 (.315)
Master Degree	163(72.8%)	139 (85.3%)		146 (89.6%)	
M Phil	12(5.4%)	12 (100%)		10 (83.3%)	
PhD	42(18.8%)	33 (78.6 %)		34 (81.0%)	
Post-Doctoral	7(3.1%)	7 (100%)		7 (100%)	
Year of Experience			6.988(.137)		7.371 (.118)
0-5 Years	113(50.45)	97 (85.8%)		103 (91.2%)	
6-10 Years	67(29.9%)	57 (85.1%)		57 (85.1 %)	
11-15 Years	23(10.27%)	19 (82.6%)		18 (78.3%)	
16-20 Years	7(3.13%)	4 (57.1%)		5 (71.4 %)	
Above 20 Years	14(6.25%)	14 (100%)		14 (100%)	
Designation			4.273(.233)		3.795 (.284)
Lecturer	101(45.09)	84 (83.2%)		93 (92.1%)	
Assistant Professor	72(32.14%)	64 (88.9%)		62 (86.1%)	
Associate Professor	24(10.71%)	18 (75.0%)		19 (79.2%)	
Professor	27(12.06%)	25 (92.6%)		23 (85.2%)	
Faculty Type			1.104(.576)		.241 (.887)
Faculty of Science and Engineering	99(44.20%)	85 (85.9%)		86 (86.9%)	

Faculty of Arts & Social Science	59(26.33%)	48 (81.4%)		52 (88.1%)	
Faculty of Business	66(29.47%)	58 (87.9%)		59 (89.4%)	
University Type			.063(.801)		2.289 (.130)
Public	145(64.73)	123 (84.8%)		124 (85.5%)	
Private	79(35.27%)	68(86.1%)		73 (92.4%)	
Monthly Income			1.158(.763)		1.253 (.740)
Below BDT 45,000	105(46.88)	87 (82.9%)		95 (90.5%)	
BDT 46,000-60,000	59(26.33%)	52 (88.1%)		51 (86.4%)	
BDT 61,000-80,000	33(14.73%)	28 (84.8%)		28 (84.8%)	
Above BDT 80,000	27(12.06%)	24 (88.9%)		23 (85.2 %)	
Emotional Intelligence					21.576 (<.001)
Yes	191 (85.3%)			176 (92.1%)	
No	33 (14.7%)			21 (63.6 %)	
Occupational Stress			.081 (.776)		.811(.368)
Yes	90 (40.2%)	76 (84.4%)		77 (85.6%)	
No	134(59.8%)	115 (85.8%)		120 (89.6%)	
Academic Performance			24.069(<.001)		---
Yes	211 (94.5%)	186 (88.2%)		---	
No	13 (05.8%)	5 (38.5%)		---	
Job Satisfaction			3.276(.070)		---
Yes	86 (38.4%)	78 (90.7%)		---	
No	138 (61.6%)	113 (81.9%)		---	
Academic Performance and Satisfaction			21.576(<.001)		---
Yes	197 (87.9%)	176 (89.3%)		---	
No	27 (12.1%)	15 (55.6%)		---	

*Statistically significant at the 0.05 level (2-tailed). **Statistically significant at the 0.01 level (2-tailed).

Table 4 illustrates that Bangladeshi university teachers' emotional intelligence is significantly associated with their academic performance and satisfaction ($\chi^2 = 21.576$ $p < 0.05$). Highly emotional intelligence participants were more likely to be male (86.4%), be aged above 35 years (87.0%), be single (87.8%), be educated at M. Phil (100%) or Post Doctoral levels (100%), had academic experiances more than 20 years (100%), be a professor (92.6%), had monthly income more than BDT 80,000 (88.9%). Furthermore, highly academically performed and satisfiedteachers were more likely to be male (88.4%), be aged below 25 years (100%), be single (91.8%), be educated at Post Doctoral levels (100%), have academic experiences more than 20 years (100%), be lecturer (92.1%), had monthly income less than BDT 45,000 (90.5%), be highly emotionally intelligent (92.1%), and be in a high level of occupational stress (89.6%).

Prediction of Academic Performance and Satisfaction

Table 5.

Odds Ratios (ORs) With 95% Confidence Interval (CI) and P-values obtained From The Logistic Regression Model For Predicting Academic Performance and Satisfaction of University Teachers

	Coefficients	OR	(*P*-value)	95% CI Lower	95% CI Upper
Gender					
Male (ref.)		1			
Female	.000	1.000	1.000	.361	2.769
Age					
Below 25 Years(ref.)		1	.734		
26-30 Years	-.525	.592	.472	.141	2.475
31-35 Years	.114	1.121	.909	.157	8.011
Above 35 Years	19.640	338632357.6	.999	.000	N/A.
Marital Status					
Single (ref.)		1	.962		
Married	18.069	70372987.7	1.000	.000	N/A.
Separated	-.214	.807	.780	.179	3.634
Education					
Master's degree (ref.)		1	.814		
M Phil	.859	2.360	.362	.372	14.955
PhD	.965	2.624	.408	.268	25.720
Post-Doctoral	19.742	374792330.4	.999	.000	N/A.
Year of Experience					
0-5 Years(ref.)		1	.912		
6-10 Years	.287	1.332	.801	.143	12.429
11-15 Years	1.512	4.534	.371	.166	124.151
16-20 Years	.163	1.177	.815	.300	4.618
Above 20 Years	20.588	873329930.7	.998	.000	N/A.
Designation					
Lecturer(ref.)		1	.276		
Assistant Professor	-.935	.393	.411	.042	3.650
Associate Professor	1.654	5.228	.162	.515	53.100
Professor	-2.549	.078	.126	.003	2.051
University Type					
Public(ref.)		1			
Private	-.402	.669	.520	.197	2.276
Monthly Income					
Below BDT 45,000(ref.)		1	.674		
BDT 46,000-60,000	-.012	.988	.991	.117	8.321
BDT 61,000-80,000	.298	1.347	.770	.183	9.930
Above BDT 80,000	-1.195	.303	.342	.026	3.559
Emotional Intelligence					

Yes (ref.)		1			
No	2.217	9.182**	<.001	3.333	25.296
Occupational Stress					
Yes (ref.)		1			
No	-.279	.757	.561	.295	1.938

*Statistically significant at the 0.05 level (2-tailed). **Statistically significant at the 0.01 level (2-tailed).

We used the logistic regression model to predict university teachers' academic performance and satisfaction. The fitted logistic regression model revealed in Table 5 that teachers aged 31-35 (OR = 1.121, 95% CI = 0.157 – 8.011, p = 0.909) were more likely to be highly preformed and satisfied in academics. Low to average occupational stressed academicians were less likely to be highly performed and satisfied in their job (OR = 0.757, 95% CI = 0.295 – 1.938, p = .561), and teachers who had low to medium levels of emotional intelligence were more likely to be highly performed and satisfied in their profession (OR = 9.182, 95% CI = 3.333 – 25.296, p < .001). We found that only emotional intelligence was significantly associated with university teachers' academic performance and satisfaction. Therefore, logistic regression analysis further estimated only the significant variable (emotional intelligence) to predict university teachers' academic performance and satisfaction.

Table 6

Odds Ratios (ORs) With 95% Confidence Interval (CI) And P-values obtained From The Logistic Regression Model For Predicting Academic Performance And Satisfaction Of University Teachers With The Significant Variable

Variables	Coefficients	OR	(*P*-value)	95% CI Lower	95% CI Upper
Emotional Intelligence					
Yes (ref.)		1			
No	2.462	11.733**	<.001	6.926	19.878

*Statistically significant at the 0.05 level (2-tailed). **Statistically significant at the 0.01 level (2-tailed).

Table 6 shows that university teachers with low to medium levels of emotional intelligence were more likely to be highly performed and satisfied in their profession (OR = 11.733, 95% CI = 6.926 – 19.878, p < .001).

This chapter represents the analysis and interpretation of the respondents' socio-demographic information, evaluation of variables in terms of gender differences, association of variables, and logistic regression model for predicting academic performance and satisfaction. Moreover, the analysis section explains the effective result between emotional intelligence with five domains and academic performance and satisfaction. However, it cannot effectively explain occupational stress, academic performance, and satisfaction. So, we can use different machine learning models to predict the response variables better.

The average emotional intelligence, occupational stress, and academic performance with satisfaction of male teachers are greater than those of female teachers, although there is a more significant variability of emotional intelligence, occupational stress, and academic performance and satisfaction of males rather than females. Moreover, emotional intelligence, academic performance, and satisfaction reveal a moderate linear association that explores that when the emotional intelligence of a university teacher is increased, academic performance and satisfaction will also increase. This means that emotional intelligence positively and

significantly impacts teachers' academic performance and satisfaction. There was a weak, harmful, insignificant association between occupational stress and academic performance and satisfaction among university teachers. When occupational stress is increased, academic performance and satisfaction will be decreased. Bangladeshi university teachers' emotional intelligence is significantly associated with their academic performance and satisfaction (χ^2 =21.576, p<0.05). The highly emotionally intelligent participants were more likely to be male (86.4%), be aged above 35 years (87.0%), be single (87.8%), be educated at M. Phil (100%) or Post Doctoral levels (100%), had academic experiences more than 20 years (100%), be professor (92.6%), had monthly income more than BDT 80,000 (88.9%). Furthermore, highly academically performed and satisfied teachers were more likely to be male (88.4%), be aged below 25 years (100%), be single (91.8%), be educated at Post Doctoral levels (100%), have academic experiences more than 20 years (100%), be lecturer (92.1%), had monthly income less than BDT 45,000 (90.5%), be highly emotionally intelligent (92.1%), and be in high level of occupational stress (89.6%). The fitted logistic regression model elaborates that teachers aged 31-35 years (OR = 1.121, 95% CI = 0.157 – 8.011, p = 0.909) were more likely to be highly performed and satisfied in academics. Low to average occupational stressed academicians were less likely to be highly performed and satisfied in their job (OR = 0.757, 95% CI = 0.295 – 1.938, p = .561), and teachers who had low to medium levels of emotional intelligence were more likely to be highly performed and satisfied in their profession (OR = 9.182, 95% CI = 3.333 – 25.296, p < .001). We found that only emotional intelligence was significantly associated with university teachers' academic performance and satisfaction. Therefore, logistic regression analysis further estimated only the significant variable (emotional intelligence) to predict university teachers' academic performance and satisfaction. The university teachers with low to medium levels of emotional intelligence were likelier to perform highly and satisfied in their profession (OR = 11.733, 95% CI = 6.926 – 19.878, p < .001).

Conclusion and Implications

In conclusion, based on the findings of this study, it is recommended that more research be conducted to explore other aspects related to the topic. Specifically, future research should investigate the potential impacts of various factors not included in this study. The findings of this research will provide valuable insights for university educators about the perception, use, comprehension, and regulation of emotions. These insights may contribute to the improvement and facilitation of academic performance and the outcomes of teaching and learning. Since instructors play a crucial role in disseminating information, understanding how to control emotions effectively can directly impact their instructional practices. Educators directly engage with pupils in the classroom to effectively impart information and facilitate socio-emotional growth (Miyagamwala, 2015). Therefore, educators must possess emotional intelligence and stability to provide optimal teaching and learning outcomes. Emotional intelligence (EI) abilities are crucial in enhancing teaching performance and effectiveness, as highlighted by James and S. (2018). According to Mehmood et al. (2013), there is a positive correlation between the emotional intelligence of instructors and their performance, indicating that higher emotional intelligence may lead to improved performance. Conversely, lower emotional intelligence can result in decreased performance. Hence, it can be argued that Emotional Intelligence (EI) has a broad capacity to enhance workplace performance and foster a sense of creativity in individuals, ultimately resulting in improved job performance and workplace conduct (Joseph et al., 2015). Furthermore, persons with high emotional intelligence

prioritize cultivating their traits and establishing trust, enabling them to focus on acquiring knowledge and pursuing their goals (Joseph & Newman, 2010). Emotional intelligence is valuable in navigating academic contexts, such as classroom management and establishing a conducive teaching-learning environment. Additionally, it plays a crucial role in effectively managing stress in academic and personal domains, fostering positive interpersonal relationships, and facilitating team building, all of which enhance overall quality of life. Hence, the act of teaching is a vocation that is driven by a deep love and a genuine appreciation for the craft. It is important to provide primary training to instructors upon their appointment at higher education to enhance their pedagogical skills, foster scientific research, and facilitate the integration of technological advancements. The development of emotional intelligence dimensions among university teachers can be facilitated by implementing effective psychological training within a self-assessment and ethical development program. This approach aims to foster a growth mindset, enhancing teaching-learning outcomes, particularly in critical thinking exercises. Additionally, this training can promote a greater sense of responsibility towards students and oneself and facilitate a deeper understanding of the subject matter through effective teaching-learning styles. The objective is to organize a seminar and workshop to provide effective training on teaching pedagogy, specifically focusing on applying the Communicative Language Teaching (CLT) method or Communicative approach in the classroom. The incorporation of technology will be emphasized to facilitate this training. Additionally, maintaining a justified teacher-student ratio will be prioritized to alleviate workload and stress, ultimately enhancing teachers' academic performance. The significance of fostering a positive attitude among teachers towards the teaching-learning process will be underscored. The findings of this research would provide valuable insights for relevant authorities, such as the Ministry of Education of Bangladesh, universities, the University Grants Commission (UGC), and higher education policymakers. Through this study, these stakeholders will understand the significance of emotional intelligence in academic performance. Consequently, they could devise and implement various policies and regulations to enhance teaching pedagogy. This could involve organizing psychological training sessions on effective self-assessment and conducting seminars on the importance of positive thinking and ethical behavior. The ultimate goal would be to foster the development of emotional intelligence among university teachers in Bangladesh. The Institutional Quality Assurance Cell (IQAC) is present in both public and private universities in Bangladesh to ensure the quality of graduates. This study seeks to identify the psychological dimensions that need improvement among university teachers in Bangladesh to enhance academic performance and ensure effective functioning. The logistic regression model cannot properly explain the response variable in a manner that aligns with our objective of identifying just one significant variable. The logistic regression model provides an explanation for the relationship between emotional intelligence and academic performance and contentment. However, it does not substantially explain the association between occupational stress and academic performance and satisfaction. In order to enhance the accuracy of predicting the response variables, it is possible to use several machine-learning models.

Disclosure Statement

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Appendix:

Survey Questionnaire

Topic: Emotion is not an agreement: Empirical Evidence of Tertiary Level Teachers' Emotional Intelligence, Occupational Stress, Academic Performance and Satisfaction in Bangladesh

This survey will only be used only for academic purpose. All information will be kept confidential. Please do not write any identifying marks on the survey as participants are meant to be anonymous. Thank you for your time and co-operation.

Socio-demographic information:

- Gender: 1. Male 2. Female
- Age: 1. Below 25 years 2. 26-30 years 3. 31-35 years 4. Above 35 years
- Marital status: 1. Single 2. Married 3. Separated
- Education: 1. Master Degree 2. M Phil 3. PhD 4. Post-doctoral
- Year of Experience: 1. 0-5 years 2. 6-10 years 3. 11-15 Years 4. 16-20 Years 5. Above 20 Years
- Designation: 1. Lecturer 2. Assistant Professor 3. Associate Professor 4. Professor
- Faculty: 1. Faculty of Science 2. Faculty of Arts & Social Science 3. Faculty of Business
- University Type: 1. Public 2. Private
- Monthly income (in Taka): 1. Below 45,000 BDT 2. 46,000-60,000 BDT 3. 61,000- 80,000 BDT 4. Above 80,000 BDT.

Please read each statement carefully and rate how frequently you feel or act in the manner described. Tick your answer on the response form where a 5-point Likert scale is used from strongly disagree (1) to strongly agree (5). Please answer each question as honestly as you can.

Strongly Disagree=1, Disagree=2, Neither Agree Nor Disagree/ Neutral= 3, Agree= 4 and Strongly Agree=5

	Emotional Self Awareness	
ESA 1	I understand and express my feelings.	Asrar-ul-Haq, 2017; Mehmood et al., 2013; Darvish, H., & Nasrollahi, A. (2011); James, J., & Jaymohan, M. (2018)
ESA 2	I have a good sense to recognize the situations.	
ESA 3	I know how my feelings impact on my performance.	
ESA 4	I feel confident to work without the need for direct supervision.	
ESA 5	I depend on myself to complete a challenging task without giving up.	
ESA 6	I have a significant personality that stands out in a group to take challenge and accomplish goal.	
	Emotional Self-Regulation	
ESR 1	I am quite capable of controlling my emotion.	Ahmed, Z. et al., 2016; Darvish, H., & Nasrollahi,
ESR 2	I am able to control my temper in angry situation.	
ESR 3	I am able to handle difficult situation rationally.	

ESR 4	I always positive in trying moments.	A. (2011); James et al., M. (2018)
ESR 5	I am able to resist the impulse/desire to act immediately.	
	Emotional Self-Motivation	
ESM1	I am able to motivate myself.	Darvish, H., & Nasrollahi, A. (2011)
ESM2	I love and respect myself.	
ESM3	I always think Positive about the future.	
ESM4	I have a positive attitude toward life.	
ESM5	I have self-efficacy for learning and performance.	
ESM6	I think positively about setting goals and making sure my needs are met.	
	Emotional Empathy	
EEM1	I am able to take another person's perspective.	Goleman, D., 1995; Petrides et al.,2004
EEM2	I have a sense of sensitivity to other feelings.	
EEM3	I feel better at listening to others.	
EEM4	I am not really interested in how other people feel.	
	Social Skill	
SKL1	I like to share my emotions with others.	Darvish, H., & Nasrollahi, A. (2011; Ahmed, Z. et al., 2016; James et al., M. (2018)
SKL2	I support other people feel better when they are in down.	
SKL3	I always give complement others when they are done something well.	
SKL4	I help to resolve/ de-escalate conflict.	
SKL5	I Communicate with others in friendly manner.	
SKL6	I arrange events for the enjoyment of others.	
	Factors of occupational stress	
OST1	I am taking/have taken workload with too much responsibility	Mohamed, S. M., & Nagy, F. (2017). ; Darvish, H., & Nasrollahi, A. (2011); Boyle et al., 1995; Ana SLIŠKOVIĆ and Darja MASLIĆSERŠIĆ, 2011
OST2	I am facing/have faced misconduct of colleagues	
OST3	I have faced misconduct of students	
OST4	I have faced internal and external pressure (political) on certain circumstances.	
OST5	I am working at bad working environment and organizational culture.	
OST6	I have observed a lack of mutual respect among colleagues.	
OST7	I have a great deservedness of higher education but not achieved yet (PhD or post-doctoral fellowship).	
OST8	I have an experience of lacking of rewards, economic benefits and research facilities.	
OST9	I have seen lacking of fairness in evaluation in the delegation of authority.	
OST10	I have a time or resource constraints.	
	Factors affecting teachers' academic performance and satisfaction	
TAP1	I am always disciplined in attending class regularly.	Asrar-ul-Haq, et al., 2017 ; Mehmood et al, 2013; Rahmat et al., 2014 ; James, J., & Jaymohan, M. (2018)
TAP2	I make complete the course on time.	
TAP3	I apply the principles of individual differences in learning.	
TAP4	I always encourage students to ask questions.	
TAP5	I always use motivational tools in the class room.	
TAP6	I make lesson more interesting to the students.	
TAP7	I give personal attention to individual students in solving problems.	
TAP8	I always evaluate examination answer scripts of students and try to publish results on time.	

	Satisfaction	
TAP9	I am satisfied with my teaching style and methods.	
TAP10	I am satisfied with my job.	
TAP11	I am satisfied with my students' performance.	
TAP12	I am satisfied with the standard of achievement of my students.	

Your suggestions to improve academic performance of teachers: