



Arab American University
Faculty of Graduate Studies

**The Impact of Emotional Intelligence on Employee
Turnover Intentions: Testing the Mediating Role of Job
Satisfaction among the Teachers in the Private School
in Palestine**

By

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**This thesis was submitted in partial fulfillment of the
requirements for the Master's degree in Human
Resources Management**

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Thesis Approval

The Impact of Emotional Intelligence on Employee Turnover Intentions: Testing the Mediating Role of Job Satisfaction among the Teachers in the Private School in Palestine

By

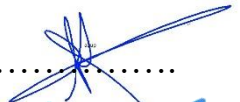
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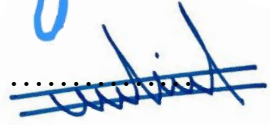
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Declaration

I declare that, except where explicit reference is made to the contribution of others, this thesis is substantially my own work and has not been submitted for any other degree at the Arab American University or any other institution.

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Dedication

To myself — who turned weakness into strength, and pain into a path toward light.

To that spirit that never broke despite the stumbles, that carried the burdens of the days with patience, and walked with steady steps until it reached its destination.

To my own soul — my constant support and companion — who taught me that true success is born from the depths of pain and hardship, and that patience and perseverance are never in vain.

The researcher dedicate this success to you, my soul, in gratitude for every hidden tear, every sleepless night, and every moment you resisted the thought of surrender.

This achievement is your medal, rightfully earned, and a testament to your ability to cross any path, no matter how rough or steep it may be.

And to all those who stood by me along the journey — my family, my friends, and everyone my heart holds dear — to those who offered a hand, a word, or even a sincere prayer in silence... your mark is indelible, even if unspoken aloud.

As for me... the researcher will always remember that the researcher was my own strength, and the researcher was my own way.

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Abstract

This study investigates the influence of emotional intelligence on employee turnover intentions among private school teachers in Palestine, with a focus on the mediating role of job satisfaction. The study targeted teachers working in private schools across various Palestinian cities. A quantitative, descriptive–analytical design was employed, using a structured questionnaire with validated scales for emotional intelligence, job satisfaction, and turnover intentions. The final sample included 321 teachers. Data were analyzed using SPSS for descriptive statistics and SMARTPLS for testing the structural model, direct and indirect effects, and mediation hypotheses.

The results indicate that emotional intelligence positively affects job satisfaction, which in turn negatively impacts turnover intentions, highlighting the mediating role of satisfaction. Among the emotional intelligence dimensions, social awareness and relationship management significantly reduce turnover intentions, while self-awareness shows no significant effect. Income level was the only demographic variable with a notable influence, whereas academic degree and years of experience were not significant. Based on these findings, the study recommends implementing professional development programs to strengthen emotional intelligence competencies, particularly social awareness and relationship management, to enhance satisfaction and reduce turnover. Additionally, revising compensation structures, fostering supportive work environments, and incorporating emotional intelligence assessments into recruitment and evaluation processes are suggested to improve teacher retention and overall well-being.

Table of Contents

Thesis Approval _____	I
Declaration _____	II
Dedication _____	III
Acknowledgement _____	IV
Abstract _____	V
List of Tables _____	IX
List of Figures _____	XII
List of Appendices _____	XIII
List of Abbreviations _____	XIV
Chapter One: Introduction _____	1
1.1 Background _____	1
1.2 Problem Statement _____	5
1.3 Research Significance _____	8
1.4 Research Objectives _____	10
1.5 Research Questions _____	10
1.6 Research Hypotheses _____	11
1.7 Conceptual Model _____	12
1.8 Study Boundaries _____	14
1.9 Study Variables _____	15
1.10 Organization of the Study _____	24
Chapter Two: Literature Review _____	26
2.1 Introduction _____	26
2.2 Emotional Intelligence _____	27
2.2.1 Self-Awareness _____	30
2.2.2 Social Awareness _____	31
2.2.3 Interpersonal Skills _____	32
2.3 Job Satisfaction _____	34
2.3.1 Job Satisfaction Definition _____	35
2.3.2 The Importance of Job Satisfaction in the Educational Sector, with Emphasis on Private Schools _____	37
2.3.3 Factors Influencing Job Satisfaction _____	39
2.3.4 The Impact of Emotional Intelligence and Job Satisfaction _____	41

2.4 Intention of Employee Turnover	42
2.5 The Relationship between Job Satisfaction and Intentions to Leave Work	48
2.6 The Indirect Relationship between Emotional Intelligence and Intentions to Leave Work through Job Satisfaction	50
2.7 Education in the Palestinian Territories	53
2.7.1 Ottoman Government	53
2.7.2 Private Schools in Palestine	54
2.7.3 Reality and Trends	55
2.8 Previous Studies	57
2.8.1 Friedlander and Margolis (1969) Study	57
2.8.2 Arnold and Feldman (1996) Study	57
2.8.3 Ajzen and Fishbein (1980) Study	58
2.8.4 Abu Dahou (1997) Study	58
2.8.5 Spector (1997) Study	59
2.8.6 Nikolai (2007) Study	59
2.8.7 Nasr (2008) Study	60
2.8.8 Shinn (2012) Study	61
2.8.9 Shabib and Raja (2021) Study	62
2.8.10 Totah (2023) Study	63
2.8.11 Critique of Previous Studies	64
2.8.12 Theoretical and Contextual Backgrounds in Previous Research	65
2.9 Research Gap	66
2.10 Consideration of the Contribution of Prior Research to the Present Study	67
Chapter Three: Methodology and Data Collection	69
3.1 Introduction	69
3.2 Methodology	69
3.3 Data Analysis Approach	70
3.4 Population of the Study	70
3.5 Sample of the Study	71
3.6 The Tool of the Study	72
3.7 Pilot Test	74
3.8 Internal Validity and Reliability Statistics	75
3.9 Factor Analysis	75
3.10 Ethical Consideration	80

3.11 Statistical Approach	80
3.12 Statistical Tests and Analysis	81
3.13 Chapter Summary	82
Chapter Four: Data Analysis and Results	83
4.1 Introduction	83
4.2 Demographic Analysis	83
4.3 Descriptive Statistics	85
4.4 Hypotheses Testing	89
4.5 Evaluation of PLS-SEM Results	89
4.5.1 The Measurement Model	90
4.5.2 Construct Validity	90
4.6 Structural Model Results (Inner Model)	95
4.6.1 (R^2)	95
4.6.2 Effect Size (f^2)	96
4.6.3 Predictive Relevance of the Model	97
4.7 Goodness of Fit (GoF) of the Model	97
4.8 Hypotheses Testing	97
Chapter Five: Discussion and Implications	111
5.1 Introduction	111
5.2 Emotional Intelligence and Job Satisfaction	111
5.3 Job Satisfaction and Turnover Intentions	113
5.4 Dimensions of Emotional Intelligence and Their Influence on Job Satisfaction	115
5.5 The Mediating Role of Job Satisfaction between Emotional Intelligence and Turnover Intention	116
5.6 Differences in Emotional Intelligence, Job Satisfaction, and Turnover Intentions According to Demographic Variables	118
5.7 Theoretical and Practical Implications	119
5.8 Hypothesis Testing and Interpretation	121
5.9 Limitations of the Study	123
5.10 Recommendations for Future Research and Conclusion	123
References	126
Appendices	142
ملخص	159

List of Tables

Table (3.1): The Levels of Responses.....	74
Table (3.2): KMO and Bartlett’s Test.....	76
Table (3.3): Total Variance Explained.....	77
Table (3.4): Rotated Component Matrix and Reliability Statistics.....	78
Table (4.1): Demographic Characteristics of Respondents (n=321).....	83
Table (4.2): Descriptive Statistics of the Emotional Intelligence Dimensions among the Teachers in the Private School in Palestine.....	85
Table (4.3): Descriptive Statistics Shows the Level of the Job Satisfaction Dimensions Among the Teachers in the Private School in Palestine.....	87
Table (4.4): Descriptive Statistics Show the Level of Turnover Intentions Among the Teachers in the Private School in Palestine.....	88
Table (4.5): Kolmogorov-Smirnov Test for Normality.....	89
Table (4.6): Factor Loadings.....	91
Table (4.7): Results of the Measurement Model.....	93
Table (4.8): The Results of the Cross-Loading Test.....	93
Table (4.9): Correlation through Constructs and Discriminant Validity Using Fornell and Larcker Approach.....	94
Table (4.10): HTMT Ratios.....	95
Table (4.11): R2 Values for Endogenous Latent Variables.....	96

Table (4.12): Effect Size (f^2).....	96
Table (4.13): Predictive Relevance of the Model (Q^2).....	97
Table (4.14): Result of the First Hypothesis Testing (Direct Effect).....	99
Table (4.15): Result of the Second Hypothesis Testing (Direct Effect).....	99
Table (4.16): Result of the Third Hypothesis Testing (Direct Effect).....	100
Table (4.17): Result of the Fourth Hypothesis Testing (Indirect Effect).....	100
Table (4.18): Result of the Hypotheses Testing (Direct Effect).....	101
Table (4.19): Independent (T-Test) to Find the Significant Mean Differences in Emotional Intelligence among the Participants According to Gender.....	104
Table (4.20): Independent (T-Test) to Find the Significant Mean Differences in Emotional Intelligence Among the Participants According to Qualification Level.....	105
Table (4.21): Mean Differences in Emotional Intelligence Among the Participants According to Age Level.....	106
Table (4.22): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Age.....	106
Table (4.23): Mean Differences in Emotional Intelligence Among the Participants According to Years of Experience Level.....	107
Table (4.24): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Years of Experience.....	108
Table (4.25): Mean Differences in Emotional Intelligence Among the Participants According to Salary Level.....	106

Table (4.26): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Salary.....110

Table (4.27): (LSD) Test to Find the Significant Differences in Emotional Intelligence Levels Distributed by Salary Level.....110

List of Figures

Figure (3.1): Scree Plot of Combined Data.....	77
Figure (4.1): The Measurement Model.....	92
Figure (4.2): Structural Model.....	98
Figure (4.3): The Components of Emotional Intelligence Direct Effect.....	103

List of Appendices

Appendix (1): Questionnaire Form.....142

List of Abbreviations

Abbreviation	Full Form
EI	Emotional Intelligence
JS	Job Satisfaction
OC	Organizational Commitment
AE	Administrative Empowerment
AI	Artificial Intelligence
SSI	Social Science Index / Survey of Social Indicators (حسب السياق)
GBM	Gradient Boosting Machine
EU	European Union
ML	Machine Learning
HR	Human Resources
UNRWA	United Nations Relief and Works Agency
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
MSQ	Minnesota Satisfaction Questionnaire
JSS	Job Satisfaction Survey
SPSS	Statistical Package for Social Sciences
AUC-PR	Area Under the Precision-Recall Curve
ETI	Employee Turnover Intentions
PCBS	Palestinian Central Bureau of Statistics
SEIS	Schutte Emotional Intelligence Scale
RT	Turnover intentions (Retention Turnover)
CR	Composite Reliability
AVE	Average Variance Extracted
HTMT	Heterotrait-Monotrait Ratio
GoF	Goodness of Fit
SRMR	Standardized Root Mean Square Residual
LSD	Least Significant Difference
SMARTPLS	Smart Partial Least Squares
PLS-SEM	Partial Least Squares Structural Equation Modeling
SEM	Structural Equation Modeling
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Chapter One: Introduction

1.1 Background

Nowadays, we have witnessed rapid changes in the educational system, intense world competition, and fast technological changes. The impediment these systems have to transcend is that there is a need to address these changes in a timely and accurate manner to ensure their survival and existence. To correct this new reality, such changes have required that the old models of leadership in these systems should be reconsidered in the quest of new and adaptable leadership models. This consists of both basic transformation of values, behaviors, strategies, structures, and work systems (Harb et al., 2023).

Emotional intelligence has a significant effect on the behavior and attitudes of employees in organizations. Positively influencing employee turnover intentions directly is its encouragement of job satisfaction and a positive work environment. The increased level of emotional intelligence will enable workers to be less susceptible to workplace stress, be more articulate, and establish stronger relationships with their colleagues, which, in turn, will help them feel like a community and alleviate burnout rates (Harb et al., 2023).

Emotional intelligence of the teachers in the private schools is especially crucial as it enables them to establish deeper bonds with the students and colleagues and consequently has a positive impact on organizational commitment and work satisfaction. By giving a greater emphasis to emotional intelligence development, organizations can improve employee retention and form a more motivated and united team (Affana, 2013).

Emotional intelligence is a system of skills that create a difference between great leaders and excellent leaders enabling them improve their performance. The key to positive leadership lies in balanced control of emotions and relationships with employees and

society because it aims to invest in emotional intelligence and use it to control these emotions in a manner that benefits the organization and employees and consequently positively affects the latter (Affana, 2013). It should be noted that leaders cannot be identified by their intelligence quotient only or through their technical skills. Emotional intelligence refers to a collection of skills that make great leaders outstanding leaders so that they are able to improve their performance. Positive leadership consists in the proper management of emotions and relations with the employees and the society. It strives to invest in emotional intelligence and use it to control such emotions in a way that maximizes its benefit to both the institution and its employees, impacting the latter positively.

In order to remain up-to-date with the rapidly evolving business environment and the growing demand for educational systems to acquire knowledge, they must prioritize human resources and foster a positive attitude and sentiment among employees toward the institution and its principles. This does not appear out of nowhere, but is related to the ability, practice, actions, and behaviors of the leaders of these systems, with their attributes, positive relationships, and positive communication. It contributes to elevating the positive atmosphere within their institutions. In order to attain their level of task immersion. This necessitates that higher education institutions respond promptly and remain adaptable in their response to the work environment (Affana, 2013). Consequently, the issue necessitates the significant role of positive leadership in the potential transformation of employee behavior during work. To further explore this, Job involvement is the primary factor in achieving success, competitive advantage, and the establishment of a robust economy in society. Employees who exhibit a high level of job involvement in their organizations can retain talent and enhance organizational

performance, in addition to their role in generating value for the organization and its influence on its reputation. Those who are completely engaged in their work are optimistic and enthusiastic about their responsibilities. They are consistently prepared to exert themselves to ensure that the work is completed to the best of their ability (Aldaihani, 2019).

Organizations have a similar difficulty in that they need to enhance their performance in order to adapt to the needs of fast change. Because of this, businesses strive to cultivate the human element, which is regarded as the most effective investment source and may be thought of as a resource that goes beyond financial prosperity. According to Kamalaveni et al. (2019), companies gain from keeping their best employees, which is why their main objective is to boost revenue, output, and competitiveness. Nevertheless, they also contend that keeping happy workers benefits the company and its workers (Aldaihani, 2019). Consequently, a lot of firms center their efforts on implementing contemporary management ideas like "Job Satisfaction (JS), Organizational Commitment (OC), and Administrative Empowerment (AE)." Employee effectiveness in the workplace has been directly related to elevating the value of work and improving employee performance, loyalty, and efficiency as well as the organization's development. Additionally, it boosts effectiveness and productivity at work and fosters an organizational culture that supports the application of administrative organizational effectiveness and creativity.

Issues related to teacher empowerment, including the need for teachers to feel confident enough to influence every aspect of their students' lives through participation in decision-making, professional development, autonomy, self-efficacy, status, and influence. These factors then influence education to achieve school goals. This is achieved through

improving staff behaviours, which are closely linked to raising loyalty performance and job significance. In addition, it also enhances work productivity/effectiveness (Al-Damour et al., 2017).

One of the biggest obstacles to organizational success for higher education institutions is a lack of resources. The most crucial of these issues is human resources as good administrative practices may foster loyalty, which promotes better teamwork and higher levels of efficiency and production. Enhancing the capacities of educational institutions is supported by administrative organization, which may be achieved by recruiting and keeping talented faculty members and giving them the organizational stability they need. For the simple reason that it increases society's knowledge production, the higher education sector is among the most significant. Studies on these factors are lacking, however, particularly in many developing nations like Palestine. Numerous studies have looked into factors in corporate and manufacturing organizations, but little attention has been paid to how these factors affect faculty and the academic community. This is because academic evaluation, which is carried out through organizational evaluation, has an impact on how effective employees are in these institutions. But academic assessment is another factor that is very important in determining how well faculty members do in a school (Al Dmour et al., 2017).

Principals and teachers are examples of human elements in education that provide a strong basis for the school to accomplish its goals, enhance its performance, and play a more significant role in society. In order to influence others' behaviour and improve their performance, educational management's efforts and effectiveness are crucial. Recently, school principals—particularly those in senior roles—have started to recognize the value of emotional intelligence, since it significantly affects performance and helps to improve

people's relationships, emotions, and thought processes. One of the more recent ideas in psychology is emotional intelligence, which falls under the umbrella of multiple intelligences. It affects all of their activities and has an impact not just on individuals but also on the organizations where they work. Since it immediately influences his leadership styles and helps him achieve stability, success, and growth for the business and its people, emotional intelligence is also regarded as a crucial quality of a successful leader (AlHarrasi & AL-Lozi, 2015).

1.2 Problem Statement

The educational environment is in a large-scale development movement. It is imperative that educational institutions and schools assume responsibility and promptly address these demands. This requires their leaders to have the emotional intelligence that allows them to succeed professionally and personally, improve performance, increase membership and productivity, and then the ability to make sound decisions to maintain a competitive advantage, to anticipate the future, and to advance and improve. (Abiodullah et al., 2019) and to extract added value from it. There is an imperative need to achieve professional immersion and to form an orientation and positive sentiment among employees towards their institutions and the values of the organization, which help to achieve the success of the organization and increase its effectiveness. Positive leadership, emotional intelligence and professional immersion are modern management concepts that play a major role in achieving the competitive advantage of private schools in Palestine to survive and grow. This is accomplished through the cultivation of positive relationships with employees, the effective management of employees, the establishment of a culture of immersion, and the possession of profound insight. Improve their value and position and focus on human

capital as a source of competitiveness in view of the challenges that these schools face today, since the competitiveness of schools depends on the set of skills, abilities and experiences that their employees possess, as they are a critical resource. that creates added value for operations, innovation and creativity, if the environment that supports these talents is available and they are managed effectively by policy and procedure.

Employee engagement as a concept has gained more and more recognition as a determinant of the modern organizational success. Since the significance of engagement is increasingly becoming known, most companies are faced with significant challenges in implementing effective engagement practices. These approaches are not simply the measures to improve the motivation and well-being, but they are the key elements of organizational performance. This problem is complicated with the increase in work pressure and the aging of workforce, and, therefore, it makes sense to explore sustainable, long-term solutions that might lead to significant change. The health of the employees in the dynamic work-related environment is one of the most critical issues, and it should be examined strictly. The term engagement is used to describe a positive, fulfilling emotional and motivational condition that helps to safeguard the mental health of the employees and develops a culture of excitement and involvement. This leaves organizations with a twofold problem, namely, they have to focus on employee well-being and job-related satisfaction and at the same time achieve an engaged and high-performing workforce in the face of growing demands and an ageing workforce (Alam & Ahmed, 2018). This construct is becoming applicable in different environments. The importance of engagement is not limited to the traditional workplaces, but the concept of teacher engagement is of vital importance in the education sector, and this phenomenon supports the provision of quality teaching and improving student outcomes. The researchers

emphasize the crucial role of highly involved educators who create dynamic and positive learning conditions in the form of enthusiasm, commitment, and dedication. Furthermore, pro-active teachers, who build positive student relationship and constantly improve their teaching methods, are good teachers who enrich the students in terms of their academic experiences. In most cases, practical teachers are eager to explore new concepts to students and put them in practice in the classroom to promote continuous improvement. The construct is multidimensional by nature and captures the intrinsic motivation which drives teachers to go beyond normative practices, which strengthens the wider relevance of the engagement concepts in educational settings (Alam & Ahmad, 2018).

Nevertheless, the capacity to adapt and respond to the changing needs and diverse learning styles of their students is embraced by engaged instructors, who do not restrict themselves to a rigid pedagogical approach. Teachers who are engaged focus their energy on the development of a dynamic and inclusive learning environment that fosters holistic development, critical thinking, and curiosity, in addition to classroom instruction (Butakor et al., 2020).

The researcher made the decision to conduct a thorough investigation of emotional intelligence and its significance in people's social and professional life to improve and advance public schools. The researcher aimed to identify the clear gap in emotional intelligence and job satisfaction and their impact on the turnover of teachers in private schools in Palestine based on her experience as a teacher in the Ministry of Education. Their overall educational effectiveness and work performance may suffer as a result of this deterioration. Research suggests that improving the emotional intelligence of private school instructors via material and spiritual assistance that boosts their professional spirit

is necessary since it may significantly impact the caliber of their job (Butakor et al., 2020).

Thus, the study's issue arises from a crucial query:

How can private school teachers in Palestine use emotional intelligence? What is the connection between this and their ability to carry out their daily tasks? Can we say that job satisfaction resulting from the use of emotional intelligence affects employee turnover?

1.3 Research Significance

Job satisfaction is an important management issue in both private and government organizations because of its relationship with performance, productivity, and organizational loyalty. Although the topic of job satisfaction is clear from a theoretical point of view, its relationship with many internal and external variables of the organization makes it a complex topic that cannot be addressed by some applied studies. Therefore, researchers must constantly try to discover new variables that influence and relate to it. There is no doubt that these variables are related to the nature of the organization, the type of its activities and objectives, and also the nature and composition of its employees (Fornell & Larcker, 1981). It is also necessary, because of the variation of variables related to job satisfaction, to conduct comparative studies between organizations that are similar in their work and differ in other aspects. Therefore, this study attempted to compare faculty members of private and public universities on a set of variables related to the university as an administrative organization (Gracia et al., 2021).

This research emphasizes aspects of great significance by illuminating a subject that is becoming more popular: It addresses very important aspects, as it sheds light on an issue

that is becoming increasingly popular: the relationship between teachers' performance in the work environment using their emotional intelligence and its impact on their level of job satisfaction in private schools in Palestine, and whether this has a role in increasing the rate of employee turnover. Exploring this relationship carries within it a lot of depth and implications, which makes the subject worthy of consideration and scrutiny.

The following ideas could best capture the core of its significance: From a theoretical standpoint, this research is valuable since it addresses emotional intelligence, a well-known and relatively recent notion. Due to the strong impact it has on the general behaviour of people, as well as its specific applicability to school instructors, this area has gained significant interest of psychologists. To provide the Arab intellectual body of knowledge with a new approach, the current research aims to evaluate the emotional intelligence of these teachers. The research broadens the scope of inquiry, which improves our comprehension of the correlation between the professional practice and emotional intelligence of teachers, thus contributing to the academic discourse and making us reconsider the approaches to developing more effective learning settings (Gu & Zhang, 2023).

Practical aspect: The study forms a promising foundation that can provide researches with a wide range of opportunities to develop further *studies* on emotional intelligence and the aspects that it entails in the sphere of management on all levels of management. In this case, the research may provide many advantages by offering comprehensive data and insights that greatly improve worker performance. The study tool's design and application techniques also become extremely important because the findings and suggestions it produces seem to be a useful manual for a wide range of stakeholders, including

researchers, Ministry of Education staff, and members of the general public in their various categories (Guglielmi et al., 2016).

1.4 Research Objectives

This research intends to assess the impact of emotional intelligence on employees' turnover with a mediating role of job satisfaction.

Among the practical goals are:

- To assess the relationship between emotional intelligence and employee turnover intentions among private school teachers in Palestine.
- To investigate the effect of emotional intelligence on job satisfaction among private school teachers.
- To examine the mediating role of job satisfaction in the relationship between emotional intelligence and turnover intentions among private school teachers.
- To determine which aspects of emotional intelligence (e.g., self-awareness, emotional regulation, empathy, motivation) have the most significant impact on teachers' turnover intentions.
- To evaluate whether age, gender, or teaching experience influences emotional intelligence levels among private school teachers.

1.5 Research Questions

This study seeks to answer the following questions:

- What is the impact of emotional intelligence on employee turnover intentions among private school teachers in Palestine?
- How does emotional intelligence influence job satisfaction among teachers?

- Does job satisfaction mediate the relationship between emotional intelligence and turnover intentions?
- Which components of emotional intelligence (e.g., self-awareness, emotional regulation, empathy, motivation) have the strongest influence on turnover intentions?
- Do factors like age, gender, or teaching experience affect emotional intelligence levels?

1.6 Research Hypotheses

This study seeks to verify the following hypotheses:

- H1: Emotional intelligence has no significant impact on employee turnover intentions among private school teachers in Palestine.
- H2: Emotional intelligence does not significantly influence job satisfaction among private school teachers.
- H3: Job satisfaction does not mediate the relationship between emotional intelligence and turnover intentions among private school teachers.
- H4: None of the components of emotional intelligence (self-awareness, emotional regulation, empathy, motivation) has a significant influence on turnover intentions.
- H5: There is no significant difference in emotional intelligence levels based on age, gender, or teaching experience among private school teachers.

1.7 Conceptual Model

Study Terms

The following words and ideas are used in this study:

- **Emotionally Intelligent:** It is described as follows: "A school principal's set of skills and qualities that allow him to grow and develop, as well as to understand and manage his own emotions as well as those of others." In order to effectively direct his thoughts and make the right decisions, a leader must be able to deal with his feelings, manage and control his emotions, deal with employees transparently, motivate them, manage his relationships with them, and recognize their needs (Harris et al., 2009).
 - **Operational Emotionally Intelligent:** The capacity of educators to recognize and manage their own emotions, regulate and arrange them in accordance with their awareness and comprehension of others' emotions, and use this in their leadership practices while carrying out their technical and administrative duties to develop and improve social life skills that support job performance and the establishment of a psychologically secure work environment for all school employees. Through the average responses of the study sample members to the tool that the researcher will develop for this purpose, it is measured by the degree attained by teachers in private schools in Palestine on the emotional intelligence scale that the researcher designed for this study.
- **Job Performance:** "The employee's implementation of his tasks and responsibilities assigned to him by the organization or entity to which he is

functionally linked, and these are the results achieved as a result of this performance" (Harris et al., 2009).

- Operationally, it is defined as: The effectiveness of government school principals in accomplishing the objectives of the educational and learning process, given the capabilities at their disposal. The average responses of the study sample members to the tool the researcher will create for this study are used to measure this.
- Positive Management: "The leader's ability to improve the performance of employees positively, by enhancing openness and building positive climates of trust with subordinates, enhancing positive orientation in institutions, and focusing on virtue and best human practices" (Hassard, 1991).
 - Operational Positive Management: The ability of educators in Palestine's private schools to overcome obstacles, foster an environment that encourages creativity, focus staff on organizational success, and establish a sustainable competitive edge for their institutions is an example of positive leadership in action. A questionnaire created specifically for this purpose was used to measure the following aspects of positive leadership: positive connections, positive communication, positive climate, and positive meaning.
- Work Engagement: "A state of motivation characterized by emotional commitment, positive disposition, and empowerment that an individual practices in interactions and relationships within the organization, leading to positive behavioral outcomes (Hellriegel, 1995).

- Operational Work Engagement: A set of quality practices and actions implemented by private schools in Palestine to ensure that staff members are committed to the goals and core values of the organization and help them succeed to ensure their survival and increase their chances of success.
- Employee Turnover: This phrase describes the proportion of workers who quit a company over a given time frame, often a year, as opposed to those who join it. Managers use the employee turnover rate to estimate the cost of hiring when creating the annual budget, and if the rate is high, it can be used as a gauge of managerial success in the organization (Herzberg, 1968).
 - Operational employee turnover: The total number of teachers that leave a school over a specific time period is known as staff turnover. This covers both voluntary and involuntary turnover, such as when workers are let go or fired.

1.8 Study Boundaries

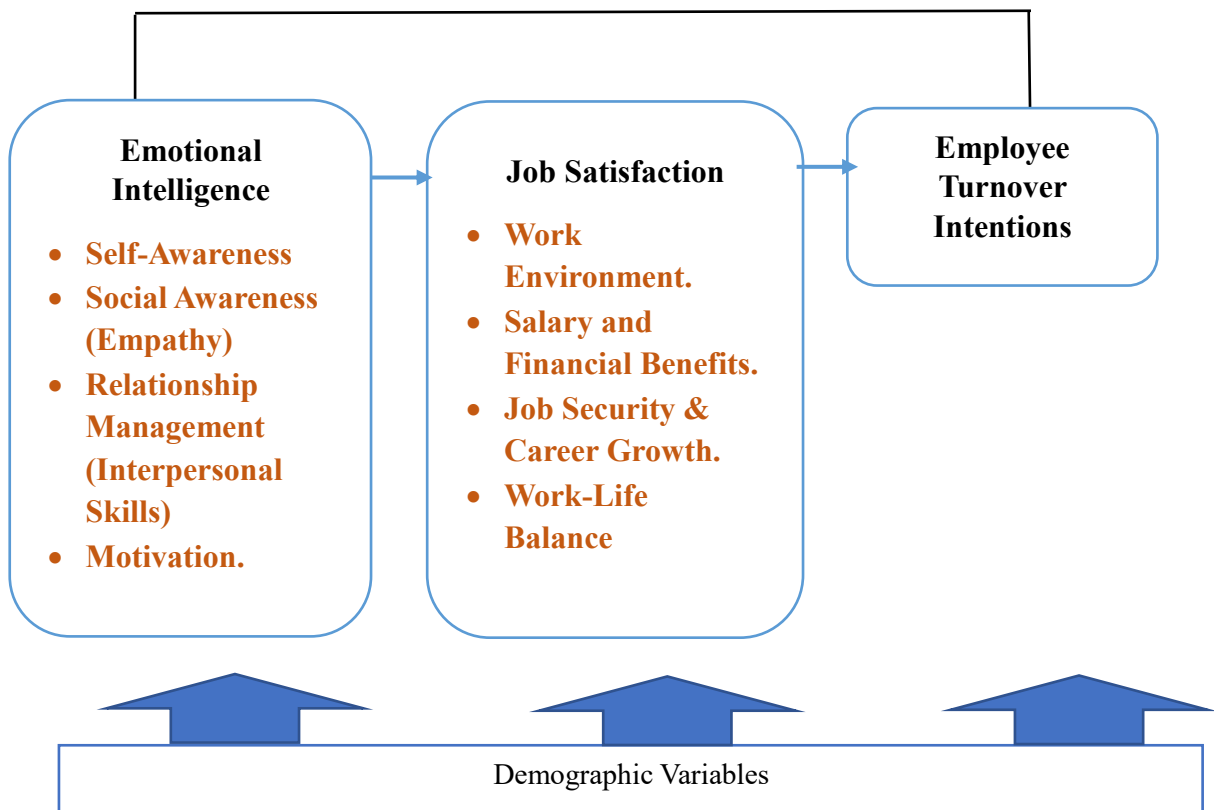
The following were the study's limitations:

- The study's focus was on the emotional intelligence of private school teachers in Palestine and how it related to their performance on the job .
- The study's scope was restricted to Palestine's private schools .
- The study was carried out during the second semester of the 2024–2025 school year.

1.9 Study Variables

- Independent Variable: Emotional Intelligence
- Mediating Variable: Job Satisfaction
- Dependent Variable: Employee Turnover

According to the study model, emotional intelligence may have a direct impact on job satisfaction, which in turn indirectly affects the employee turnover rate, in addition to the direct impact on the labor turnover rate through job satisfaction.



The Impact of Emotional Intelligence on Job Satisfaction:

The importance of job satisfaction and its impact on work-related issues in general, and specifically on job design and performance issues. One of the goals of job design is to provide opportunities for individuals to reach high levels of performance in addition to

job satisfaction. Since job satisfaction is linked to performance, it is necessary to understand what job performance entails, which is defined as the quality and quantity of tasks performed by individuals or teams in the workplace. Performance, as is frequently stated, represents a critical standard for individuals at work, being one of the foundational elements of productivity that aids in fulfilling the organization's objectives. Indeed, numerous organizations have progressively adopted the value-added criterion to assess the usefulness or significance of any position and/or individual within that position, as well as their contribution in enhancing the organization's production of goods and services (Manceil, 1993).

Recent studies carried out at the University of Haifa show that employees with high emotional intelligence have higher engagement and job satisfaction than those with low emotional intelligence. According to findings of the study, employees who are characterized by high levels of emotional intelligence are an effective resource to their organization. According to Dr. Galit Meisler, the head of the research study, the researcher think that it will only take a short period before emotional intelligence is included in the employee recruitment, training, and coaching procedures, and is a basic requirement of employee evaluation and promotion. The work won the Israel Political Science Association award on an outstanding doctoral thesis.

The study was conducted by Dr. Meisler and it was led by Prof. Eran Vigoda-Gadot and included 809 employees and managers of four organizations consisting of two in the public sector and two in the private sector. The researchers examined the impact of emotional intelligence on organizational policy characteristics, relationships with superiors, formal and informal behaviors, perception of justice, burnout, etc. The findings initiated the fact that the greater the emotional intelligence of employees, the greater the

perceived fairness of the organization, job satisfaction and devotion to the organization. On the other hand, negative organizational behaviours, including burnout, resignation intentions, and neglect, were observed to decrease with the increase in employees' emotional intelligence (Locke & Latham, 1990).

The Relationship between Job Satisfaction and Intentions to Leave Work:

Turnover is one of the most severe administrative problems and indicators that endanger the prosperity of an organization, especially when the trend is maintained. This has received the analytical interest of many scholars; an example is a study conducted by Shaw et al. (1998), which reviewed more than 1,500 studies discussing the issue.

Employee turnover indicates that it is a significant drainage of human and intellectual capital, particularly on those employees whose innovativeness and skills may be of significant value. Following the modern theories of human resource management, people are treated as an intellectual capital of an organization and it is just as important as physical and technical wealth. Competitive advantage, which is one of the strategic goals, cannot be unique or authentic unless it is based on human creativity since AI is impossible to reproduce or simulate like humans' intelligence and creativity (Liacqu & Schumacher, 1995).

The leave propensity is directly linked with the job turnover and exit of work, which serves as a precursor to real resignation. The propensity to leave is an indicator of a contemplation and exit planning that is then realized by the resignation of the employee. Intention in this context refers to a deep hearted and yet secret urge by employees to leave sometime in the future. This timing can be based on the employee meeting the terms and

conditions of the contract, the termination of the fixed-term employment contract, or the absence of other employment opportunities, or other personal reasons that apply to the employee (Abiodullah et al., 2019).

Job satisfaction is one of the major factors used to minimize employee turnover. Job satisfaction is the key factor when it comes to retention and exit of the organization by workers. High levels of job-satisfaction will develop a positive workplace environment, reinforce commitment of the employees, and motivate them. Employees who are satisfied with their jobs are more likely to remain committed, which contributes to lower turnover rates and lower costs incurred in recruitment and training. The current study defines the complex correlation between job satisfaction and turnover. The research will focus on revealing the role of different aspects of job satisfaction in the decision of workers to stay and leave their jobs which include pay, balance in work and life, management styles, and career growth. It also assesses the strategies that the organizations can utilize to increase job satisfaction and diminish employee turnover. Job satisfaction is a strong predictor of performance effectiveness; with employees are fully satisfied with their stations, then positive results, similar to salary increases or bonuses, are attained. On the other hand, poor employee satisfaction leads to absenteeism, accidents at the workplace, lateness and movement to other organizations. When employees have high levels of job satisfaction, there are reduced rates of turnover and increased ambition in their respective organizations.

There is an acute direct correlation between productivity and job satisfaction. Job-satisfaction also increases performance as there is a direct relationship between satisfaction and productivity. The more the satisfaction levels, the more the performance rates. According to the previous literature, the high level of employee satisfaction

generally increases productivity, reduces absenteeism, and increases employee morale. A feeling of job satisfaction provides employees with enhanced physical and mental health, quicker adaptability to new duties, and a decrease in the rate of accidents and grievances.

Thus, the establishment of a culture of social togetherness where the team work and support of the workers towards each other is encouraged. On the contrary, dissatisfaction and bitterness are revealed in general behaviour, and its manifestations include the lack of cooperation, which should be addressed further, unwillingness to take on new responsibilities, lateness or failure to come to the workplace early enough, disruptiveness without any valid reasons, and negligence due to the inability to adhere to the guidelines and instructions (Harb et al., 2023).

They are also quick in adapting to new duties. Besides, the reduction of the number of accidents and complaints promotes the culture of social connectedness, which promotes support and cooperation between colleagues. Conversely, dissatisfaction and feelings of bitterness are reflected in general behaviour, such as the lack of cooperation, which requires more efforts, refusal to perform extra tasks, lateness or early departure from work, disruptive behaviour with no appropriate reasons, and neglect due to not following guidelines and orders (Harb et al., 2023).

The Indirect Relationship between Emotional Intelligence and Intentions to Leave Work through Job Satisfaction

The job satisfaction theory that has been greatly influenced by the two factors theory proposed by Herzberg provides a basic approach to understanding the influence of different factors on employee satisfaction. Herzberg (1959) proposed that there are two

distinct sets of factors that can affect job satisfaction; motivators and hygiene factors. Motivators, including recognition, achievement, and a personal development, are that which increases job satisfaction by satisfying a higher level of needs. Hygiene factors include the working environment, salary, job security which prevent dissatisfaction but do not necessarily result in satisfaction (Hair et al., 2009).

Emotional intelligence has a complex and interesting relationship with the workplace experience in many aspects. Having high levels of emotional intelligence, employees become more resilient to job-related stress which produces a significant effect, increasing their perception of the working environment and job satisfaction. Such members have a greater capacity to develop positive relations with colleagues and managers and generate the sense of recognition and success. Moreover, emotional intelligence will help them to overcome personal conflicts and adapt to the rapid changes in the workplace. As such, they maintain a positive outlook, even in difficult circumstances. The better they deal and reduce stress, the more chances they have of a fulfilling and satisfying work life. Here the theories created by Herzberg come in as there was need to satisfy deeper psychological needs. Organizations that invest in emotional intelligence to ensure that their employees are satisfied can reduce the rate of turnover. When employees are pleased with their jobs, they will have a higher chance of staying with their employers and will naturally be drawn into jobs involving a friendly and enjoyable working experience. Therefore, the notion of emotional intelligence as part of organizational strategies is not a mere option but a rather effective instrument that enhances employee satisfaction and reduces staff turnover, which, in its turn, has a beneficial impact on the overall well-being of the organization (Hair et al., 2011).

Relationship between emotional intelligence and employee turnover has been an issue of interest to researchers since it has been observed that emotional intelligence is vital in predicting job satisfaction among workers. In the recent study conducted to determine the role of emotional intelligence in job satisfaction and turnover intentions of teaching and school staff, the latter was found to have a significant influence on job satisfaction and turnover intentions. Emotional intelligence was found to have a significant positive relationship with job satisfaction as well as organizational loyalty. In terms of emotional intelligence, the results showed that there were gender differences and the emotional intelligence score of the women was higher than that of men. Nevertheless, as the research did not show any significant differences in terms of gender or age with regard to job satisfaction and organizational commitment. Similarly, Emdady and Bagheri (2013) found that there is a positive relationship that is significant between emotional intelligence and job satisfaction in employees of the Sama Organization in Iran. However, there were no any major difference in gender in terms of job satisfaction among the respondents and just as there is a possibility that the female teachers in the low and middle-income countries are more likely to report greater job satisfaction than their male counterparts.

Emotional intelligence is a vital skill of not only managers but also employees in the work environment, as it helps to understand each other and others at an emotional level and provides a positive and productive working environment. It makes it easier to perceive the nonverbal signals, personal feelings, and the process of decision-making. Moreover, it enhances teamwork since employees with high emotional intelligence are able to work as a team, adopt new methods of problem-solving, and strive to achieve the best.

Emotional intelligence also promotes more flexible operations since the employees who are empowered with emotional intelligence have the ability to offer suggestions and insights in cases where the traditional means do not yield the desired outcome. It is critical in ensuring good relationships with the customers and responding to their questions hence making the customer experience the best.

Emotional intelligence creates a healthy working environment since employees can also talk in constructive and healthy terms leading to high morale and productivity. High emotional intelligence manager enhances employee retention by ensuring there is a conflict-free environment and also contributes towards healthy work-life balance (Harris et al., 2009).

Emotional intelligence helps reduce work stress, as such individuals are able to control their emotions and feelings, thus being able to work constantly without any hindrances. Also, it helps to enhance better communication because such employees will be able to react appropriately to challenges and express their emotions in a positive manner. To conclude, emotional intelligence is crucial to a smooth and productive workplace (Harris et al., 2009).

Organizational Commitment Theory

The theory of organizational commitment that was created by Allen and Mayer (1990) offers a distinct approach that could assist us in comprehending the manner in which and the reasons why employees develop a psychological connection with the organizations in which they work. According to Allen and Mayer, in this model, three key aspects of organizational commitment exist: affective commitment based on personal attachment

and loyalty, continuance commitment based on the willingness to stay because of the benefits and costs involved in quitting and normative commitment based on the sense of duty and responsibility to the organization. All these dimensions help us understand how far the relationship between people and their organizations may go and we are left with this question: What is behind such devotion and what are the psychological glues that hold these relationships together?

Affective commitment is a strong bond between an employee and his organization, the sense of belonging blends with the teamwork spirit. Workers who are committed in such a strong manner do not do it simply out of duty, but because the ethos and values of their organization are so much close to their own ones. Fear of leaving a job is the continuance commitment as these employees see the stark reality of the effect of such decision which is losing valuable benefits or being pushed down in the career ladder. As a result, these people are not only loyal to the organization out of neediness, but also because termination may imply personal and professional damage to them. Normative commitment entails a feeling of obligation to remain in the place of work even outside of self-interest. The reason is that the company spends on individuals' growth thereby forming social or moral attachment causing the employees to feel that they cannot leave the company. They feel that they have to remain and contribute towards an environment that affords them opportunities to grow (Liacqu & Schumacher, 1995).

Emotional intelligence is influential in organizational commitment in many ways. This might be imagining employees who are very much capable of comprehending and controlling their feelings that are heroes in the work place and take charge and make a positive difference in the people around them. Not only can these people indulge themselves in their work, but these people can also match the colors with the value and

principles of the organization as though they are putting the colorful threads into the fabric of the work. At high emotional intelligence, employees are able to act as relationship artists and learn how to handle their colleagues and move freely even under pressures and conflicts (Hellriegel, 1995).

Consequently, the roses blossom in their hearts and this brings a feeling of emotional connection that spreads positivity to the organizations they serve. Once such people manage to improve their level of emotional commitment, they develop a feeling of commitment loyalty and devotion as though they are burning a torch of commitment, which illuminates them and they are less likely to abandon the working place. Even their ability to control their emotions brings them closer to the purposes and values of the organization, which extends their spheres of commitment and loyalty.

1.10 Organization of the Study

This thesis is divided into five chapters:

- Chapter one: is which is the Introduction and it has the history of the study, problem statement, the importance of the study, the goal, the questions, and the overall study structure.
- Chapter two is the chapter that is called Literature Review, and it is chapter 2, which contains a detailed theoretical and empirical examination of the literature, concerning the variables of the study.
- Chapter three is the Methodology. Chapter three is on questionnaire design, dimension analysis, data collection and sampling, and statistical approach.

- Chapter four: Data Analysis and Results This one is about the demographic analysis, descriptive statistics, and hypothesis testing.
- Chapter five is Discussion and Conclusion and discusses major findings, conclusions, limitations, future research and recommendations, as well as the future work.

Chapter Two: Literature Review

2.1 Introduction

Amidst these rapidly changing organizations, one of the most important issues of concern is the ability to achieve an exhaustive comprehension of the psychological and emotional elements that influence the behaviour of employees. In this chapter, the author will dwell on this theme and reexamines the determinants of emotional intelligence (EI), job satisfaction, and turnover intent therefore, combining these constructs into a powerful theoretical model to study the phenomenon in the workplace. Words that were once considered as soft skills or auxiliary have taken a step higher to the executive list as crucial competencies that have significant power in organisational processes, stress management and tolerance to perturbations. The role of job satisfaction plays a critical role in organisational performance, employee retention and general energy among employees whilst turnover intention acts as a predictive behaviour of employee instability at an initial stage.

This chapter attempts to answer the following research questions using a multilevel conceptual analysis: How does EI affect job satisfaction and retention? What is the mediating effect of organisational commitment in these relationships? Lastly, what are the ways these interactions are played out within an educational system that is functioning in the politically sophisticated environment, i.e. an occupied territory, like Palestine?

2.2 Emotional Intelligence

Emotional intelligence cuts across the different facets of work experience in an intricate and interesting way (Harris et al., 2009). It has been reported that highly emotionally intelligent people were less susceptible to work-related stress which has significant implications to the general quality of the working environment and job satisfaction (Hair et al., 2011). These people have a greater potential of building good relations with their workmates and bosses that consequently encourages recognition and success (Hellriegel, 1995). They can also help deal with interpersonal conflicts and adapt to fast-paced changes in the work setting (Harris et al., 2009). Therefore, they maintain a positive view of life, even when the chips are down (Meisler & Vigoda-Gadot, 2010). The better they handle and deal with stress, the greater are the chances of their having a fulfilling and satisfying job experience (Spector, 1997). Here, Herzberg's theories become relevant: the importance of satisfying psychic needs (Herzberg, 1959; Hilton, 1968). Organizations focused on the SSI of their employees through the development of EI can reduce turnover (Kara, 2020; Arnett, 2005). A happy employee is more likely to stay with the employer and look at opportunities that give a positive and motivated workplace (Henderson, 2000; Hair et al., 2011).

Emotional intelligence has an overwhelming influence on many aspects of organizational commitment. When an employee has a high ability to learn and control their emotions, he or she can be thought of as a role model in the place of work, as it attracts people and can have a good impact on others. Not only do such individuals engage fully in the activities that they are undertaking but also their values are concerned with the organizational strategy goals, just like weaving threads into the organizational culture. Employees who have high emotional intelligence are also skilled in their ability to cope

with interpersonal relations and this allows them to deal with pressures and conflicts with relative ease (Hellriegel, 1995).

As a result, empathic relationships are fostered, which promotes a good affective relationship with the organization engaging the employee. As these individuals improve their emotional commitment, they have a strong feeling of commitment and loyalty as though they are holding a guiding torch to steer their path hence lowering turnover intentions. Additionally, their ability to manage their emotions brings them closer to the organizational goals and values, and hence geographically broadens their commitment and allegiance.

The link between emotional intelligence and employee turnover has been brought to the attention of scholars, considering that emotional intelligence has been identified as an important predictor for job satisfaction of employees (Spector, 1997; Hair et al., 2011). In a study examining the influence of emotional intelligence on job satisfaction and turnover intentions of teachers and administrative staff, including school personnel, it was discovered have a significant impact on job satisfaction and turnover intentions (Abiodullah et al., 2019). Thus, a high correlation was found, including the positive relationship between EI and both job satisfaction and organizational commitment (Meisler & Vigoda-Gadot, in Locke & Latham, 1980). For emotional intelligence, the results showed gender differences, where women score higher in emotional intelligence than men (Abiodullah at al., 2019). The research, though, showed that gender and age did not matter significantly based on job satisfaction and organizational commitment (Abiodullah et al., 2019) .

Similarly, Emdady and Bagheri (2013) found a positive and significant relationship between emotional intelligence and job satisfaction among workers in Sama Organization in Iran. However, even though differences by gender on job satisfaction can also be reported among the respondents, there is evidence that in low–middle middle-income S.C educators, there are female educators who are more satisfied with their job than males (Emdady & Bagheri, 2013; Kaya, 1995).

Emotional intelligence is a critical skill to managerial staff and organizational staff in organizational contexts, which assists in the richer perception of themselves and others at the affective level and a cordial and fruitful working environment. It helps people to read in between the lines, inside the heart, and dynamics of decision-making. Additionally, it promotes cooperative communication, because people with elevated emotional intelligence are able to communicate (effectively), adopt creative problem-solving measures, and seek the best results. These competencies are also conducive to adaptive operational practices, in which emotionally sensitive actors can provide evidence-based suggestions and ideas when traditional methods are ineffective to attain the planned outcomes. This is vital in the development of strong consumer relations and addressing client concerns in a way that will provide them with an excellent customer experience. Employees who have emotional intelligence are also known to participate in positive and healthy communication and hence boost morale and productivity at the workplace. Managers who possess high degree of emotional intelligence help in retaining employees because they offer a hostile free working environment and encourage healthy working-life balance (Harris et al., 2009).

Emotional intelligence counteracts occupational stress because people who have this kind of ability are in a position to manage affective states effectively, which enables them to execute their tasks without interruption. It also enhances communicative effectiveness through response to challenges and constructive expression of emotions. Altogether, emotional intelligence cannot be doubted to create a peaceful and productive working environment (Harris et al., 2009).

2.2.1 Self-Awareness

Self-awareness refers to the degree to which a person possesses the ability to identify and understand his or her own feelings, thoughts, and behaviors, and their impact on decision making and interacting with others (Mayer & Salovey, 1997). For educators, especially at the private schools, where the pressure from management, parents, and performance levels is so high, it makes a difference having self-awareness when dealing with stress and emotional regulation. A teacher with strong self-awareness can accurately identify emotional states such as frustration, burnout or demotivation and use coping strategies before these emotions build. Such awareness also makes self-assessment more realistic and connects personal values with professional targets, promotes internal motivation, and makes the job meaningful. Dođru (2022) reports that self-awareness is a strong predictor of job satisfaction, leading to indirect effects on turnover intentions through emotional resiliency. Palestinian private schools are not spared the fact that teachers who display high self-awareness cope with their workplace problems in more emotional competence, whereas other teachers who have limited time to take part in professional development, with their unstable job contacts and with their limited financial resources. If they are unhappy with a situation, they recognize it and get control of it before they

make a decision they ultimately will never heal from. In other words, self-awareness leads to job satisfaction through emotional clarity and decreasing turnover intentions.

2.2.2 Social Awareness

Empathy (Social Awareness) Social awareness involves the ability to perceive, understand, and interpret others' emotions and needs and is often demonstrated by empathy, caring, and perspective-taking (Goleman, 1998). As educators, this is not a soft skill, but a requirement of the profession. Teachers with social skills can establish relationships and understand students' learning and affective needs, as well as provide adaptive communication. Through empathy, teachers can prepare for when a student is likely to become frustrated, they can interpret subtle emotional expressions and they can respond with sensitivity. It improves your classroom management, of course, but more importantly it fosters a more inclusive and emotionally safe learning environment. As Madigan and Kim (2025) explained, empathy is negatively associated with teacher burnout, a widely acknowledged precursor of turnover intentions. In staff relations, socially skilled teachers are able to empathize with colleagues, work more effectively with others, and are less likely to experience interpersonal conflict. The social awareness also contributes to trust and social solidarity between individuals in the special context of the Palestinian private schools where organizational strain and political tensions are high and where social cohesion and interdependence of members of these schools are critical. Emotionally intelligent teachers, particularly those who are high in empathy, report higher relational satisfaction, which is related to overall job satisfaction and commitment to an institution (Grace Hulda & Zhu, 2023). As a consequence, social awareness

improves teacher-student relations and peer relations, causing satisfaction to increase and intention to leave the teaching profession to decrease.

2.2.3 Interpersonal Skills

Relationship Management (Interpersonal Skills) Relationship management is when you use your emotional understanding to better manage relationships of all types, to do things such as:

- Resolve conflict
- Motivate the people in your life
- Provide them with meaningful feedback
- Inspire and motivate them
- Collaborate better (Goleman, 1998).

For educators, this ability underlies all of their professional relationships with students, peers, administrators, and parents. In an ordinary school day, teachers have several social interactions that can be depleting or sustaining. When you are able to manage relationships well, you can diffuse tension, encourage disaffected students, and set limits while being empathetic and professional. Maamobi (2024)—retrospect job satisfaction: He found that relationship skills by means of I. levels These have a statistically significant commitment to job satisfaction and a positive effect on teaching within the Ghanaian teaches locally context., referenced job satisfaction. In the context of Palestine, where private schools are relatively invasive in terms of management and community ties, teachers who manage to develop strong interpersonal skills are perceived to be more flexible, politically conscious, and professionally valued. So, the development of these competencies, in addition to alleviating the stressors of the occupation, results in an increased sense of attachment, thus demonstrating a positive relationship with long-term turnover intentions. Moreover, Abudaqa et al. (2022) also found that emotionally intelligent leadership had a positive impact on employee engagement and turnover intention, trust, and open communication being mediating variables in a Middle Eastern

context, which, in turn, highlights the social aspect of emotional intelligence. Practically, good relationship management helps in reducing professional isolation, development of positive networks and establishment of ethical caring school community which are all necessary in improving teacher retention.

Linking the Variables:

Emotional Intelligence, Job Satisfaction, and Turnover Intentions;

Emotional Intelligence → Job Satisfaction emotional intelligence can be viewed as a broad entity that incorporates three subdomains, each of which, in turn, has an impact on how people perceive emotions, how they interact with others, and how effectively they cope with their work demands. A meta-analysis by Doğru (2022) showed that there is a moderate positive relationship between emotional intelligence and job satisfaction, and that these relationships are stronger in high-demand environments, including education.

Job Satisfaction - Turnover Intentions that high job satisfaction rates are empirically associated with a substantial decrease in turnover intentions because, with a higher level of emotional attachment to the organization, the stress levels are reduced, and professional satisfaction is attained (Madigan & Kim, 2025).

Mediating Role of Job Satisfaction Research, such as that of A study by Rogowska and Meres (2022) proves that emotional intelligence and life overall satisfaction in teachers are connected through job satisfaction. Therefore, it is possible to say that emotional intelligence reduces the intention to turnover due to its influence on job satisfaction. Teachers receive emotional support and professional recognition, which reduces their chances of considering resignation.

2.3 Job Satisfaction

The aspect of job satisfaction is a significant part of the organizational psychology because it is the basis behind the concept of how to understand the employee engagement, motivation, and well-being at work. This is a conceptual paper discussing the complex definition of a job satisfaction concept, defining it, explaining its relevance, and different aspects (Hackman & Oldham, 1976). Job satisfaction is in a way, the subjective assessment of an individual of his/her working experience; the sum of his/her fulfillment, contentment and pleasure as a result of his/her job roles and working environment. The subtleties of work satisfaction are critical to comprehend, as this aspect determines not only human attitudes and behaviors, but also the success and the performance levels of an organization (Henderson, 2000) It is difficult to exaggerate the significance of the so-called job satisfaction as it also defines numerous vital outcomes in the organization. Research has continually demonstrated that there is a high correlation between work satisfaction and performance, productivity, and retention of employees. Tenthed (2023) suggests that satisfied employees will be more devoted, desirous, and put in more discretionary effort, which will enhance organizational efficacy and competitive advantage.

The analysis of the facets of job satisfaction shows that it is a complex phenomenon and comprises numerous factors contributing to the overall job satisfaction of the people working in an organization, and such factors interact to influence job satisfaction. It is also a critical dimension of internal components, including the nature of the job, autonomy, and the ability to develop skills and grow. Some of the external variables which affect job satisfaction significantly are salary, job design, management and leadership and communication. Their interpersonal relationships with managers and

coworkers, how fair organizational procedures are, also have a significant effect on employee job satisfaction (Hilton, 1968).

The organization's founders mix manufacturing aspects to create organizations that meet social expectations. The efficacy of the human element that is, how well it regulates the other production factors is the most important component determining the organization's capacity to function as planned. Human resources provide the business with their time, energy, efforts, knowledge, experience, and skills to help it run smoothly. Employment is a two-way interaction. They have certain expectations in exchange for their work. Organizations should encourage positive attitudes among their workers, such as job satisfaction, participation, and organizational commitment (Kara, 2020).

Employers must keep an eye on employee job satisfaction since it is highly advantageous to them to have a contented staff.

The viewpoint on job satisfaction, its significance, and the efforts made to identify the aspects of work that influence contentment or discontent are all examined in this conceptual paper. The authors' strategy for further research in this field is presented at the end of the article (Kaya, 1995).

2.3.1 Job Satisfaction Definition

"The feeling one gets when one's desires are fulfilled" is how Merriam-Webster describes fulfillment. "Pleasure is the pleasure one feels when one does something or achieves something that one wanted or needed to do or achieve," according to Collins' dictionary. There are numerous ways to define "job satisfaction." It's a complicated idea that has varied meanings for different people. "The affective orientation of individuals toward the

work roles they currently occupy" is how Victor Vroom defined job satisfaction (Vroom, 1964). "A pleasant or positive emotional state resulting from appreciation of work or work experiences" is how Locke described job satisfaction (Locke, 1976). Paul E. Spector states that "simply how people feel about their job and various aspects of their work" is what job satisfaction is. (The Nature of Job Satisfaction) states that it is the extent to which people enjoy (satisfaction) or disagree with (dissatisfaction) their jobs. According to D. Statt, "the extent to which a worker is satisfied with the rewards he receives from his job, especially in terms of intrinsic motivation" is what he means when he talks about job satisfaction (Chen & Guestrin, 2016).

Another term for job satisfaction is "The attitudes and feelings that people have about their job". Employees are reported to have job satisfaction if they approach their work with positivity and favorability. On the other hand, discontent with their job is indicated by negative and unfavourable attitudes about it (Armstrong, 2006). According to Newsstorm (2017) job satisfaction is "a collection of positive or negative sentiments and emotions that workers have about their jobs (Newstorm, 2017). These definitions allow for the following deductions to be made: Motivation and satisfaction are not the same thing. Attitudes and emotions play a role in job satisfaction. In essence, job satisfaction refers to how people feel and think about their current position and all of its facets, including the part they play and the benefits they receive. Employees assess their jobs and work experiences to determine their feelings.

2.3.2 The Importance of Job Satisfaction in the Educational Sector, with Emphasis on Private Schools

Job satisfaction is especially relevant in the field of education because of the direct and strong links teachers have with student achievements, school climate, and long-term educational success. Educators are not only service providers but nation builders as they mould the minds and character of future citizens. Therefore, the mental health, motivation, and overall job satisfaction of these employees is not only a consideration for the organization, but that of the society as a whole (Spector, 1997; Kara, 2020). In this case, job satisfaction can be considered as an implication of the way in which teachers see themselves within the workplace, including being recognized, working independently, pay, and career growth opportunities. Research in various fields, such as librarians as described by Kaya (1995) work on French librarians, shows that the satisfaction of information professionals has a strong impact on the quality of the service that they provide, a statement which also applies to teachers who need to maintain affective and cognitive resources at a high level of engagement.

The job contentment and turnover relationship has been a literary concern. As an example, the literature demonstrated a negative correlation between satisfaction and turnover intention in the hospitality industry (Arnett, 2005; Kim et al., 2005; Qader, 2021). This is more so in the area of education where continuity and institutional memory can be of significant influence on the achievement of the students. The importance is increased especially in the private education setting where most teachers are burdened with performance appraisal, parental frustrations, and, in most cases, administrative pressures. An example of this is the case of a Palestinian, whereby the private schools operate in a competitive environment where the schools lack adequate resources to operate and

teacher satisfaction is tied to the reputation of the organization, number of students and performance. The education of these schools' places pressure on teachers, who have limited job security and public sentiment compared to their colleagues in the public schools. Even though tuition in certain private schools may be quite steep, the payment and other forms of benefits extended to teachers may be wanting, therefore leading to dissatisfaction and high turnover- a great risk to education and student development.

In addition, huge organizations such as IBM have been aware forever that job satisfaction is much more than a soft factor; it is the power to get and retain the best talent. Annual self-administered surveys have helped Beverly Enterprises and Hollywood Park to be a premier employer in that areas of dissatisfaction have been addressed (Spector, 1997). Similarly, privately operating institutions may use regular satisfaction survey to ensure the well-being among staffs, enhance the loyalty, and be more appealing to both employees and students. According to Newstrom (2017), negative job attitude is not only a sign of more profound structural issue, but can also be a source of operational failure (i.e. absenteeism, lowered quality of teaching, and can also be a moral violation). On the other hand, when teachers feel job satisfaction, they may feel an attitude that drives them to work, assist others in discriminatory behavior, and build a school that is favorable to work in (Kara, 2020).

Concisely, it is not just a wellness issue but a strategic issue with teacher job satisfaction, especially in private schools. It has implications on retention, capacity and institutional legitimacy, and as such, it is a major worry among education leaders, policy mobilizers and administrators working in institutions of learning who want to offer a good education and sustainable labour force.

2.3.3 Factors Influencing Job Satisfaction

Well-being at work is a multidimensional and multidetermined psychological concept which is a product of several individual, organizational, and situational factors. In recent studies, work satisfaction. The contemporary studies also evidently show that job satisfaction does not come out of a resultant factor but rather, a complex web of factors which inter-relate and impact the way people believe their work environment is in which they are embedded in their jobs.

Other studies in modern times have also indicated the importance of intrinsic and extrinsic factors in work contentment. Intrinsic motivation comprises of autonomy, meaning, and skill variety and personal and professional development opportunities (Hackman & Oldham, 1976; Kara, 2020). When employees perceive that their work has a purpose and is connected to their individual convictions, the satisfaction increases. Other extrinsic variables such as salary, job security, work-life balance, style of management and organizational support also play significant role in job satisfaction (Spector, 1997; Armstrong, 2006). Administrative support, equity in appraisal systems, and excellent communication channels are also strong predictors of teacher satisfaction in learning institutions, including the private schools (Harb et al., 2023).

Demographics such as age, gender, and experience have been found to moderate satisfaction. Several recent research studies, however, second Kaya's (1995) original findings that older workers actually have higher levels of job satisfaction than other age groups, a factor potentially attributed to greater stability in expectations, resilience, or a better job fit developed over time (Qader, 2021; Lease, 1998). Secondly, emotional intelligence is a strong precursor of job satisfaction. Such employees are successful in handling stress, relationships with colleagues, and adjusting to other organizational

change that leads to an increase in the happiness level of the employees (Abiodulla et al., 2019).

Aspects of Job Satisfaction Job satisfaction is an important concept and has profound impacts on the organization. Happy employees are disposed to have organizational commitment, who engage in proactive work behavior and provide better performance (Kara, 2020; Spector, 1997). Within schools, teacher job satisfaction is related to student achievement, teaching quality, and school climate (Lane et al., 2010). On the contrary, its indicators can be absenteeism, low morale, resistance to change, and intention to leave (Arnett, 2005; Qader, 2021). High teacher turnover in private schools does not just interrupt the flow of instruction—it also erodes the trust that parents and even students have in the school and its faculty. Furthermore, job satisfaction is associated with more general psychological outcomes, including life satisfaction, mental health, and occupational well-being. Burnout, reporting fewer physical complaints, and engaging in organizational citizenship behaviours. Satisfied employees may have lower burnout, report fewer physical symptoms, and be more likely to engage in organizational citizenship behaviours (George & Jones, 2008; Kara, 2020).

Developing strategies to attract and retain educators and kindle of passion in them should not be underestimated, particularly in the private sector, where completion, performance expectations, and resource limitations may increase pressure demand. Educational organizations can foster environments promoting the well-being of teachers as they target the tension between internal motivation and job context.

2.3.4 The Impact of Emotional Intelligence and Job Satisfaction

Job satisfaction is significant because of its impact on overall work-related issues, particularly job design and performance. One goal of job design is to give opportunities for employees to achieve high levels of performance and work satisfaction. Because job happiness is linked to performance, it is critical to understand what job performance comprises, which is defined as the quality and quantity of activities completed by people or groups in the workplace. Performance, as is usually said, is a vital criterion for individuals at work, serving as one of the core factors of productivity that supports the achievement of the organization's goals. Indeed, numerous organizations have progressively adopted the value-added criterion to assess the usefulness or significance of any position and/or individual within that position, as well as their contribution in enhancing the organization's production of goods and services (Manceil, 1993).

Employees possessing high emotional intelligence exhibit greater engagement and job satisfaction compared to those with low emotional intelligence, according to recent research conducted at the University of Haifa. According to results of the research, a person who has high emotional intelligence is a good resource to their organization. The researcher think it takes just a tick of time before emotional intelligence is molded to be part of the employee recruitment, training and coaching aspects of employee employment, and also, even an essential requirement of assessment and promotions, opined the pioneer of the research, Dr. Galit Meisler. The article has won the Israel Political science association prize in excellent PhD dissertation.

The study was carried out by Prof. Eran Vigoda-Gadot and 809 companies, employers, and managers in four organizations: 2 in the public sector and 2 in the private one (Meisler & Vigoda-Gadot, 2010). The researchers were interested in the influence of emotional intelligence on the organizational policy characteristics, relations with supervisors, formal and informal behavior, feeling of justice, exhaustion, etc. The results indicated that the more the level of overall emotional intelligence in employees, the greater the sense of fairness in the company and job contentment, as well as organizational commitment to the company. However, on the contrary, the lower the level of emotional intelligence among the employees, the lower the undesired organizational behavior (burnout, resignation intentions, and neglect) (Meisler & Vigoda-Gadot, 2010).

2.4 Intention of Employee Turnover

Turnover intention is commonly defined as an employee's conscious and deliberate willingness to leave an organization within a specific period of time. It is widely regarded as the strongest attitudinal predictor of actual employee turnover and is therefore frequently used in organizational and human resource research when actual turnover data are unavailable (Hancock et al., 2013). Understanding the determinants of turnover intention is critical, as high turnover rates can negatively affect organizational performance, continuity, and the broader labor market.

Recent empirical research has increasingly applied advanced analytical approaches to better understand and predict turnover intention. For example, Rajpoot (2018) and Optuna (2019) examined employee turnover intention using large-scale survey data collected across several European countries. These studies compared the predictive performance of

both traditional statistical techniques and modern machine learning models to identify the most influential factors driving employees' intentions to leave their organizations.

Specifically, models such as logistic regression and Light Gradient Boosting Machine (LightGBM) were applied to classify employees according to their likelihood of turnover intention based on work-related variables, including job satisfaction, organizational support, fairness perceptions, and emotional and psychological factors. Logistic regression was used as an interpretable baseline model to estimate the probability of turnover intention, while LightGBM, a tree-based ensemble learning method, was employed to capture complex and non-linear relationships among predictors. The results demonstrated that LightGBM outperformed traditional models in predictive accuracy, highlighting its effectiveness in identifying key drivers of turnover intention (Optuna, 2019).

Although these machine learning approaches are primarily predictive in nature, their findings support theoretical models by empirically confirming the central role of psychological and attitudinal variables—such as job satisfaction and emotional factors—in shaping turnover intentions. In the context of the present study, these findings reinforce the importance of examining emotional intelligence and job satisfaction as critical antecedents of teachers' turnover intentions, even though the current research adopts a theory-driven, survey-based analytical approach rather than a machine learning framework.

When an employee departs a company, it's known as turnover. It can be classified as either involuntary, when the employer decides to terminate the employment relationship, or voluntary when the employee makes the decision. The terms "functional turnover" and

"dysfunctional turnover," which describe the departure of low- and high-performing individuals, respectively, are used to describe voluntary turnover. Because the departure of a high-performing employee can have a detrimental effect on the business and the labor market as a whole, this article concentrates on dysfunctional voluntary employee turnover, often known as employee turnover. Because it guarantees stability and progress, it is critical for firms to be able to keep their brilliant workers. Governments should also assess whether companies can accomplish this, since shifts in employee turnover may indicate a faltering economy. One the European Commission, for instance, covers it in its yearly joint report on employment in the EU. Employers and governments must comprehend the reasons behind employee turnover, particularly when preventing it is the aim (Rajpoot, 2018).

The strongest measure of actual employee turnover is thought to be intention to leave, which is the employee's expressed desire to leave the company within a specified time period. Even though the relationship between the two has been questioned, it is nevertheless frequently employed to research employee retention because, for example, privacy policies frequently make specific data on departures unavailable. Additionally, as one comes before the other, predicting projected turnover accurately enables politicians and employers to take action, preventing actual turnover (Hancock, 2013).

Using a collection of both contemporary and conventional machine learning (ML) models as well as a special worldwide survey gathered by Effector that includes data at the person level, the study predicts turnover intention in this study. The survey is made up of a number of questions (referred to as items) arranged according to themes that relate an employee's willingness to quit their job to their workplace. With an emphasis on these elements and themes, the study aims to train precise predictive models and extract the

most significant characteristics from the best models. In order to lower current staff turnover, this enables the prospective employer or policymaker to better predict expected attrition and pinpoint opportunities for organizational reform (Shanock, 2010).

The theory of organizational commitment as proposed by Allen and Mayer (1990), is an exclusive viewpoint that can assist us in the explanation of how and why employees establish a psychological attachment with their organizations. In this model, Allen and Mayer identify three key elements of commitment to the organizations, including affective (based on the personal attachment and loyalty) and continuance (reflexes the willingness to remain because of the benefits and costs of doing so) commitment and normative commitment (due to the sense of duty and responsibility to the organization). These various dimensions give us a rich understanding of why people need each other, as well as the organizations they serve and in what ways these psychological relationships are motivated and solidified.

Affective commitment refers to strong bond between a worker and his employer whereby feeling of belongingness to the organization mixes with the team work spirit. The employees, who have such a strong commitment, do not do it only because of a sense of duty, but because the ethos and values of their organization fit that of the employees very well. The Continuance commitment is the fear of quitting a job as well since these employees feel the severe effects of such a move, either they lose some valued facilities or lose a step in the career ladder. As a result, such people will be more dedicated to the organization not only due to the necessity, but the departure might imply personal and professional losses on their part. Normative commitment is the feeling of obligation to remain with the workplace despite one not being concerned with gains. The reason behind this is, the organization would invest on training its employees, and this will establish a

social or moral attachment and the employee would feel that they are not allowed to leave. In their opinion, they are to remain and contribute to the environment in which they will receive growth opportunities (Liacqu & Schumacher, 1995).

Four black-box classifiers (random forests, XGBoost, Light GBM, and TabNet) and three interpretable classifiers (k-nearest neighbor, decision tree, and logistic regression) are trained in the study. To test the robustness of our model, the article analyzes the significant peculiarities of our two best running models (light GBM and logistic regression) in relation to different training data layers. In order to achieve this, the study uses a special process of classifying features which sum up the model significance of every single feature in a number of layers. Finally, the research applies a new causal methodology of structural causal models and the connection to partial dependency graphs that extended correlation-based value-added methods of importance. It therefore provides an easy visual representation of analysis of our findings (Pischke, 2008).

This work makes two novel contributions. First, from the standpoint of data science, the study tests state-of-the-art machine learning techniques on a real-world, comprehensive survey dataset covering all of Europe; the study identifies a new high-performance model (Light GBM) for predicting traffic intent; and the study closely examines the significance of predictive features that have causal implications for policy.

The significance of job satisfaction arises from its Impact on work-related issues overall, and specifically with job design and performance matters. One objective of job design is to provide chances for individuals to reach elevated levels of performance as well as job satisfaction. Since job satisfaction is associated with performance, it is essential to understand what job performance entails, defined as the quality and quantity of tasks

executed by individuals or teams in the workplace. Performance, as is frequently stated, represents a critical standard for individuals at work, being one of the foundational elements of productivity that aids in fulfilling the organization's objectives. Indeed, numerous organizations have progressively adopted the value-added criterion to assess the usefulness or significance of any position and/or individual within that position, as well as their contribution in enhancing the organization's production of goods and services (Manceil, 1993).

A University of Haifa study found that those with low emotional intelligence rarely engaged in work; those with higher emotional intelligence were all involved in work. “The results of the research suggest that people who possess high emotional intelligence can be precious to the organization. The researcher think it will only be a matter of time before emotional intelligence will be included when bringing workers on board, when training them and providing them with coaching, and will be a basic criterion for ‘appraisal and promotion,’” said Dr. Galit Meisler, one of the researchers. This study received the prize for outstanding doctoral thesis from the Israel Political Science Association (Meisler, 2010).

A study conducted by Dr. Meisler with the supervision of Prof. Eran Vigoda-Gadot included 809 employees and managers from four organizations: two public and two private organizations. In this research, the influence of EI on organizational policy attributes, supervisor interaction (superior and immediate level), formal induction, informal orientation, sense of justice, burnout, among others, was studied. It has been found that the higher the EI of the employees, the fairer they perceive the organization, the more satisfied they are with their job, and the more committed they are to the organization. On the other hand, negative organizational behaviours, such as burnout,

intention to quit, and neglect reduced as the employees' levels of emotional intelligence increased (Meisler & Vigoda-Gadot, 2014).

2.5 The Relationship between Job Satisfaction and Intentions to Leave Work

The factor of turnover is one of the most problematic adverse administrative aspects and signs, which threaten the success of the organization, especially in case this tendency continues. Numerous researchers have paid much attention to this issue; Shaw et al. (1998) assessed more than 1500 studies devoted to this topic.

The cost of employee turnover is also a significant loss of human and intellectual capital especially in the case of people who are innovative and have skills, knowledge, and intellectual capacity. Following the most modern aspects of management theories in the context of human resource management, people are considered to be intellectual capital of the organization (Human Capital) as important as the physical and technological capital. One major strategic goals of organization as competitive advantage (Competitive Advantage) cannot be considered as unique or genuine unless it is an outcome human creativity because human intelligence and creativity cannot be simulated or cloned in the same manner the artificial intelligence is (Liacqu & Schumacher, 1995).

The intention to quit is the concept that is tightly connected to the concept of job turnover and the termination of the work that is one of the precursors of the real departure. The move to quit is a step of reflecting and strategizing out a way out of the organization which is manifested when the employee eventually quits. In this context, intention will be reflecting a powerful yet unfamiliar wish of the employees to leave the organization at some instance. This time could be dependent on the completion of a contract or a legal

employment period by the employee, the appearance of any other occupational opportunities, or other personal reasons that the employee is concerned with (Abiodullah et al., 2019).

Job satisfaction is one of the most important factors in reducing employee turnover, as it plays a central role in shaping employees' willingness to remain in or leave their jobs. High levels of job satisfaction contribute to a positive working environment, stronger organizational commitment, and increased employee motivation, which in turn enhance loyalty and reduce turnover rates and the associated costs of recruitment and training (Spector, 1997; Kara, 2020). Empirical evidence suggests that the relationship between job satisfaction and turnover is complex and influenced by multiple dimensions of satisfaction, including remuneration, work–life balance, managerial practices, and opportunities for career advancement, all of which significantly affect employees' decisions to stay or leave their organizations (Herzberg, 1968; Armstrong, 2006; Qader, 2021).

Moreover, job satisfaction is widely recognized as an important indicator of performance effectiveness, as satisfied employees tend to demonstrate higher productivity, commitment, and discretionary effort (George & Jones, 2008). Conversely, workplace dissatisfaction is associated with negative organizational outcomes such as absenteeism, increased workplace accidents, lateness, and higher intentions to quit (Arnett, 2005; Harb et al., 2023). Consistent findings across organizational and educational contexts confirm that higher job satisfaction is strongly associated with lower turnover intentions and greater employee ambition and engagement within their organizations (Spector, 1997; Kara, 2020).

Job satisfaction and productivity have a high positive correlation. Better job satisfaction leads to improved performance as, job satisfaction is directly related to performance. The more the amount of satisfaction, the more the performance rates. Past definitions suggest that increased employee satisfaction normally increases the productivity, reduces absenteeism, as well as enhances the employee morale. Job satisfaction makes the employee have improved mental and physical wellbeing. They are also able to adopt new duties easily. In addition to that, the number of accidents and complaints decreases, which contributes to the establishment of the culture of social unity in which they support and cooperate with colleagues. Conversely, dissatisfaction and bitterness are reflected in general conduct, and symptoms are a deficiency of cooperation that may force the extra effort, refusing to work on additional tasks, lateness or leaving work early, disturbances without justifiable reasons, and negligence as it does not follow instructions and commands (Harb et al., 2023).

2.6 The Indirect Relationship between Emotional Intelligence and Intentions to Leave Work through Job Satisfaction

Herzberg greatly influenced by job satisfaction theory provides the basic perspective on how the different factors could contribute to employee happiness. Herzberg (1959) recommended two different categories of factors that determine job satisfaction: motivators and hygiene factors. Recognition, achievement and personal development are the motivators that can contribute to the satisfaction with the job as they address the higher needs. The hygiene factors which enable the inhibition of dissatisfaction but not necessarily causing satisfaction are working environment, remuneration, and job security (Hair et al., 2009).

Emotional intelligence relates to the workplace experience in complex and challenging aspects. High level of emotional intelligence has high resilient to job-related stress, which creates a high force, resulting in increased perception of the workplace environment and job satisfaction in employees. Such individuals have a greater potential of developing positive associations with peers and supervisors, which helps them to develop feelings of recognition and success. Besides, EI can help them solve personal conflicts and adapt to the rapid changes in the workplace. Hence, they maintain a positive attitude to the situation, even in its difficult conditions. The better they can handle and relieve stress, the more chances they will have to experience a satisfying and fulfilling working period. This is where the power of Herzberg theories would come in as the need to satisfy more in-depth psychological needs is important. Employing emotional intelligence in organizations to reduce turnover can be achieved when they invest in the satisfaction of employees. Job satisfied employees are more likely to stay in their jobs as compared to those who are not satisfied and are automatically likely to move towards those jobs that provide a pleasant and welcoming working environment. Therefore, the use of emotional intelligence in organizational strategies is not only optional because it is a very powerful tool that enhances the satisfaction of employees and reduces employee turnover and in the long-term benefits the entire organization (Hair et al., 2011).

Emotional intelligence and employee turnover has been the main concern of researchers because it has been revealed that emotional intelligence is significant in the prediction of job satisfaction among employees. Recent research on the effects of emotional intelligence on job satisfaction and turnover intentions of teachers and school staff found out that EI has a strong effect in job satisfaction and desire to leave. Emotional intelligence was also associated with work satisfaction and organizational loyalty in a

significant positive relationship. The results showed gender differences in emotional intelligence, whereby women have higher dimensions than men. Nevertheless, the researchers did not identify any gender or age differences in the degrees of work satisfaction and organizational commitment. Similarly, there was a positive correlation between work satisfaction and emotional intelligence among employees in Sama organization in Iran. Nevertheless, there were no meaningful gender differences in work attitudes among the respondents and statistics indicate that generally, female teachers in the lower and middle-income nations achieve higher rates of job satisfaction than the male teachers.

The emotional intelligence is a critical skill of managers and employees at the work place and helps them understand themselves and others emotionally to create a peaceful and conducive working environment. It helps to analyze nonverbal communication, individual feelings, and the decision-making process. Also, it enhances teamwork, and by providing the emotionally intelligent people with such an ability, they are able to work as a team, be ready to adopt new problem-solving methods, and strive to achieve the best possible results.

Emotional intelligence also promotes more flexible operations since employees who are armed with emotional intelligence are able to offer suggestions and ideas in cases where the traditional approaches fail to bring forth the desired outcomes. It has a critical role in the building of good relationships with the customers and in executing their queries hence achieving the best quality customer experience. Emotional intelligence contributes to the good working environment because employees can talk positively and healthily hence leading to increased morale and productivity. High emotional intelligence helps the

managers to enhance the retention of employees since it creates a healthy work-life balance and a conflict-free environment (Harris et al., 2009).

Emotional intelligence also reduces stress at work because such individuals are able to control their emotions and feelings, which positively impacts on their ability to discharge their responsibilities without hindrance. Emotional intelligence helps to improve communication because such employees can react to the challenges appropriately and express their moods positively. In conclusion, emotional intelligence plays a critical role in making the work place a peaceful and productive space (Harris et al., 2009).

2.7 Education in the Palestinian Territories

A historical perspective on education in the Palestinian territory.

The Ottoman Empire, the British Mandate, Egypt, and Jordan were the first to occupy the Palestinian people. The Palestinian State was established in 1967 and remained in power until 1993. The establishment of the Palestinian National Authority did not occur until 1993.

2.7.1 Ottoman Government

Palestine was a part of the Ottoman Empire from 1516 until 1917, during which time local governors were appointed by Istanbul. In 1799, Napoleon I of France captured the Palestinian regions of Jaffa, Haifa, and Caesarea after waging a short war against the Ottoman Empire, which was then aligned with Britain. Muhammad Ali's expansionist Egypt once more overran and seized the lands of Bilad ash-Sham in 1832, including Syria,

Jordan, Lebanon, and Palestine. The Egyptian army retreated to its own nation in 1841. Additionally, the British army assisted the Ottomans in regaining control of Palestine (Vroom, 1964).

The goal of Zionism, the Jewish national movement, was to create a Jewish state in Palestine. It started in Europe in the 19th century. Zionist immigration started in the late 19th century. Before the Ottomans broke with the German Empire and the Central Powers during World War I, they ruled over the eastern Mediterranean. Following the fall of the Ottoman Empire during World War I, the British Empire drove the Ottomans out of the majority of the area. At the time, it was known as the "sick empire" (England & Lofquist, 1967).

2.7.2 Private Schools in Palestine

While some nations focus on public schools and increase their control over them as a means of gaining more power, eradicating class discrimination, and realizing the educational democracy principle, other nations are allowing more entities, organizations, and individuals to open private schools and oversee them. In the case of Palestine, the study discovered that the private education industry has expanded and grown significantly in recent years, particularly in the central West Bank, and more especially in the cities of Ramallah and Al-Bireh. To answer several questions, including the prevalence of private schools in the West Bank, this study will discuss the realities of private schools in Palestine this study. What motivates parents to send their kids to these educational institutions? What sets private schools apart from public ones? Are these schools

primarily focused on teaching and development, or are they primarily focused on profit and utility? Lastly, what are the processes that would create these kinds of schools?

2.7.3 Reality and Trends

Since private schools are those that are run, overseen, and financed by private organizations, nonprofits, or private citizens, the study must first discuss the nature and actuality of these schools on the West Bank. These educational institutions are dedicated to putting the policies, regulations, guidelines, and curricula set forth by the Ministry of Education into practice. These schools are dispersed around Ramallah and Al-Bireh, which are in the center of the West Bank. These private schools often differ from UNRWA schools for Palestinian refugees and public sector schools in that they rely on annual fees from their students and are not a part of a centralized education system. They differ from one another in that some are founded only on a material basis for profit, while others are founded on religious or Sectarian associations that serve as educational institutions for the affluent parts of Palestinian society, as well as the elite, or the sons and daughters of the middle class. Scholar Ghanem Ghanem notes in his research on Private education in Palestine: The West Bank and Gaza Strip have 347 private schools, including 14,534 male and female students in the Gaza Strip and 76,619 in the West Bank. This represents roughly 6.2% of Palestine's total educational population. He notes that even though private schools have hefty annual tuition, some charge up to 4,000\$ per year, there is still a huge demand for them. According to Ghanem, the reason why parents choose to send their kids to private schools and pay outrageous fees at different rates regardless of their intellectual preferences, socioeconomic status, or places of residence is because private schools strive to give their kids the best education possible, help them grow as individuals,

and accustom them to discipline, provide their kids the tools they need for a better future, prepare them for school, and have the positive reputation that private schools have. He notes that the Palestinian Ministry of Education and Higher Education has made it a policy to promote private education by supporting the establishment of new, highly qualified private schools (Greenberg & Baron, 1993).

Improving peace and inclusion in conflict areas through high-quality education as a tactic to undermine education, Israel has pushed hard on collectivism and strengthened the traditional way of life during its 27-year rule over Palestinian education and other areas. In the past, the Palestinian people have been frozen.

The majority of Palestinians have no choice but to enter the Israeli market due to their desperation at a system that has failed under the rule of an occupying authority that has no interest in their advancement. This has caused young people to abandon their education to find employment in Israel. They married early because they had a source of money, which has also contributed significantly to the development of traditional ideas and values (Herzberg, 1996).

An important influence on this rigid and undeveloped educational system was the first Intifada (1987–1993). Israel denied pupils the chance to develop the habits and abilities needed for learning by closing the majority of its colleges, universities, and other educational facilities, often for longer than six months throughout the school year. The reason this tactic was risky was that "hunger is perhaps a more sophisticated punishment than a food embargo.

This strategy, which was in place for 27 years (1967–1994), caused many Palestinians to lose their literacy, leaving an uninformed population unable to solve its own issues. Israel has kept Palestinians in primary school with little education, failing to emphasize the fundamentals.

For instance, the Israelis are unwilling to alter the curriculum in schools. Thus, Israeli occupation measures have had a significant impact on the Palestinian educational system. Additionally, adolescents arrive at school in such a concerning psychological state that they learn virtually nothing when they are permitted to attend lessons (Spector, 1997).

Many Intifada generation members struggled with writing precisely and effectively, reasoning, applying simple mathematical concepts, and speaking eloquently and fluently.

2.8 Previous Studies

2.8.1 Friedlander and Margolis (1969) Study

Job satisfaction was found to be influenced by management and friendly relations with employees in a study (Friedlander & Margolis, 1969). On the other hand, this finding contradicts Herzberg's (1966) assertion that job happiness is not influenced by supervision.

2.8.2 Arnold and Feldman (1996) Study

As part of working conditions, Arnold and Feldman (1996) emphasized elements such as temperature, lighting, ventilation, noise, sanitary practices, working hours, and resources. Employees prefer work environments that lead to increased physical and work comfort.

Among other things, the absence of such work conditions may negatively affect the employee's physical and emotional health. Working conditions include things such as temperature, lighting, ventilation, noise level, cleanliness, working hours, and resources, as Arnold and Feldman (1996) explained. Given the mental and physical demands of their jobs, employees may assume that unfavorable working conditions will only lead to substandard performance.

2.8.3 Ajzen and Fishbein (1980) Study

Ajzen and Fishbein (1980) conducted research on the intentions of employees in the software sector to leave their jobs. It was determined that employee pay and benefits are correlated with the type of work or employment, and that employee turnover has an impact on the company due to the high cost of turnover. Numerous studies have provided empirical evidence that proactive HR strategies and human resource investments lower an organization's turnover rate.

2.8.4 Abu Dahou (1997) Study

According to Abu Dahou (1997) in *Education in Palestine: A strategic review*, assessing the level of education in Palestine has been one of the most challenging problems, with limited objective evidence to support educational achievement measures. Unfortunately, there are no studies or objective evidence to support the implementation of this measure. Efforts were made to bridge the gap in this area in 1990; however, when the Tamer Educational Institute (1991) assessed the ability levels of 3000 females in primary schools in the central West Bank, the results showed that primary school students faced great

difficulty in learning the basics of arithmetic and Arabic. Specific findings included: (a) only 24% of fourth graders could measure a five-centimeter line correctly, (b) 73% of fourth graders failed to add $14/12/1$, (c) only two-thirds could generate test sentences, which lacked proper vocabulary, ideas, and grammar, and (d) sixth graders could complete readings with no more than 30% accuracy. The study concluded that the state of education was worse than most people realized.

2.8.5 Spector (1997) Study

According to Spector (1997), job satisfaction encompasses employees' feelings about their work and various aspects of their roles, and it is closely linked with other organizational outcomes such as motivation, performance, leadership, and general attitudes toward work. Both practitioners within organizations and academics investigating this area are highly engaged with the subject of job contentment. Numerous organizational aspects, such as motivation, performance, leadership, and attitudes, are tightly intertwined with job satisfaction. Researchers have aimed to differentiate among the various factors of job satisfaction, evaluate the significance of each factor, and explore the effects of these factors on employee productivity.

2.8.6 Nikolai (2007) Study

One of the most important studies that addressed the topic of encouraging education is the study Nikolai (2007). Teachers' use of teaching methods that focus on critical thinking abilities was minimal. According to research by the Palestinian Ministry of Education and Higher Education (2008) on classroom teaching tactics, 12% of teachers employed

teaching practices that required higher-order thinking abilities and active student engagement in the learning process. As a result, teacher-centred learning is prevalent in Palestinian classrooms.

Even though this result is consistent with prior findings in the Middle East and North Africa, the volume and complexity of the curriculum, together with the pressure on teachers to cover it all in a school year, have been identified as one of the barriers to attaining high-quality education (Galal, 2008). These factors are the causes of these trends in Palestinian schools. The program's extensive material and instructors' propensity to teach to the curriculum rather than learning outcomes result in the employment of antiquated rote learning approaches in the classroom, despite the fact that it encourages active learning and child-centered pedagogy.

2.8.7 Nasr (2008) Study

Nasr (2008) found strategies that would increase the participation of the private sector in the education sector. This study aimed to investigate and examine the basic obstacles to the growth of the private sector in private basic education, which includes grades one through ten. In the majority of emerging nations as well as all established ones, basic education is required. Furthermore, it is believed that every government has a duty to educate its citizens since education is regarded as a fundamental human right.

The purpose of the educational system's marginalization under the Israeli occupation of Palestinian land was to render Palestinian society incapable of functioning. This included inadequate funding for both new and current educational institutions. As a result, there was a severe shortage in educational institutions overall and in basic education institutions

specifically. The private sector made an effort to bridge the gap in these conditions. Private for-profit and non-profit (civil society) institutions are the two categories of private educational establishments that can be distinguished.

The majority of private educational establishments that arose during the occupation period offer high-quality instruction and support the development of human resources. Numerous private citizens and civic society organizations, as the number of students in need of education increased, established private schools. However, in terms of their facilities and teaching ability, these new schools did not reach the same level of quality as those that were created before the Israeli rule. Before the Palestinian Authority was established, the private for-profit sector did not play a significant role in the provision of education. Furthermore, compared to many neighboring Arab nations, particularly Jordan and Lebanon, this sector remains poor. When compared to the governmental sector or the United Nations Relief and Works Agency (UNRWA), the private for-profit sector's stake is still small today.

2.8.8 Shinn (2012) Study

The educational framework appeared in the study Shinn (2012), which indicated that to strengthen the Palestinian education structure, strategic initiatives should be formulated according to the needs of the system and not according to the demands of international aid organizations. Certain education reform programs that are supported by donors like the USAID, UNESCO, and World Bank have requirements and outline the specific areas where they hope to enhance the educational system.

Regretfully, they frequently employ foreign teachers who lack the requisite understanding of Palestinian culture and education. Additionally, they disregard seasoned local Palestinian teachers who are well-versed in the system and know of important areas where the Palestinian educational system needs to be improved. Many of the actions taken by some international organizations can backfire, which further complicates the situation. Focusing is more efficient on a few focused projects that deal with important problems in the Palestinian educational system. It has been stated that a holistic vision of teacher education reform has been thwarted by the combined international influence and involvement of UNESCO, the World Bank, and USAID. By offering efforts through ad hoc donor-funded programs and a hazy vision of institutional reforms, the Ministry has promoted this approach.

2.8.9 Shabib and Raja (2021) Study

Shabib and Raja (2021) aimed to determine the obstacles to Palestine's inclusive education policy. The researchers conducted structured interviews with a sample of 10 inclusive education specialists in order to accomplish the study's goals using a qualitative analytical technique.

One of the study's most significant findings was that, when it came to developing the inclusive education policy as a concept at the federal level, the participants in the expert interview showed a high level of agreement in their responses and reached a consensus on a set of metrics that are part of the 2008-approved teacher training strategy that guides programs for preparing teachers toward inclusive education. The participants confirmed that education at this point was beneficial because the students were close to their parents

and their surroundings, and they demonstrated harmony with the mechanisms handled by the Ministry of Education and approved to meet the needs and requirements of people with special needs in light of the COVID-19 pandemic.

This made parents involved in the educational process and benefited them psychologically. Raising awareness in schools and society to advance the idea of inclusive education nationally, continuously training and certifying teachers to deal with individuals with special needs in accordance with global standards and indicators, and creating an environment in schools that is engaging, appealing, safe, and appropriate for individuals with special needs are some of the study's most notable recommendations.

2.8.10 Totah (2023) Study

A study by Totah (2023) aimed to determine the actual number of educational references in the Jerusalem, Palestine, education system. A random sample of experts, scholars, and people with an interest in the issues surrounding the education sector in Jerusalem was chosen by the researcher using the descriptive approach in order to accomplish the study's goal. The study tool utilized by the researcher was an individual interview consisting of a series of questions whose psychometric qualities were confirmed.

The research concluded the following: The lack of a unified educational policy and vision, a clear plan to address the issue of the multiplicity of references, and a general lack of planning in the city of Jerusalem led to the conclusion that the multiplicity of educational references in the city is one of the most significant issues facing the education sector there. According to the findings, the abundance of educational resources has a detrimental impact on Jerusalem's educational system, resulting in differences in the values of

teachers and pupils as well as a lack of accurate data about Jerusalem's educational system. In light of this complex reality, the results also concluded that the Palestinian National Authority should take on its true role in Jerusalem and bring all the references under its purview, that parents, institutions, and popular bodies can play a significant role in reducing the issue of multiple educational references, and that the role of the school principal is to assist teachers in advancing the educational process, pay attention to the quality of education, and ensure the values and principles of both teachers and students.

2.8.11 Critique of Previous Studies

In the midst of the latest studies, several health points were discovered that are essential for the success of any work environment. Let's take the first study as an example: the focus was on how to motivate employees to perform their tasks efficiently. While in the second, it seemed that some rights were not fully granted to employees, which made them unwilling to leave work, let alone not seeking to please their colleagues.

Now the study moves to the study of Palestinian students, where active learning is evident in its various types, making it ready to meet their needs and seek to achieve high-quality educational programs. When looking at recent research, the study finds a noticeable focus on the positive aspects of studying in private schools, unlike older studies that were only focused on the details of the material aspect.

Current research raises the value of employee satisfaction and the psychological aspect, so that it tends to meet their needs, which can eliminate their desire to search for other job opportunities. As for the studies that preceded it, they focused on how to get work done and the exhausting methods that burden the employee.

2.8.12 Theoretical and Contextual Backgrounds in Previous Research

In addition to the methodological advances, a number of studies contributed to the theoretical and contextual understanding of job satisfaction and turnover intention. The research by Vidal et al. (2021) on the predictors of job outcomes among repatriates underlined the role played by organizational support, perceived justice, well-being and satisfaction as predictors of retention. Such factors are closely related to the economic and socio-psychological ones considered in my study, such as the importance of emotional intelligence for increasing interest in work and decreasing avoidance behavior in work. They supported the retention of variables such as organizational commitment and perceived fairness in my model. In addition, Ribeiro et al. (2016) revealed the growing need of explainable AI in HR analytics. Their discussion on model transparency and trust inspired me in selecting methods that the researcher applied whenever the researcher balance predictive power and interpretability, especially regarding areas that are so subjective as in the case of the private schools, human judgment is of utmost importance. Lastly, the next section benefited from the methodology description of Branco et al. (2016), focusing on modelling imbalanced domains to address the skewness of turnover intention. These researchers demonstrated how imbalance can lead to inaccurate models and emphasized the importance of using metrics and models that are sensitive to minority class predictions, a principle that the researcher adhered to during the creation and evaluation of models.

2.9 Research Gap

A review of the existing literature on emotional intelligence, job satisfaction, and employee turnover reveals several important gaps that remain insufficiently addressed, particularly within the context of private education. Although a wide range of theoretical frameworks; such as Herzberg's Two-Factor Theory and the Job Characteristics Model have been used to explain job satisfaction, and validated instruments such as the Minnesota Satisfaction Questionnaire (MSQ) and the Job Satisfaction Survey (JSS) are widely applied, there is still no universally accepted model that comprehensively captures job satisfaction by integrating individual emotional factors with organizational and contextual influences across different educational settings (Newstrom, 2017).

Much of the existing research conceptualizes job satisfaction as a static construct, measured at a single point in time through either unidimensional or fragmented variables, with limited consideration of the dynamic and emotionally demanding nature of teaching work. In particular, limited empirical attention has been given to how emotional intelligence interacts with classroom and school-level contexts to influence job satisfaction and retention among teachers in private educational institutions, which operate under different managerial, performance-related, and emotional pressures compared to public schools (Qader, 2021).

Furthermore, the predominance of cross-sectional research designs in this field provides only a snapshot of employees' attitudes and fails to capture changes in job satisfaction over time in response to leadership practices, organizational policies, or emotional climate. While longitudinal studies are indeed necessary to examine these temporal changes more comprehensively, the present study responds to this gap by adopting an integrative, theory-driven model that examines the combined effects of emotional

intelligence and job satisfaction on teachers' turnover intentions within the private education sector. By focusing on this under-researched context and incorporating emotional intelligence as a key psychological variable, the study contributes to the literature by offering context-specific empirical evidence and a conceptual foundation for future longitudinal investigations.

In addition, contextual heterogeneity such as differences in organizational culture, demography and socio-economic context holds a significant impact on job satisfaction, but is not adequately accounted for in existing models (Hill Irwin, 2023). "Unpacking local dynamics to better understand how the environment truly operates is a necessity, since a general solution perspective may not offer adequate practical implications for institutions such as private schools in Palestine that are facing particular political, cultural, and operational challenges. With these restrictions in mind, the current study attempts to advance our understanding by using a more comprehensive framework that focuses on the relationships among EI, job satisfaction, and turnover intentions, in particular among private school teachers. In this way, it provides a conceptually-informed and socio-ecologically valid account of internal emotional competences and external organizational conditions as factors that interact to form teacher retention and well-being.

2.10 Consideration of the Contribution of Prior Research to the Present Study

The literature reviewed has defined the theoretical and methodological framework for this work. Works like Fallucchi et al. (2020) and Delgado et al. (2020) made significant contributions to the potential application of complex machine learning models (i.e., using LightGBM, XGBoost, and Random Forest) to forecast employee behaviors, including

attrition and turnover intention. These works showed the technical advantages of these models on practical datasets and also the necessity to measure performance using suitable metrics (as, the AUC-PR) on unbalanced datasets. This simply prompted the choice to harness precision-recall evaluation in my study, instead of using more crude but less informative measures such as AUC-ROC. Additionally, the methodological approaches used in these studies inspired how my cross-validation and hyperparameter tuning procedure was formulated, so my statistics were robust and models generalizable.

Additionally, Akiba et al. (2019) presented the Optuna optimization framework that largely expedites hyperparameter tuning for the different classifiers in the current study. They showed the benefits of automatic optimization to optimize models and, at the same time, to reduce computational workload, the latter being particularly important in the context of the high dimensionality and complexity of workforce data dependent on survey results. Similarly, Borisov et al. (2022) presented an extensive survey on the capability of deep learning models, including TabNet, on tabular data and highlighted the trade-off between model interpretability and predictive performance. This had the impact of giving a push for me to model black-box as well as white-box, and it has stimulated the interest in comparisons, not in terms of the performance of models, but in the sense of the practical implementation, such as: how transparent is a model, how does it support decision making in the context of HR, etc.

Chapter Three: Methodology and Data Collection

3.1 Introduction

This chapter discusses the research method used to explore the influence of Emotional Intelligence (EI) on Employee Turnover Intentions (ETI), focusing on the role of Job Satisfaction (JS) as a mediator targeting the teachers working in private schools in Palestine.

The study adopted a quantitative research approach because it utilized structured research survey, statistical software to support the hypotheses of the study. In this chapter, the researcher has given an elaborate description of the research design, data collection, sample selection, and data analysis techniques that were used in addressing the research questions.

Ethical implications that are related to the research process, the study limitations, and the attempt on affecting biases and guaranteeing the precision of the study were also highlighted in this chapter.

3.2 Methodology

To detect the effect of EI on ETI, the mediation role of JS among the teachers in the Palestinian private schools was used in the present study, which applied a quantitative methodology. This design was chosen because it provided a simple method of descriptive measurement and statistical test on the relationship among these variables. Structured surveys were used to amass data willingly providing consistency in the responses and the possibility to use statistical procedures in testing the hypotheses put forward.

The survey also had measures that were validated in testing the three major constructs, namely EI, ETI, and the mediating variable of JS. To analyze the data and to determine the direct as well as the indirect connections between the variables, descriptive and inferential statistics, together with the SMARTPLS4 program, were used. Besides, SEM was also applied as an effective analytical tool to examine complex relationships to support the study examines the mediating role of job satisfaction on the relationship between EI and turnover intentions. The mediating influence of job satisfaction on the impact of EI on turnover intentions.

3.3 Data Analysis Approach

They were analyzed descriptively, and the research hypotheses were evaluated through the multiple regression analysis of SMARTPLS4. The findings were explained based on the levels of significance (p-values) and effect sizes. This quantitative approach made it possible to investigate the data statistically soundly and create a solid framework for analyzing the reasons which caused teachers working in the private schools to think about the turnover in their work.

3.4 Population of the Study

According to the statistics provided by the Palestinian Central Bureau of Statistics (PCBS), in the Ramallah and Al-Bireh governorate alone, around 1,938 teachers were present in those schools in the academic year 2024/2025, which were in the private sector. This was the sum of full-time teaching staff in the different subjects such as English language, sciences, and arts among others. A pool of teachers in these private schools was

created and invitations were mailed to teachers meeting the criteria of having a minimum year of experience of six months as full time teachers.

3.5 Sample of the Study

The calculation of the sample size was stipulated through the employment of the Robert Masson formula, whereby the level of confidence (95%), and the margin of error (5%), were considered.

The formula used:

$$n = \frac{N}{\left[\left(S^2 \times (N - 1) \right) \div pq \right] + 1}$$

The total number of the study population was 1,938 teachers. Robert Masson's formula was used to determine the sample size by dividing the confidence level of 95 by the margin of error 5%. The calculation used the following parameters:

- **N** = Population size (1,938)
- **S** = Standardized score divided by the margin of error [1.96 ÷ 0.05 = 39.2]
- **p** = Proportion of the characteristic present (0.50)
- **q** = Proportion of the characteristic absent (0.50)

By applying the formula, the calculated sample size was approximately 321 respondents.

This sample was considered sufficient to ensure the representativeness of the population and the reliability of the statistical analysis.

3.6 The Tool of the Study

As the primary tool of data collection, a structured survey questionnaire was adopted in the given study. It has been made based on previous scales and measures used in past studies in terms of Emotional Intelligence (EI), Job Satisfaction (JS), and Employee Turnover Intentions (ETI). The survey was designed to evaluate the principal constructs that have been formulated in the paper and was modified according to the existing scales, such as, the Schutte Emotional Intelligence Scale (SEIS) scale (Mobley, 1977), Turnover Intentions Scale (Mobley, 1977) and the Job Satisfaction Survey (JSS). These scales were tested in earlier researches. The questions were detailed in the questionnaire on a Likert scale to facilitate quantitative analysis.

The questionnaire had four major sections which were made to quantify the variables of the study.

- The demographic part gathered all the demographic data on the respondents such as gender, age, education level, job level, and work experience. This information was helpful to obtain a whole picture of the fundamental features of the study sample.
- The second part was devoted to the evaluation of emotional intelligence with the help of fifteen questions that were aimed to take into consideration some of the main dimensions such as how the management supports their employees emotionally, how the employees realize their emotions, empathy, ability to resolve conflicts and how the principles of emotional well-being were integrated in the workplace policies and procedures. This section was used to gauge the intensity of emotional intelligence and its possible influence on the behaviors and organizational operational indicators.

- The third section measured Job Satisfaction in terms of sixteen items which investigated the work environment, recognition, professional growth, work-life balance, and the value of the teachers' roles.
- The fourth section involved Turnover Intentions which were measured using eight statements that considered the thoughts of the teachers towards leaving their current job, get other opportunities and also their commitment to stay longer.

The second, third, and fourth sections of the questionnaires involved a five-point Likert scale in order to determine the opinion of the employees, with the scale ranging between strongly agree to strongly disagree. They were required to specify the level of their concurrence or discord with each statement on the scale with the points being coded in the following manner: 5 = strongly agree, 1 = strongly disagree. This scale enabled the respondents to state their stand about all the items in a definite and adjustable form (Sissenette, 2012).

There were 321 valid questionnaires collected to be analyzed. The data were processed thoroughly to measure the different dimensions and get the answer of participants that would be the agreement with the items, as per the developed scale:

- Strongly disagree (standard deviation)
- Disagree (variance)
- Neutral (variance)
- Agree (variance)
- Strongly agree (variance)

To assess response levels, the study relied on a scale that divided the range into equal intervals, with the length of each interval calculated as follows:

length=range/number of intervals, $(5-1)/3=1.33$. This scale expresses results:

Table (3.1): The Levels of Responses

Interval	Level
Between 1 and less than 2.33	Low
Between 2.33 and less than 3.66	Medium
3.66-5	High

3.7 Pilot Test

Pilot test was done so that the un-completion of the survey instrument could be checked to determine its clarity, reliability, and validity. The pilot study entailed the provision of 30 questionnaires to a selected few teachers within and out of the target population. This was done to determine any uncertainties, mismatch, or problem of interpretation of the items in the surveys.

The responses, gained in the pilot group were properly analyzed and some small amendments taken on the wordings, clarity and structure of the questionnaire as a whole. Confusion and redundancy were changed or eliminated and new items introduced in areas where it was essential to better infer the construct of Emotional Intelligence (EI), Job Satisfaction (JS) and Employee Turnover Intentions (ETI).

After the pilot test, internal reliability of the questionnaire was determined using Cronbach alpha which showed that all the constructs are highly consistent. Besides, the survey was reviewed by external reviewer who has expertise in education and organizational behavior, which allowed the study to determine that the questionnaire is sufficiently measuring what it is meant to.

The pilot test allowed making sure that the final survey tool was clear enough to be understood by the respondents and able to generate reliable and valid data and, thus,

improve the overall quality of the primary data collection process of the study (Saunders et al., 2023; Klimenko, 2023).

3.8 Internal Validity and Reliability Statistics

Four professors who had a background in education and organizational behaviour reviewed the survey instrument concerning its reliability and validity of content. They evaluated the consistency, stability, and clarity of the measures employed in the survey and made suggestions on the questionnaire form. The items were revised based on their feedback and made the items clearer and more effective in covering the study variables more effectively to ensure that the dimensions of Emotional Intelligence (EI), Job Satisfaction (JS), and Employee Turnover Intentions (ETI) were reflected correctly. Useless items were eliminated, and new items were included to be able to identify the specifics of the concepts and enhance the accuracy of the measurement of variables.

An exploratory data analysis was used to check on the internal validity and reliability of the questionnaire. This discussion showed that the survey measure was yielding consistent, reliable, and valid information, which can be used in the full-scale study (Saunders et al., 2023; Klimenko, 2023).

3.9 Factor Analysis

Factor analysis, which is used to minimize the number of components and reduce the number of related variables to a more controllable number, has two approaches: exploratory and confirmatory. Exploratory factor analysis aims to explore the interrelationships among a set of variables. Kaiser-Meyer-Olkin (KMO) is used to check

the sampling adequacy, depending on the correlation between all variables, which should be between 0 and 1 (Pallant, 2020).

Field (2005) set that KMO values 0.5-0.7 are moderate, 0.7-0.8 are good, 0.8- 0.9 are great, and above 0.9 are excellent. In this study, the KMO equals 0.,958 which represents an excellent value. suggesting a level of sampling adequacy. Table (3.2), shows the Bartlett's test result, the identity of the correlation matrix, and the spherical significance should be statistically significant in $P < 0.05$, in this research, the P value equals 0.000. Thus, the dimension analysis is convenient. confirming that the correlation matrix is not an identity matrix. These findings support the appropriateness of applying exploratory factor analysis.

Table (3.2): KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.958
	Bartlett's Test of Sphericity	18294.3
Bartlett's Test of Sphericity	741	741
	0.000	0.000

Source: SPSS outcome.

The eigenvalue rule, also known as the Kaiser criterion, is a common method for determining the amount of total variance explained by each factor. This rule states that factors with an eigenvalue of 1.0 or higher should be retained for further analysis (Pallant, 2020). It is worth noting that not all 39 original components can be retained.

Table 3.3 shows that the first dimension has the highest eigenvalue of 14.739, indicating that it explains 37.79% of the total variance. The eight dimensions with eigenvalues greater than 1 explain 80.22% of the variance in the dependent variable, reflecting their importance in the analysis. Accordingly, these eight dimensions were retained for subsequent rotation to ensure a better interpretation of the factors and to clarify the latent structures of the variables.

Table (3.3): Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.74	37.79	37.79	14.74	37.79	37.79
2	4.23	10.84	48.64	4.23	10.84	48.64
3	3.44	8.82	57.46	3.44	8.82	57.46
4	2.32	5.95	63.41	2.32	5.95	63.41
5	2.25	5.77	69.18	2.25	5.77	69.18
6	1.68	4.31	73.49	1.68	4.31	73.49
7	1.32	3.38	76.87	1.32	3.38	76.87
8	1.31	3.35	80.22	1.31	3.35	80.22

Extraction Method: Principal Component Analysis.

Source: SPSS outcome.

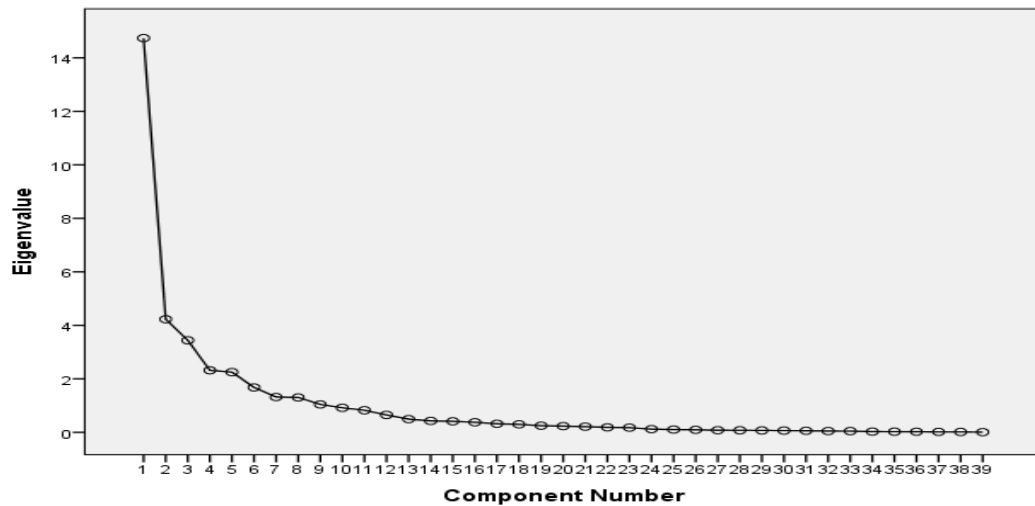


Figure (3.1): Scree Plot of Combined Data

Source: SPSS outcome

To determine the optimal number of dimensions, the Scree plot is a fundamental and effective tool. Figure 3.1 shows that the curve begins to stabilize from the eighth dimension, reflecting a decreasing proportion of explained variance with each subsequent dimension. Accordingly, eight dimensions were used for the analysis.

Factor analysis was conducted on these eight dimensions using SPSS (version 28), and the results revealed clear, interpretable solutions. After the number of factors was fixed, rotation was applied to improve the interpretability of the results. This process does not affect the statistical values themselves but rather aims to clarify the structure of the loadings and reduce the overlap of variables with high values for each factor (Pallant, 2020). Table 3.4 displays the loading values for the factors, along with the variables associated with each factor.

Table (3.4): Rotated Component Matrix and Reliability Statistics

Component	Construct	1	2	3	4	5	6	7	8	Cronbach's alpha	
Emotional Intelligence	Self-awareness	0.668								0.895	
		0.775									
		0.56									
		0.535									
		0.626									
	Social-awareness			0.676							0.801
				0.654							
				0.754							
				0.602							
				0.651							
	Relationship management				0.823						0.846
					0.707						
					0.547						
					0.738						
					0.641						
									0.936		
Job Satisfaction	work environment				0.721					0.789	
					0.599						
					0.567						
					0.687						
	Salary and financial benefits						0.75				0.793
							0.684				
							0.654				
							0.682				
	Job Security and professional growth							0.75			0.835
								0.705			
								0.646			
								0.518			
								0.714		0.839	

	Work-life balance							0.623		
								0.765		
								0.469		
										0.931
Turnover Intentions									0.578	0.781
									0.608	
									0.608	
									0.454	
									0.351	
									0.281	
									0.302	
									0.612	
The total										0.947

Principal components analysis was used to extract factors, while Obliman rotation with Kaiser normalization was used to arrive at a clearer factor structure. SPSS results showed that rotation identified eight dimensions comprising 39 statements, highlighting the most significant statements for each variable. As Table 3.4 shows, 36 statements from the study instrument loaded onto the eight dimensions, with factor loading values exceeding 0.40, an acceptable level indicating the items' correlation with their dimensions. In contrast, items 5, 6, and 7 of the turnover intentions dimension registered values below 0.40, which may have necessitated their exclusion from the analysis (Guadagnoli & Velicer, 1988).

In terms of reliability, which reflects the consistency of the measurement tool over time, the homogeneity of the questionnaire items, and their freedom from bias and errors, Cronbach's alpha coefficient, developed by Lee Cronbach in 1951, was relied upon. This coefficient is expressed as a numerical value ranging between 0 and 1, and values above 0.70 are considered an indicator of an acceptable level of reliability (Sekaran & Bougie, 2016). Data in Table (3.4) indicate that all eight dimensions achieved high values for

Cronbach's alpha, ranging between (0.781) and (0.895), while the total value reached (0.947), which is much higher than the minimum acceptable limit, reflecting a high degree of stability and internal consistency of the study tool.

3.10 Ethical Consideration

All participants were informed about the purpose of the study, the nature of their participation, and any potential risks associated with participation prior to data collection. Participation was entirely voluntary, and informed consent was obtained from all respondents before completing the questionnaire.

In addition to informed consent, confidentiality was strictly maintained throughout the study. Participants' identities were not recorded, and all collected data were treated anonymously and stored securely for research purposes only.

Data collected from the participants will be absorbed on anonymity and stored securely to ensure confidentiality. Access to the data will be restricted to authorized personnel, and results will be reported in summary form, such that individual participants cannot be identified. In addition, ethical guidelines will be adhered to, and there will be no risk of harm to the participants during or after their participation in the study.

3.11 Statistical Approach

The Statistical Package for Social Sciences (SPSS 28) and SMARTPLS4 were used. SPSS was used for the following purposes:

1-Analysis of frequencies, percentages, means, and standard deviations using SPSS 28.

2- SMARTPLS4 (path analysis) was used to investigate the impact of emotional intelligence on employee turnover and the mediating role of job satisfaction.

3.12 Statistical Tests and Analysis

SMARTPLS4 will be used to analyze the data and hypotheses about Emotional Intelligence (EI), Job Satisfaction (JS), and Employee Turnover Intentions (ETI) in this study. SMARTPLS4 offers several statistical tests and techniques used to assess test impacts and the mediation effect. Hence, this study is most relevant to the following statistical tests:

- **Descriptive Statistics: Assessing Promotional Characteristics;** This will first be checked using descriptive statistics (means, standard deviations, and frequency distributions) to describe the demographic characteristics of the participants, as well as important descriptive characteristics of EI, JS, and ETI.
- **Indirect Effects through Multiple Regression Analysis:** The direct impact of the independent (EI), dependent (ETI), and mediating variables (JS) was used. SMARTPLS4 provides the extent to which job satisfaction is a significant mediator of the emotional intelligence-turnover intention linkage.

Direct effects concern the influence of the independent variable (i.e., emotional intelligence) on the dependent variable (i.e., turnover intention) directly; that is, no mediating variable (e.g., job satisfaction) is involved. The impact of EI on ETI will be directly tested by multiple regression analysis, with EI as an independent variable and ETI as a dependent variable. Through examining this direct influence Estimation of direct effects will be calculated, as it is useful to enable researchers to evaluate the strength and significance of the direct effect of the variables.

The findings will also be used to compare the indirect effects of EI on ETI with respect to job satisfaction, thereby increasing an understanding of the factors affecting turnover in organizations. This integrated model allows for a more thorough understanding of the direct and indirect influences of emotional intelligence and job satisfaction on turnover intentions.

3.13 Chapter Summary

This chapter reviews the methodological framework upon which the study was based, clarifying the chosen methodology and the steps involved in its implementation. This includes a detailed explanation of the design of the research instrument (questionnaire), the nature of the target sample, and the procedures followed in data collection. The chapter also addresses the analysis of the instrument's internal reliability and validity, presents the dimensional analysis mechanism and the statistical approach used, and presents the research model that guides the study toward achieving its specific objectives.

Chapter Four: Data Analysis and Results

4.1 Introduction

In this chapter, statistical data were processed using SPSS version 28 and SMARTPLS 4, allowing us to address the research questions and validate the hypotheses. The chapter further provides the outcomes of the demographic assessment of the study sample, in addition to a descriptive analysis of the data to elucidate the fundamental characteristics of the variables.

The chapter additionally explores how emotional intelligence influences employees' intentions to leave, highlighting the mediating effect of job satisfaction for private school educators in Palestine. This was accomplished by utilizing path analysis and restructuring methods (PLS-SEM) to confirm the validation of causal links among the variables and to evaluate the strength and significance of the statistical pathways.

4.2 Demographic Analysis

Table 4.1 presents the demographic characteristics of the study respondents, illustrating their distribution across key demographic variables, in order to provide an overall profile of the sample (n = 321).

Table (4.1): Demographic Characteristics of Respondents (n=321)

Variable	Level	Frequency	N %
Gender	Male	66	21%
	Female	255	79%
Academic qualification	Bachelors	237	74%
	Post graduate	84	26%
Age	Less than 25 years	48	15%
	Between 25 and less than 35 years	105	33%
	Between 35 and less than 45 years	126	39%
	45 years or more	42	13%
Years of experience	Between 1 and less than 3 years	76	24%

	Between 3 and less than 7 years	132	41%
	7 years or more	113	35%
Salay (NIS)	Less than 3000 (NIS)	160	50%
	Between 3000 and less than 4000 (NIS)	77	24%
	4000 (NIS) or more	84	26%

Source: SPSS outcome.

- Gender: the highest percentage (79%) related to female respondents, (21%) males. Reflects the dominance of women in the teaching profession, especially in private schools in Palestine, where teaching is often perceived as a more suitable career choice for women. The gender imbalance may also have implications for organizational policies, workplace culture, and employee turnover intentions.
- Academic qualification: the qualification level for the sample was distributed as follows: (74%) bachelor's degree, (26%) postgraduate. This suggests that the workforce in private schools is generally well-educated, with a solid academic background. However, the relatively smaller proportion of teachers with postgraduate degrees may indicate limited opportunities for advanced academic development or that schools prioritize hiring bachelor-level graduates due to lower salary demands.
- Age: the highest percentage related to the age period (between 35 and less than 45 years) with (39%), This distribution highlights that the teaching staff is primarily composed of mid-career individuals, which often correlates with stability, the lowest related to (45 or more) with (13%) may indicate early retirement trends or lower retention rates among older teachers in the private sector.
- Years of experience: Between 3 and less than 7 years of experience has the highest percentage with (41%), while between 1 and less than 3 years is the lowest with (24%) of the sample size. This indicates that the teaching staff has a relatively moderate experience, which can contribute to knowledge transfer and mentoring within schools.

On the other hand, the lowest percentage is among those with 1 to less than 3 years (24%), suggesting that entry-level teachers are either few in number or do not remain in the sector for long

- Salay (NIS): Less than 3000 (NIS) has the highest percentage with (50%), while between 3000 and less than 4000 (NIS) with (24%) of the sample size. these results suggest that salaries in private schools are relatively low, especially when compared to the cost of living. This may contribute to job dissatisfaction and higher turnover intentions, as compensation is a key factor influencing teacher retention and motivation.

4.3 Descriptive Statistics

Table (4.2) presents the descriptive statistics of the emotional intelligence dimensions among teachers in the private school in Palestine.

Table (4.2): Descriptive Statistics of the Emotional Intelligence Dimensions among the Teachers in the Private School in Palestine

Dimensions/Statements	Mean	Standard Deviation	Level
Management provides emotional support during critical situations.	3.81	0.68	High
There are structured opportunities to develop emotional intelligence skills, including identifying personal emotions, such as through training, awareness sessions, and more.	3.72	0.70	High
Open communication in the workplace helps me express my feelings.	3.78	0.78	High
My emotional needs are acknowledged to support my ability to cope with stress.	3.78	0.76	High
I participate in workshops to increase awareness of my emotional response patterns.	3.78	0.82	High
Self-awareness	3.77	0.63	High
I feel that empathy and understanding prevail among classmates at school.	3.73	0.94	High

I notice that the leaders at the school treat us with emotional intelligence.	3.76	0.75	High
I see our emotional well-being as being as important to management as professional performance.	3.97	0.83	High
I get support to help me balance my work and personal life.	3.94	0.77	High
Through activities, I learn how to be more understanding of the needs of others.	3.89	0.84	High
Social-awareness	3.86	0.62	High
When problems arise between colleagues, they are resolved with sensitivity and respect.	3.95	0.80	High
I feel that cooperation among teachers increases thanks to the encouragement of the administration.	3.89	0.78	High
I participate in programs that help me increase my resilience in the face of pressure.	3.75	0.78	High
I find a comfortable environment to express my feelings openly with colleagues or the administration.	4.02	0.73	High
find that school policies support mutual respect and increase teachers' satisfaction with their work.	4.19	0.76	High
Relationship Management	3.96	0.61	High
Emotional Intelligence	3.86	0.57	High

Table 4.2 presents that the total average level of emotional intelligence among the teachers in the private school in Palestine is high, with a mean of 3.86. The highest average is related to the relationship management dimension, with an average of 3.96. The social-awareness dimension showed a high level with a mean average = 3.86. However, self-awareness showed a lower score (3.77, with a high level).

Table (4.3) presents the descriptive statistics showing the levels of the job satisfaction dimensions among teachers in the private schools in Palestine, providing a clear overview of their perceptions across the different dimensions.

Table (4.3): Descriptive Statistics Shows the Level of the Job Satisfaction Dimensions Among the Teachers in the Private School in Palestine

Dimensions/Statements	Mean	Standard Deviation	Level
I feel that the work environment at my school supports me and increases my job satisfaction.	3.88	0.82	High
I feel valued and recognized for my contribution to the school.	3.93	0.89	High
I find that the positive school environment helps me perform my work with high spirits.	3.35	0.96	Medium
I consider the school a comfortable place to work and one that enhances my job satisfaction.	3.55	0.98	Medium
Work environment	3.68	0.80	High
I believe my salary and financial benefits are appropriate and support my continued employment.	3.99	0.92	High
I believe that the incentives and rewards enhance my motivation to work hard.	3.88	0.92	High
I feel that the additional benefits offered to me contribute to my professional and personal life.	3.62	0.86	Medium
I believe that financial rewards are linked to my effort and achievement in school.	3.84	0.93	High
Salary and financial benefits	3.83	0.79	High
I feel secure in my job and confident in my continued success.	3.59	0.84	Medium
I find opportunities for professional development and growth through training courses and programs.	3.64	0.89	Medium
I feel that management provides me with the resources and support to perform my work efficiently.	4.03	0.85	High
I benefit from collaboration and teamwork with my colleagues to improve my performance.	3.86	0.96	High
Job Security and professional growth	3.78	0.74	High
I am able to balance my work and personal life well.	4.04	0.77	High
I find that a flexible work schedule helps me manage my family responsibilities.	4.07	0.96	High
I feel that the management takes into account my personal needs in addition to my job responsibilities.	4.13	0.89	High
I believe that caring for teachers' comfort positively impacts the quality of our work.	4.45	0.65	High
Work-life balance	4.17	0.68	High
Job satisfaction	3.87	0.66	High

Source: SPSS outcome.

Table 4.3, the results show a high level of job satisfaction, with a mean score of 3.87. The mean score of the work-life balance dimension (3.79) with a high level and ranked the highest, followed by the salary and financial benefits dimension (mean score 3.83), and a high level. Moreover, the lowest average score related to the work environment dimension ranked a high score (mean = 3.68).

Table (4.4) presents the descriptive statistics showing the level of turnover intentions among teachers in the private schools in Palestine, providing an overall picture of the respondents' tendencies toward leaving their jobs.

Table (4.4): Descriptive Statistics Show the Level of Turnover Intentions Among the Teachers in the Private School in Palestine

Dimensions/Statements	Mean	Standard Deviation	Level
Sometimes I feel uncertain about continuing in my current teaching position.	4.15	0.64	High
Recently, I've considered exploring opportunities at other	4.22	0.65	High
During difficult times, I've had thoughts about leaving my current position.	4.27	0.76	High
The idea of pursuing a teaching role at another institution appeals to me.	4.23	0.80	High
current challenges and circumstances are making me rethink my commitment to this job.	3.90	0.79	High
Turnover Intentions	3.94	0.52	High

Source: SPSS outcome.

The results show that the turnover intentions dimension has a high level with a mean score (3.94). the highest mean (4.27) related to “During difficult times, I've had thoughts about leaving my current position”, while the lowest statement related to “current challenges

and circumstances are making me rethink my commitment to this job” with a mean score of (3.90) and a high level.

4.4 Hypotheses Testing

Hypotheses are tested using a normality test to determine whether parametric or nonparametric methods should be applied. This test evaluates whether the data follow a normal distribution. If the data are normally distributed, a variety of statistical tests can be conducted. Conversely, if the data do not follow a normal distribution, the results of the test may be considered unreliable (Pallant, 2020).

To check the normality test Kolmogorov-Smirnov test is used. The following table shows the result:

Table (4.5): Kolmogorov-Smirnov Test for Normality

Test	Emotional Intelligence	Job Satisfaction	Turnover Intentions
Kolmogorov-Smirnov Z	1.251	0.899	0.894
Sig. (2-tailed)	0.087	0.394	0.401

Given the assumption of a normal distribution of the data, and based on statistical significance values exceeding the 0.05 level, the hypothesis was accepted, which necessitated the use of parametric tests (Qasimi and Zahidsel, 2012).

4.5 Evaluation of PLS-SEM Results

This section reviews the analysis of the structural model designed to study the relationships between the latent variables. The evaluation included both the measurement model (external model) and the structural model (internal model). To achieve this, partial least squares structural equation modelling (PLS-SEM) was used, which enabled the role of the mediating variable in the study to be tested, allowing for the examination of both

direct and indirect effects between the variables within the model (Hair et al., 2011). The study includes one exogenous latent variable, namely the independent variable Emotional intelligence (EI), along with a mediating variable: Job satisfaction (JS). These variables are interconnected within the proposed research framework. Turnover intentions (RT) serve as the endogenous (dependent) variable. The model incorporates (36) reflective indicators across eight latent constructs and specifies 4 hypothesized relationships—3 direct and 1 indirect—among these variables, as illustrated in Figure 4.1.

4.5.1 The Measurement Model

For assessing the quality of a measurement model, validity and reliability are fundamental criteria. Reliability refers to the extent to which an instrument consistently measures a particular construct, whereas validity evaluates how accurately the instrument captures the intended concept (Sekaran & Bougie, 2016). The assessment includes construct validity aspects (convergent and discriminant validity), and concludes with a thorough analysis of reliability to ensure the robustness of the measurement model.

4.5.2 Construct Validity

4.5.2.1 Convergent Validity

This section presents convergent validity analysis, which measures the degree of agreement among a single concept (Ramayah et al., 2011). Convergent validity is evaluated by finding factor loadings, composite reliability (CR), and average variance extracted (AVE). To ensure validity, factor loadings should exceed the recommended threshold of 0.50 (Hair et al., 2010).

Table (4.7): Results of the Measurement Model

Constructs	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
Self-awareness	0.901	0.923	0.705
Social- awareness	0.812	0.866	0.566
Relationship management	0.852	0.891	0.623
Emotional Intelligence	0.939	0.945	0.538
Work environment	0.795	0.867	0.621
Salary and financial benefits	0.84	0.893	0.677
Job Security and Professional Growth	0.839	0.866	0.618
Work-life balance	0.84	0.893	0.677
Job Satisfaction	0.935	0.941	0.503
Turnover Intentions	0.84	0.884	0.614

4.5.2.2 Discriminant Validity

Discriminant validity is confirmed when the indicator loadings of a latent construct are higher than their cross-loadings (Hair et al., 2011). Discriminant validity reflects a unique concept without overlapping with others. Table 4.8 shows the cross-loading of all constructs distributed by items, and the requirement is fulfilled.

Table (4.8): The Results of the Cross-Loading Test

Item	Self-awareness	Social-awareness	Relationship management	Work environment	Salary and financial benefits	Job Security and professional growth	Work-life balance	Turnover Intentions
SA1	0.832	0.689	0.608	0.439	0.458	0.439	0.471	0.226
SA2	0.827	0.75	0.739	0.554	0.589	0.541	0.523	0.251
SA3	0.863	0.662	0.556	0.268	0.432	0.386	0.234	-0.029
SA4	0.805	0.647	0.635	0.26	0.206	0.186	0.207	0.278
SA5	0.87	0.686	0.591	0.387	0.466	0.451	0.341	0.024
SOA1	0.653	0.726	0.592	0.593	0.37	0.407	0.52	0.454
SOA2	0.686	0.819	0.615	0.487	0.404	0.378	0.374	0.345
SOA3	0.678	0.842	0.71	0.556	0.653	0.494	0.505	0.238
SOA4	0.435	0.599	0.511	0.482	0.492	0.441	0.467	0.32
SOA5	0.6	0.751	0.486	0.561	0.53	0.551	0.412	0.195
RM1	0.603	0.712	0.861	0.716	0.646	0.598	0.614	0.425
RM2	0.657	0.62	0.836	0.488	0.598	0.579	0.374	0.248
RM3	0.743	0.614	0.701	0.349	0.352	0.304	0.205	0.06

RM4	0.582	0.637	0.843	0.505	0.545	0.524	0.562	0.423
RM5	0.297	0.459	0.688	0.662	0.638	0.543	0.544	0.199
WE1	0.484	0.671	0.69	0.827	0.638	0.494	0.449	0.249
WE2	0.237	0.418	0.546	0.718	0.515	0.587	0.607	0.297
WE3	0.503	0.628	0.411	0.736	0.526	0.43	0.203	0.108
WE4	0.271	0.545	0.481	0.863	0.629	0.651	0.519	0.529
SFB1	0.498	0.591	0.706	0.645	0.76	0.692	0.542	0.322
SFB2	0.478	0.542	0.561	0.521	0.853	0.616	0.551	0.17
SFB3	0.302	0.531	0.447	0.727	0.803	0.681	0.422	0.304
SFB4	0.423	0.473	0.573	0.521	0.87	0.729	0.562	0.144
JSPG1	0.535	0.543	0.641	0.654	0.747	0.783	0.56	0.282
JSPG2	0.352	0.552	0.5	0.679	0.837	0.852	0.503	0.278
JSPG3	0.358	0.405	0.485	0.431	0.542	0.762	0.796	0.478
JSPG4	0.242	0.354	0.366	0.373	0.413	0.743	0.549	0.448
WLB1	0.385	0.566	0.497	0.567	0.618	0.698	0.857	0.477
WLB2	0.33	0.476	0.413	0.417	0.449	0.684	0.86	0.533
WLB3	0.459	0.584	0.624	0.622	0.622	0.618	0.875	0.551
WLB4	0.187	0.303	0.315	0.23	0.337	0.483	0.685	0.639
ETI1	0.08	0.346	0.368	0.315	0.232	0.308	0.522	0.827
ETI2	0.116	0.366	0.297	0.329	0.296	0.351	0.613	0.837
ETI3	0.157	0.335	0.352	0.365	0.259	0.44	0.555	0.935
ETI4	0.225	0.329	0.16	0.324	0.184	0.475	0.549	0.769
ETI8	0.222	0.227	0.213	0.169	0.087	0.06	0.057	0.47

Table 4.9 shows Fornell and Larcker (1981). The square root of the AVE was compared with the correlation matrix. The Discriminant validity is accepted when the values in the diagonal matrix are greater than the other values in rows and columns.

Table (4.9): Correlation through Constructs and Discriminant Validity Using Fornell and Larcker Approach

Construct / Items	Self-awareness	Social-awareness	Relationship management	Work environment	Salary & Financial benefits	Job Security & Professional growth	Work-life balance	Turnover Intentions
Self-awareness	0.84							
Social-awareness	0.75	0.752						
Relationship management	0.749	0.723	0.789					
Work environment	0.46	0.71	0.68	0.788				
Salary & Financial benefits	0.517	0.65	0.697	0.735	0.823			
Job Security & Prof. Growth	0.482	0.599	0.642	0.695	0.82	0.786		

Work-life balance	0.429	0.602	0.576	0.582	0.632	0.761	0.823	
Turnover Intentions	0.181	0.41	0.35	0.395	0.286	0.46	0.651	0.784

Additionally, Henseler et al. (2015) proposed using the Heterotrait-Monotrait ratio (HTMT) to validate discriminant validity, which is less than 0.90. In this study, Table 4.10 shows that all HTMT ratios were less than 0.90. This illustrated the absence of multicollinearity and confirms the discriminant model's validity.

Table (4.10): HTMT Ratios

Construct / Items	Self-awareness	Social-awareness	Relationship management	Work environment	Salary & Financial benefits	Job Security & Professional growth	Work-life balance	Turnover Intentions
Self-awareness	1							
Social-awareness	0.878	1						
Relationship management	0.838	0.863	1					
Work environment	0.568	0.882	0.837	1				
Salary & Financial benefits	0.591	0.797	0.838	0.897	1			
Job Security & Prof. Growth	0.555	0.747	0.778	0.843	0.823	1		
Work-life balance	0.472	0.722	0.677	0.663	0.734	0.812	1	
Turnover Intentions	0.276	0.504	0.442	0.449	0.324	0.532	0.721	1

4.6 Structural Model Results (Inner Model)

The structural model was evaluated through indicators such as R^2 values, effect size (f^2), predictive relevance (Q^2), and goodness of fit (GoF) proposed by Chin (2010, p. 656) and Hair et al. (2011, p. 145).

4.6.1 (R^2)

Hair et al. (2011) (R^2 values), the coefficient of determination, which is important in evaluating structural models using PLS-SEM. The interpretation of R^2 , depending on values of 0.80, 0.70, 0.50, and 0.25 considered high, substantial, moderate, and weak, respectively. Thus, the R^2 value indicating the proportion of variance in the endogenous variable accounted by the exogenous variable, table (4.11) shows that

(R²) between (0.229-0.872), substantial, high, and moderate levels, which means the structural model is well-suited for understanding the determinants of job satisfaction and turnover intention.

Table (4.11): R2 Values for Endogenous Latent Variables

Endogenous	R-square	Level
Self-awareness	0.860	high
Social- awareness	0.872	high
Relationship management	0.834	high
Work environment	0.717	substantial
Salary and financial benefits	0.824	high
Job Security and Professional Growth	0.867	high
Work-life balance	0.714	substantial
Job Satisfaction	0.521	moderate
Turnover Intentions	0.229	moderate

4.6.2 Effect Size (f²)

f² estimated the effect sizes of individual latent independent variables on the dependent variables (Chin, 2010). According to Cohen (1988), f² values can be interpreted as follows:

- Small effect: f² ≈ 0.02
- Medium effect: f² ≈ 0.15
- High effect: f² ≈ 0.35

The results in Table 4.12 show that emotional intelligence has a high effect on job satisfaction. Job satisfaction, in turn, exerts a moderate effect on turnover intentions, while the direct impact of emotional intelligence has a small effect on turnover intentions.

Table (4.12): Effect Size (f²)

Independent → Dependent	f ²	Effect Size
Emotional Intelligence -> Job Satisfaction	1.084	High effect
Job Satisfaction -> Turnover Intentions	0.199	Medium effect
Emotional Intelligence -> Turnover Intentions	0.02	Small effect

4.6.3 Predictive Relevance of the Model

The model can be considered predictive if the Q^2 value the predictive relevance of the model is greater than zero. However, if it does not exceed zero, the predictive significance of the model cannot be determined (Hair et al., 2011). Table 4.13 shows that all predictive relevance of the model (Q^2) is greater than zero, which means the model can be considered predictive.

Table (4.13): Predictive Relevance of the Model (Q^2)

Endogenous	Q^2 predict	RMSE	MAE
Self-awareness	0.86	0.377	0.3
Social- awareness	0.872	0.361	0.281
Relationship management	0.832	0.413	0.306
Work environment	0.44	0.752	0.585
Salary and financial benefits	0.45	0.748	0.537
Job Security and Professional Growth	0.384	0.791	0.609
Work-life balance	0.336	0.821	0.648
Job Satisfaction	0.518	0.699	0.535
Turnover Intentions	0.106	0.953	0.778

4.7 Goodness of Fit (GoF) of the Model

The standardized root mean square residual (SRMR) is used to calculate GoF. In this study, SRMR = 0.115, which is less than the accepted value of 0.12, indicating a good model fit (Henseler et al., 2015).

4.8 Hypotheses Testing

Path coefficients are central in PLS; hypotheses should not be disregarded if the paths are significant and the indicators align with the expected direction. For estimating path coefficients by bootstrapping, the critical t-values for a two-tailed test are: 1.65 (10% significance level), 1.96 (5% significance level), and 2.58 (1% significance level) (Hair et al., 2011). The researcher used 5000 resampling iterations with replacement, with the

number of bootstrap samples equal to the original sample size ($n = 321$), to calculate standard errors and t-statistics. The results of the path coefficients and bootstrapping analysis for the hypothesized relationships are presented in the following figures and tables.

Figure (4.2) illustrates the structural model of the study, showing the hypothesized relationships among the variables and the estimated path coefficients.



Figure (4.2): Structural Model

Q1. What is the impact of emotional intelligence on employee turnover intentions among private school teachers in Palestine?

The following hypothesis answers the first question:

H₀1: Emotional intelligence has no significant impact on employee turnover intentions among private school teachers in Palestine.

Table 4.14 presents the results of testing the first hypothesis, showing the direct effect examined in the study.

Table (4.14): Result of the First Hypothesis Testing (Direct Effect)

Hypothesis	Relations	β	Std deviation	t-value	P values
H01	Emotional intelligence -> employee turnover intentions	0.018	0.017	0.114	0.154

Notes: t-values > 1.96* (p < 0.05); t-values > 2.58** (p < 0.01).

Depending on (P-value=0.154), which is greater than 0.05, the null hypothesis is accepted, (H₀₁). This means that emotional intelligence has no significant impact on employee turnover intentions among private school teachers in Palestine.

Q2: How does emotional intelligence influence job satisfaction among teachers?

The following hypothesis answers the second question:

H₀₂: Emotional intelligence does not significantly influence job satisfaction among private school teachers.

Table (4.15) presents the results of testing the second hypothesis, showing the direct effect examined in the study.

Table (4.15): Result of the Second Hypothesis Testing (Direct Effect)

Hypothesis	Relations	β	Std deviation	t-value	P values
H01	Emotional intelligence -> job satisfaction	0.769	0.024	31.666	0.000**

Notes: t-values > 1.96* (p < 0.05); t-values > 2.58** (p < 0.01).

Depending on (P-value=0.000), which is less than 0.01, the null hypothesis is rejected (H₀₂). This means that emotional intelligence significantly influences job satisfaction among private school teachers ($\beta = 0.769$). When employees have higher emotional intelligence, their job satisfaction increases significantly.

Q3: What is the impact of job satisfaction on employee turnover intentions among private school teachers in Palestine?

The following hypothesis answers question three:

H₃: Job satisfaction has no significant impact on employee turnover intentions among private school teachers in Palestine.

Table (4.16) presents the results of testing the third hypothesis, showing the direct effect examined in the study.

Table (4.16): Result of the Third Hypothesis Testing (Direct Effect)

Hypothesis	Relations	β	Std deviation	t-value	P values
H03	Job satisfaction -> employee turnover intentions	-0.508	0.110	4.631	0.000**

Notes: t-values > 1.96* (p < 0.05); t-values > 2.58** (p < 0.01).

Depending on (P-value=0.000), which is less than 0.01, the null hypothesis (H₃) is rejected. This means that job satisfaction has a significant impact on employee turnover intentions among private school teachers in Palestine (β =-0.508), which usually implies that higher job satisfaction leads to lower intention to leave.

Q4: Does job satisfaction mediate the relationship between emotional intelligence and turnover intentions?

The following hypothesis answers question four:

H₄: Job satisfaction does not mediate the relationship between emotional intelligence and turnover intentions among private school teachers.

Table (4.17) presents the results of testing the fourth hypothesis, showing the indirect effect examined in the study.

Table (4.17): Result of the Fourth Hypothesis Testing (Indirect Effect)

Hypothesis	Relations	β	Std deviation	t-value	P values
H04	Emotional Intelligence -> Job Satisfaction -> Employee Turnover Intention	-0.391	-0.399	0.090	0.000**

Notes: t-values > 1.96* (p < 0.05); t-values > 2.58** (p < 0.01).

Depending on (P-value=0.000), which is less than 0.01, the null hypothesis(H04) is rejected. This means that job satisfaction mediates the relationship between emotional intelligence and turnover intentions among private school teachers ($\beta = -0.391$). A negative coefficient here indicates that as emotional intelligence increases (via job satisfaction), employee turnover intentions decrease, and job satisfaction fully mediates the relationship between emotional intelligence and turnover intentions.

Q5- Which components of emotional intelligence (e.g., self-awareness, emotional regulation, empathy, motivation) have the strongest influence on turnover intentions?

The following hypothesis was derived from question 5:

H05: None of the components of emotional intelligence (self-awareness, social-awareness, relationship management) has a significant influence on employee turnover intentions.

Table (4.18) presents the results of the hypotheses testing, showing the direct effects among the study variables.

Table (4.18): Result of the Hypotheses Testing (Direct Effect)

Hypothesis	Relations	β	Std deviation	t-value	P values
H05a	Self-awareness -> employee turnover intentions	0.201	0.196	1.026	0.305
H05b	Social-awareness -> employee turnover intentions	-0.403	0.162	2.482	0.013*
H05c	Relationship management -> employee turnover intentions	-0.277	0.098	2.832	0.005**

Notes: t-values > 1.96* (p < 0.05); t-values > 2.58** (p < 0.01).

(H05a): Depending on (P-value=0.305), which is greater than 0.05, the null hypothesis is accepted. This means that self-awareness has no significant impact on employee turnover intentions among private school teachers in Palestine.

H05b: (P-value=0.013), which is less than 0.05, the null hypothesis (H05b) is rejected. This means that social-awareness has significant impact on employee turnover intentions among private school teachers in Palestine, ($\beta = -0.403$), a negative coefficient here indicates that the relationship is negative, meaning that higher social-awareness is associated with lower turnover intentions among employees, which means employees with higher social-awareness (an emotional intelligence dimension) are less likely to intend leaving their jobs.

H05c: (P-value=0.005), which is less than 0.01, the null hypothesis (H05c) is rejected. This means that relationship management has a significant impact on employee turnover intentions among private school teachers in Palestine ($\beta = -0.277$). A negative coefficient here indicates that the relationship is negative, meaning that higher relationship management skills are associated with lower employee turnover intentions. Employees with better relationship management skills are less likely to consider leaving their jobs.

Figure 4.3 illustrates the components of emotional intelligence and their direct effects within the study's structural model.

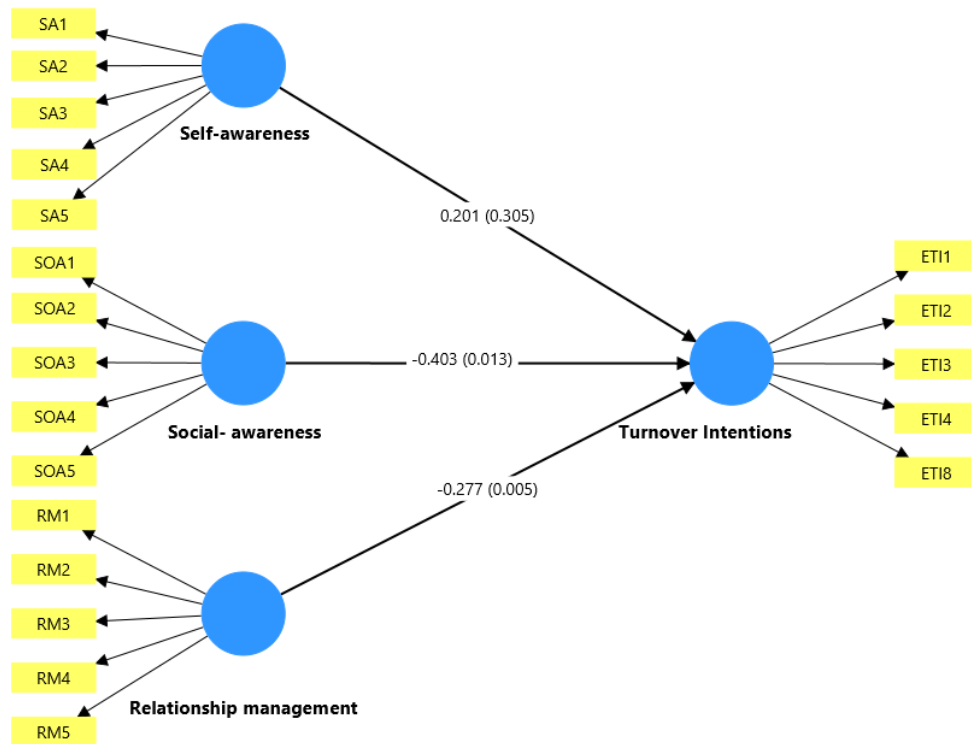


Figure (4.3): The Components of Emotional Intelligence Direct Effect

Q6: "Do private school teachers differ significantly in their levels of emotional intelligence according to gender, qualification level, age, years of experience, and salary?"

The following hypothesis was derived to answer the question:

H06: There is no significant difference in emotional intelligence levels based on gender, education level, years of experience, and salary among private school teachers.

To test this hypothesis, the following sub-hypotheses need to be tested:

H06.a: There is no significant difference at the level of ($\alpha \leq 0.05$) in emotional intelligence levels based on gender.

To test the significance of this hypothesis, mean scores of emotional intelligence levels distributed by gender are presented.

Table (4.19): Independent (T-Test) to Find the Significant Mean Differences in Emotional Intelligence among the Participants According to Gender

Dimensions	Gender	N	Mean	Std. Deviation	T Value	P Value
Self-awareness	Male	66	3.74	0.66	-0.45	0.66
	Female	255	3.78	0.62		
Social-awareness	Male	66	3.90	0.64	0.67	0.50
	Female	255	3.85	0.61		
Relationship management	Male	66	4.01	0.59	0.75	0.46
	Female	255	3.95	0.61		
Emotional Intelligence	Male	66	3.88	0.58	0.34	0.73
	Female	255	3.86	0.57		

The results indicate that there are no statistically significant differences in emotional intelligence levels between male and female participants across all dimensions, confirming that gender does not have a significant impact on emotional intelligence in this sample.

H06.b: There is no significant difference at the level of ($\alpha \leq 0.05$) in emotional intelligence levels based on qualification level.

To test the significance of this hypothesis, mean scores of emotional intelligence levels distributed by qualification level are presented.

Table 4.20 presents the results of the independent samples t-test conducted to identify significant mean differences in emotional intelligence among the participants according to their qualification levels.

Table (4.20): Independent (T-Test) to Find the Significant Mean Differences in Emotional Intelligence Among the Participants According to Qualification Level

Dimensions	Qualification Level	N	Mean	Std. Deviation	T Value	P Value
Self-awareness	Bachelors	237	3.79	0.64	0.76	0.45
	Post graduate	84	3.73	0.62		
Social-awareness	Bachelors	237	3.89	0.64	1.40	0.16
	Post graduate	84	3.78	0.55		
Relationship management	Bachelors	237	3.97	0.63	0.75	0.45
	Post graduate	84	3.92	0.53		
Emotional Intelligence	Bachelors	237	3.88	0.58	1.05	0.29
	Post graduate	84	3.81	0.52		

The results show that there are no statistically significant differences in emotional intelligence levels between participants with a bachelor's degree and those with a postgraduate qualification across all dimensions, indicating that qualification level does not significantly affect emotional intelligence in this sample.

H06.c: There is no significant difference at the level of ($\alpha \leq 0.05$) in emotional intelligence levels based on age level.

To test the significance of this hypothesis, mean scores of emotional intelligence levels distributed by age level are presented.

Table (4.21) presents the mean differences in emotional intelligence among the participants according to their age levels, highlighting variations across the different age groups.

Table (4.21): Mean Differences in Emotional Intelligence Among the Participants According to Age Level

Dimensions	level	N	Mean	Std. Deviation
Self-awareness	Less than 25 years	48	3.61	0.66
	Between 25 and less than 35 years	105	3.86	0.61
	Between 35 and less than 45 years	126	3.78	0.62
	45 years or more	42	3.72	0.65
Social-awareness	Less than 25 years	48	3.74	0.60
	Between 25 and less than 35 years	105	3.97	0.58
	Between 35 and less than 45 years	126	3.81	0.64
	45 years or more	42	3.84	0.64
Relationship management	Less than 25 years	48	3.82	0.57
	Between 25 and less than 35 years	105	4.03	0.59
	Between 35 and less than 45 years	126	3.93	0.62
	45 years or more	42	4.03	0.64
Emotional Intelligence	Less than 25 years	48	3.72	0.56
	Between 25 and less than 35 years	105	3.95	0.55
	Between 35 and less than 45 years	126	3.84	0.57
	45 years or more	42	3.87	0.60

The results indicate variations in emotional intelligence levels across different age groups, with participants aged between 25 and less than 35 years generally showing higher mean scores across all dimensions compared to other age groups.

(One-Way ANOVA) It is used to find out the significant mean difference of emotional intelligence levels distributed by age level.

Table 4.22 presents the results of the one-way ANOVA analysis examining the significant mean differences in emotional intelligence levels among participants according to age.

Table (4.22): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Age

Dimensions	Source of variation	Sum of Squares	d.f	Mean Square	F	Sig.(P)
Self-awareness	Between Groups	2.09	3	0.70	1.77	0.15
	Within Groups	125.08	317	0.40		
	Total	127.17	320			
Social-awareness	Between Groups	2.16	3	0.72	1.90	0.13
	Within Groups	120.06	317	0.38		
	Total	122.23	320			

Relationship management	Between Groups	1.89	3	0.63	1.72	0.16
	Within Groups	115.71	317	0.37		
	Total	117.59	320			
Emotional Intelligence	Between Groups	1.84	3	0.61	1.91	0.13
	Within Groups	101.82	317	0.32		
	Total	103.66	320			

Based on these results, the hypothesis is accepted.

H06.d: There is no significant difference at the level of ($\alpha \leq 0.05$) in emotional intelligence levels based on years of experience.

To test the significance of this hypothesis, mean scores of emotional intelligence levels distributed by years of experience are presented.

Table 4.23 presents the mean differences in emotional intelligence among the participants according to their years of experience levels, highlighting variations across the different experience groups.

Table (4.23): Mean Differences in Emotional Intelligence Among the Participants According to Years of Experience Level

Dimensions	Level	N	Mean	Std. Deviation
Self-awareness	Between 1 and less than 3 years	76	3.78	0.65
	Between 3 and less than 7 years	132	3.79	0.61
	7 years or more	113	3.75	0.65
Social-awareness	Between 1 and less than 3 years	76	3.89	0.65
	Between 3 and less than 7 years	132	3.86	0.53
	7 years or more	113	3.83	0.69
Relationship management	Between 1 and less than 3 years	76	3.89	0.64
	Between 3 and less than 7 years	132	4.01	0.55
	7 years or more	113	3.95	0.64
Emotional Intelligence	Between 1 and less than 3 years	76	3.85	0.61
	Between 3 and less than 7 years	132	3.89	0.50
	7 years or more	113	3.84	0.62

The results show slight variations in emotional intelligence levels according to years of experience, with participants having 3 to less than 7 years of experience generally exhibiting slightly higher mean scores across most dimensions.

(One-Way ANOVA) It is used to find out the significant mean difference of emotional intelligence levels distributed by years of experience.

Table 4.24 presents the results of the one-way ANOVA analysis examining the significant mean differences in emotional intelligence levels among participants according to their years of experience.

Table (4.24): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Years of Experience

Dimensions	Source of variation	Sum of Squares	d.f	Mean Square	F	Sig.(P)
Self-awareness	Between Groups	0.10	2	0.05	0.13	0.88
	Within Groups	127.07	318	0.40		
	Total	127.17	320			
Social-awareness	Between Groups	0.20	2	0.10	0.26	0.77
	Within Groups	122.02	318	0.38		
	Total	122.23	320			
Relationship management	Between Groups	0.71	2	0.36	0.97	0.38
	Within Groups	116.88	318	0.37		
	Total	117.59	320			
Emotional Intelligence	Between Groups	0.12	2	0.06	0.19	0.83
	Within Groups	103.54	318	0.33		
	Total	103.66	320			

The ANOVA results indicate that there are no statistically significant differences in emotional intelligence levels among participants based on their years of experience across all dimensions, confirming that experience does not have a significant impact on emotional intelligence in this sample. Based on these results, the hypothesis is accepted.

H06.e: There is no significant difference at the level of ($\alpha \leq 0.05$) in emotional intelligence levels based on salary level.

To test the significance of this hypothesis, the mean scores of emotional intelligence levels distributed by salary level are presented.

Table (4.25) presents the mean differences in emotional intelligence levels among participants according to their salary levels, highlighting variations across the different income groups.

Table (4.25): Mean Differences in Emotional Intelligence Among the Participants According to Salary Level

Dimensions	level	N	Mean	Std. Deviation
Self-awareness	Less than 3000 (NIS)	160	3.75	0.62
	Between 3000 and less than 4000 (NIS)	77	3.72	0.64
	4000 (NIS) or more	84	3.88	0.63
Social-awareness	Less than 3000 (NIS)	160	3.81	0.60
	Between 3000 and less than 4000 (NIS)	77	3.79	0.56
	4000 (NIS) or more	84	4.01	0.68
Relationship management	Less than 3000 (NIS)	160	3.91	0.62
	Between 3000 and less than 4000 (NIS)	77	3.93	0.55
	4000 (NIS) or more	84	4.09	0.61
Emotional Intelligence	Less than 3000 (NIS)	160	3.82	0.57
	Between 3000 and less than 4000 (NIS)	77	3.81	0.53
	4000 (NIS) or more	84	3.99	0.59

The results indicate that participants with higher salaries (4000 NIS or more) tend to have slightly higher mean scores in all dimensions of emotional intelligence compared to lower salary groups, suggesting a potential positive relationship between income level and emotional intelligence.

(One-Way ANOVA) It is used to find out the significant mean difference of emotional intelligence levels distributed by salary level.

Table (4.26) presents the results of the one-way ANOVA analysis examining the significant mean differences in emotional intelligence levels among participants according to their salary levels.

Table (4.26): (One-Way ANOVA) Significant Mean Differences of Emotional Intelligence Levels Among Participants According to Salary

Dimensions	Source of variation	Sum of Squares	d.f	Mean Square	F	Sig.(P)
Self-awareness	Between Groups	1.25	2	0.63	1.58	0.21
	Within Groups	125.92	318	0.40		
	Total	127.17	320			
Social-awareness	Between Groups	2.56	2	1.28	3.41	0.03*
	Within Groups	119.66	318	0.38		
	Total	122.23	320			
Relationship management	Between Groups	1.91	2	0.96	2.63	0.07
	Within Groups	115.68	318	0.36		
	Total	117.59	320			
Emotional Intelligence	Between Groups	1.84	2	0.92	2.88	0.05*
	Within Groups	101.82	318	0.32		
	Total	103.66	320			

Based on these results, the hypothesis is rejected. To find the significant differences of emotional intelligence levels distributed by salary level, the LSD test is used as presented below:

Table (4.27): (LSD) Test to Find the Significant Differences in Emotional Intelligence Levels Distributed by Salary Level

Dependent Variable	(I) Salary (NIS)	(J) Salary (NIS)	Mean Difference (I-J)
Social-awareness	4000 (NIS) or more	Less than 3000 (NIS)	0.19839*
		Between 3000 and less than 4000 (NIS)	0.21234*
Emotional Intelligence	4000 (NIS) or more	Less than 3000 (NIS)	0.17006*
		Between 3000 and less than 4000 (NIS)	0.17662*

Based on the result above:

The differences in emotional intelligence and social-awareness levels distributed by salary level between (4000 (NIS) or more) and (Less than 3000 (NIS), between 3000 and less than 4000 (NIS)) in favour of teachers who gained 4000 (NIS) or more.

Chapter Five: Discussion and Implications

5.1 Introduction

Current theories and empirical research concerning Job Satisfaction (JS), Employee Turnover Intentions (ETI), and Emotional Intelligence (EI) in the context of Palestinian private school teachers have been used to present, explain, and interpret the primary findings of the study. The chapter is organized according to the structure of the comparison chapter provided as a template which starts with the direct relations (EI → JS and JS → ETI), then moving on to the components of EI with their specific connections to JS and ETI, investigating the mediating role of JS in the EI → ETI pathway, reviewing the control variables, and finally offering conclusions, limitations, and future research directions as well as practical recommendations. The intent is to make the empirical results understandable by associating them with existing theory and empirical literature, to point out the implications for management and policies in private schools, and to pinpoint contributions and limitations of the current study.

5.2 Emotional Intelligence and Job Satisfaction

This study showed that emotional intelligence was positively and significantly associated with job satisfaction among private school teachers in Palestine. Teachers with high levels of emotional intelligence, specifically those high in self-awareness, social awareness, and relationship management, were more likely to be satisfied with their jobs, colleagues, and schools. This is because emotional intelligence is a factor that helps people to gain control over their feelings, cope with stress, and keep up with relationships, which can ultimately

lead to more satisfaction at work. The research results even indicated that the teachers possessing emotional intelligence were more likely to experience both job satisfaction and motivation, as these teachers were scoring higher on emotional intelligence and job satisfaction measures.

The findings correspond to earlier research, like those by Spector (1997), who asserted that motivation and feelings are the core of job satisfaction, and Friedlander and Margolis (1969), who found that good rapport with colleagues and management heightens employees' feelings of gratification. Arnold and Feldman's (1996) stress on the necessity of a congenial and socially acceptable work environment goes hand in hand with the study's result that emotionally intelligent teachers were favourably disposed towards their work environment.

Thus, the investigation conducted by Nikolai (2007) and Nasr (2008) pointed out that teacher-centred, high-stress environments lower engagement and enjoyment levels, where emotional intelligence plays a significant role by being a support that fosters adaptability in difficult learning situations. As a result, the research confirms the notion that emotional intelligence is a psychological asset that enhances life quality and the level of happiness, notwithstanding the prevalence of structural and job-related difficulties. The consequences of these findings are more or less applicable to the private education sector in Palestine.

Private schoolteachers work in a political and economic environment that is unpredictable, and this has been made worse by the lack of institutional support. Emotional intelligence works as a shield against stress and helps to maintain professional commitment during such hard times. This is in line with Shin's (2012) research claim that

rather than the use of external frameworks, educational improvements in Palestine would be best achieved through the development of local potential and emotional talents. Emotional intelligence relies on the school system, and that, in turn, is reflected in the teachers' job satisfaction and retention, which agrees with the global HR theories as well as the particularities of the Palestinian educational sector.

5.3 Job Satisfaction and Turnover Intentions

The study's results showed that among private school teachers in Palestine, job satisfaction and turnover intention have a moderate but significant negative correlation. In other words, teachers with higher job satisfaction had lower turnover intention, thus confirming the negative relationship that is usually mentioned in the studies of organizational behaviour. When teacher satisfaction was assessed at a high level, turnover intentions were still significant, implying that even happy teachers might leave for reasons that are not within their control, like financial constraints, limited opportunities for growth, or unstable political situations affecting private educational institutions. This contradiction shows that in the case of teachers who work in a challenging environment with economic and sociopolitical stressors, job satisfaction is not enough to eliminate their turnover intentions.

The results are consistent with the theory of planned behaviour set forth by Ajzen and Fishbein (1980), according to which a person's behavioural intent, for instance, leaving the job, is determined by the person's attitude toward that behaviour and the perceived limitations from the outside. They also evoke Spector (1997), who linked job satisfaction

with emotional and motivational factors that drove workers' commitment and actions regarding quitting.

Moreover, this is concurrent with Friedlander and Margolis (1969), who found that positive supervision and friendly relationships among workers boost job loyalty, thus lowering the turnover rates. Nevertheless, the findings partially refute Herzberg's (1966) claim that supervision does not affect job satisfaction directly; rather, the present research demonstrates that the quality of organizational support and relationship quality are significant factors in a teacher's decision to stay or quit. The satisfaction-turnover interaction is getting more complicated in the Palestinian education sector, where external forces, which are above the school, impact the relationship in a not-so-straightforward way that might be seen in stable corporate settings.

The results also reinforce Totah's (2023) study findings in recent regional studies about the situation in the Jerusalem educational area, with the fragmented educational governance generating instability and inconsistency in teachers' professional experiences. This could well be the systemic fragmentation that explains why even the happy campers in teaching still show up with strong turnover intentions, as the ambiguity of the institutions gradually erodes their long-term feeling of security.

The current study points out that job satisfaction is a mediating emotional and psychological factor, but at the same time, it is not able to mitigate the effects of external occupational constraints. Hence, developing organizations' stability, raising salaries, and creating a nurturing environment might be more successful in lowering the intention to leave than focusing only on the area of job satisfaction.

5.4 Dimensions of Emotional Intelligence and Their Influence on Job Satisfaction

The findings showed that all the dimensions of emotional intelligence, like self-awareness, social awareness, self-regulation, and relationship management, had a positive correlation with job satisfaction, thus reinforcing the idea that emotional intelligence is a multidimensional concept affecting cognitive as well as emotional aspects of career satisfaction. Teachers who possessed a high level of self-awareness and control over their emotions were able to handle stress and social pressure in the classroom more steadily compared to those who had high social awareness and relationship management skills, and thus they reported more satisfaction coming from teamwork, communication, and perceived support in the school.

The current study demonstrated that emotional intelligence is a powerful factor which area whether the individual becomes happier, and to this extent, it hinders the admirable atmosphere of the organization. The emotional skills are turned into the satisfaction of the job, which is the major outcome. This complex effect agrees with Spector (1997), who characterized job satisfaction as a complex emotional state which is the result of various psychosocial factors, and it is in line with Arnold and Feldman's (1996) study, which connected the issue of the environment and the humans with psychological well-being in the workplace. The results are in line with the work of Nikolai (2007) and Nasr (2008) studies, which pointed out the poor quality of dynamic, emotionally involving teaching strategies in Palestinian schools, which often led to the dissatisfaction and detachment of teachers. The current study, extending their findings, showed that emotional intelligence in teachers helps them cope with strict systems and maximize their emotional power and visits. The teachers who are equipped with emotional intelligence, as pointed out by Shabib and Raja (2021) study, can see the situation from the other person's point of view,

adapt to it, and engage in a socially constructive way—this is what the aspects of emotional intelligence in this study refer to.

This finding casts a very bright light on the area of Palestinian private education, where social consciousness is an aspect of job satisfaction. The total lack of institutional support and the larger socio-political unrest that impacts private schools are the reasons why the ability to communicate empathetically and manage professional relationships effectively becomes so important. Shin (2012) argued that educational reform in Palestine should be based on the emotional and cultural insights of local teachers rather than on external frameworks. Consequently, the present results further support that the emotional landscape of the school community, characterized by awareness, empathy, and positive interaction, is the most enduring ground for job satisfaction and retention.

5.5 The Mediating Role of Job Satisfaction between Emotional Intelligence and Turnover Intention

The results of the analysis unambiguously pointed out that job satisfaction acted as a main factor that mediated the connection between emotional intelligence and turnover intention, thus indicating that the teachers possessing high emotional intelligence would not be likely to carry out thoughts of quitting, basically because of their high degree of happiness with their jobs and the overall professional environment. In terms of statistics, emotional intelligence was found to have statistically significant indirect effects on turnover intention through job satisfaction, which means that satisfaction is a psychological pathway that can change the emotionally competent person's behaviour towards retention. This situation backed up the theoretical point of view that emotional

intelligence plays a role in keeping the person in an organizational context by protecting him/her from stress, dissatisfaction, and the urge to leave.

The behavioral model put forth by Ajzen and Fishbein (1980) has been the basis for these findings, which imply that attitudes, including job satisfaction, serve as intermediaries between emotional intelligence, an internal trait, and behavioral intentions. They also coincide with Spector's (1997) view of job satisfaction as a feeling, which is associated with both the motivation and commitment to the organization, and these two factors influence the workers' decision to stay or leave. This pattern of mediation is in line with Friedlander and Margolis (1969), who pointed out that good interpersonal relations in creating satisfaction and reducing the desire to leave. The current findings enlarge these classical assumptions by making them contemporary educational setting where the application of emotional intelligence results in the enhancement of interpersonal relationships, hence, the teachers' satisfaction and attachment to their schools.

In this scenario, the mediating influence has been able to bring out the mental toughness of the emotionally aware teachers who are working in the private schools of Palestine. These schools usually have unstable and changing conditions and thus are considered difficult to work in. This result corroborates that of the study by Totah (2023), which indicated chaos and inconsistency in the educational management of Jerusalem. It is being suggested that in such erratic systems, the use of emotional intelligence is an indirect support to the teachers by turning them into more satisfied individuals amid the turmoil.

Shabib & Raja (2021) study indicates that teacher emotional awareness is a critical factor for successful inclusive education, and this is also true for retention: the more emotionally skilled teachers are, the better they manage to keep themselves involved in the difficult

times. The study boosts the understanding that generating job satisfaction is not just an HR or structural matter but also involves a psychological connection that associates emotional intelligence with permanent career durability and lower turnover rates.

5.6 Differences in Emotional Intelligence, Job Satisfaction, and Turnover Intentions

According to Demographic Variables

Statistically significant differences were found in emotional intelligence and job satisfaction, differentiated by income level. Teachers whose monthly income was 4,000 NIS or higher showed higher emotional intelligence, especially in the areas of self-awareness and social awareness, as well as higher levels of job satisfaction, compared to teachers with lower incomes. Financial stability seems to allow teachers to regulate their feelings and be satisfied at work.

The statistical analysis did not reveal any significant differences in emotional intelligence, job satisfaction, and turnover intentions according to academic qualification or years of experience. In other words, higher academic degrees or longer tenure did not necessarily translate into higher emotional intelligence or satisfaction.

These findings show that income, not professional experience or qualification, is the variable distinguishing between teachers' emotional and motivational states. This is consistent, in part, with Arnold and Feldman (1996), in the emphasis on resources and compensation as factors affecting the emotional well-being of employees, and also with Ajzen and Fishbein (1980), in how compensation influences work attitudes. In the context of Palestinian private schools, income is a stabilizing factor that minimizes financial

stress and frees more emotional resources for school activities, thereby improving their satisfaction and diminishing their tendency to quit.

5.7 Theoretical and Practical Implications

The contribution of the present study is both theoretical and practical, adding to the literature on emotional intelligence, job satisfaction, and turnover intention as it pertains to the context of private education in Palestine. The findings of this study provide theoretical backing for the basic ideas of Herzberg's Two-Factor Theory as well as the Behavioural Model of Ajzen and Fishbein (1980) by indicating that emotional and attitudinal aspects are the main factors that influence turnover intention, which is considered a behaviour. Emotional intelligence turned out to be the key internal factor that enhances the level of satisfaction and, at the same time, decreases the likelihood of employee disengagement; hence, it was in line with Spector's (1997) view that job satisfaction is the main emotional mediator that links individual psychology with organizational behaviour. Moreover, this research goes beyond previous theorizing, such as that of Friedlander and Margolis (1969) and Arnold and Feldman (1996), by situating it in a socio-politically restricted zone, where emotional intelligence not only serves as an interpersonal skill but also as a form of psychological resilience that helps people to cope with the volatility of the environment.

The findings of the research are not only theoretical, but also practical and thus, are important to the educational leaders, the policymakers, and the human resources managers who work in the private sector schools. After considering the strong influence of emotional intelligence on both the employees' and the employers' perspectives; their

satisfaction and even retention, one can safely assume that the well-planned professional development initiatives that are directed towards the development of emotional intelligence, more particularly, the professionals' emotional awareness, self-regulation, and relationship management, may serve as a powerful means to uplift the spirits of the workplace and also to reduce the number of teachers who quit their jobs. At the same time, the high turnover rate of teachers due to their low level of satisfaction can be blamed largely on inadequate salary structures, which are in direct contrast to the need for proper compensation systems and financial incentives that are planned for effective retention strategies. In this context, the recommendations made by Nasr (2008) and Shabib and Raja (2021) are taken into consideration, which point to the necessity of having supportive and inclusive workplaces as a means of retaining the quality of education.

In addition, the results of Totah's (2023) study on fragmented governance and instability in the educational system of Jerusalem point out that emotional and organizational interventions should be performed together; that is, the psychological resources of the teachers are to be enhanced while the structural conditions of their work environments are improved. The authors of the study show the connection between the global theories of organizational behaviour and the local educational realities by arguing that emotional intelligence is not merely an individual trait but an adaptive skill that not only counteracts job dissatisfaction but also enhances the stability of the institution even in difficult times.

This research interweaves the emotional, organizational, and economic dimensions together in order to propose a holistic framework that might aid in the formation of future

research and the initiation of the process of establishing emotionally intelligent educational institutions in Palestine and beyond.

5.8 Hypothesis Testing and Interpretation

The hypothesis testing results offered empirical support for confirming the majority of the proposed effects between emotional intelligence, job satisfaction, and turnover intention in the conceptual framework outlined in this study. Each direct hypothesis connecting emotional intelligence to job satisfaction and job satisfaction to turnover intention was found to be statistically significant, and the mediating hypothesis of job satisfaction as a link between emotional intelligence and turnover intention was also validated. These results improve the model's internal validity and strengthen the resilience of the emotional and attitudinal routes affecting the retention behaviour of educators in the realm of private schools.

In this context, H1, which posited a favourable effect of emotional intelligence on job satisfaction, gained the most support. This result aligns with previous studies by Spector (1997), Friedlander and Margolis (1969), and Arnold and Feldman (1996), which also recognized interpersonal relationships and emotional health as key elements of job satisfaction. The validation of this hypothesis further empowers the view that emotional competence is a psychological resilience booster, and at the same time, it makes the perception of working conditions being positive even in the most difficult educational environments, to the fullest extent.

H2: Turnover intention is negatively associated with job satisfaction. This hypothesis was supported and found to be in line with the theoretical predictions of Ajzen and Fishbein

(1980), and also consistent with Totah's (2023) findings regarding systemic instability and teacher retention. Even though teachers showed overall satisfaction, their intentions to leave were still being declared as moderate to high, indicating that some external factors were at play due to stressors that were beyond the emotional and organizational domains. This complex result underlines that satisfaction is crucial but at the same time, it cannot be relied upon to ensure retention amid politically and economically constrained situations.

Mediating Hypothesis H3: Job satisfaction is the most important indirect route through which emotional intelligence lessens the intention. This linked the emotional with the behavioural side and therefore confirmed previous empirical and theoretical findings, chiefly those from Herzberg's motivation theory and Spector's job satisfaction framework. The mediating effect of the statistics strengthens the view that emotional intelligence is a predictor of teacher stability that operates both directly and indirectly, thus increasing the overall model's explanatory power. In the end, demographic control variables like income, experience, and qualifications had partial effects, especially income, thereby lending further support to the moderating role of financial well-being on the internal psychological mechanisms of the model.

To sum up, the results of the hypothesis testing not only confirm the theoretical foundations of the current study but also position emotional intelligence as the most important precursor to satisfaction, while satisfaction is seen as the link connecting emotional and behavioural outcomes. Teachers' retention in private schools across Palestine is thus provided with a comprehensive and context-specific framework for understanding through the proposed emotional-need-satisfaction pathway in the private school sector.

5.9 Limitations of the Study

Though the study provides valuable insights, various limitations must be recognized:

- **Self-reported data:** The study utilized a questionnaire that could be influenced by social desirability bias or participants' erroneous self-assessment.
- **Single-method approach:** The study relied solely on quantitative data; incorporating interviews or observations could offer more profound insights into the dynamics of emotional intelligence and satisfaction.
- **Limited access to confidential organizational information:** Educational institutions prohibited access to internal HR documents (true turnover, evaluation reports), thus turnover intention; rather than actual turnover was assessed.
- **Timing of data gathering:** Data were obtained close to the conclusion of the academic year, when work demands and emotional strain are greater than at other times, potentially influencing teachers' replies.

5.10 Recommendations for Future Research and Conclusion

Recommendations

- The following practical recommendations for school administrators, HR departments, and policymakers are put forward based on the results obtained:
- **EI training programs for teachers and school principals:** Training should focus on self-awareness, emotional regulation, empathy, and interpersonal skills to enhance job satisfaction and decrease turnover intentions.

- Revise compensation policies within private schools: Income exhibited large differences across EI and satisfaction; therefore, salary scale improvement or providing financial benefits may enhance teacher retention.
- Create emotionally supportive school settings: via enhanced communication, reductions in unwarranted workload, and acknowledgment of teachers' emotional efforts.
- Emotional Intelligence in Recruitment and Evaluation Criteria: The selection of emotionally competent teachers reduces burnout and turnover with time.

Future Research Directions:

These questions might be brought into sharper focus through additional research, for instance:

- Employing mixed methodology research (quantitative + qualitative) to get the deeper emotional experiences of teachers.
- Measuring and comparing the emotional intelligence of teachers before and after the training programs in intervention studies.
- Broaden the population by including public and international schools to contrast the contextual and organizational factors.
- Investigating other mediators or moderators such as support from the organization, school culture, and leadership style.

Conclusion

The current study has identified Emotional Intelligence as the most important factor affecting Job Satisfaction and Turnover Intentions of teachers in Palestinian private schools. The data empirically showed that EI raised the level of satisfaction, which then led to a lower intention of leaving the school, with satisfaction playing a partial mediating role in this process. The impact of demographic variables was very slight, suggesting that emotional and psychological aspects are the main causes for teachers to stay in schools.

Theoretically, the study combines the emotional-intelligence theory with the job-attitude and turnover models and points to satisfaction as a mediator. Practically, the study provides the school's administrators with the necessary steps to create an emotionally intelligent, satisfied, and loyal teaching community.

In the end, building up emotional skills and fostering supportive environments at schools are the crucial steps to retaining teachers and improving the quality of education in Palestine, in general. Seeing emotions as the root of professional commitment in education would not only result in lower turnover rates but also the production of a stronger and less prone to leaving teaching workforce, thus being able to cope with and maybe even thrive through external challenges over time.

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Appendices

Appendix (1): Questionnaire Form

Mr. & Mrs. ...

After Greetings

I am conducting a field study entitled:

The impact of Emotional Intelligence on Employee Turnover Intentions: Testing the Mediating Role of Job Satisfaction among the teachers in the private school in Palestine

This is a research questionnaire to help me complete research and I would highly appreciate it if you assisted me by responding to all questions as completely, correctly and honestly as possible. Your response will be treated with utmost .confidentiality and will be used only for the research purposes of this study only

Thank you in advance for your cooperation.

Yours faithfully,

Prepared by: Shoa Khalilieh

5202

Section One:

Personal Information: This section contains your personal information. Please fill

in the boxes according to your answer:

1 .Gender

Male / Female

2 .Educational Qualification

Bachelor's Degree

Master's degree

3 .Age

Less than 25

25 to less than 35

35 to less than 45

45 and above

4 .Years of Experience

1-3 years

3-7 years

7 years and above

5 .Salary in NIS

- Less than 3,000 NIS
- 3,000-4,000 NIS
- More than 4,000 NIS

6 .School Name:

- Modern English School
- Al-Najah School
- Friends School
- Al-Nahda School
- Al-Jamil Schools
- Al-Khatib School
- Al-Awael Model Schools
- Baccalaureate Schools
- Qimma Academy School
- Other

Section Two: Questionnaire Axes

The questionnaire is divided into three main axes, each containing several statements. Please mark () as appropriate for each statement or as applicable to you. Select "strongly agree" if the statement agrees with your situation, "very agree" if it doesn't agree at all, and "something in between" if necessary.

Axis One: Emotional Intelligence

Emotional intelligence refers to individuals' ability to recognize, understand, and effectively manage their own and others' emotions in the workplace.

Please, put a sign (√) in front of each statement. that indicates to what extent you agree or disagree:

N	Statement	Strongly	agree	Neutral	Disagree	Strongly
		(5)	(4)	(3)	(2)	(1)
First field: Self-awareness						
1	Management provides emotional support during critical situations.					
2	There are structured opportunities to develop emotional intelligence skills, including identifying personal emotions, such as					

	through training, awareness sessions, and more.					
3	Open communication in the workplace helps me express my feelings.					
4	My emotional needs are acknowledged to support my ability to cope with stress.					
5	I participate in workshops to increase awareness of my emotional response patterns..					
Second field: Social awareness						
6	I feel that empathy and understanding prevail among classmates at school.					
7	I notice that the leaders at the school treat us with emotional intelligence.					
8	I see our emotional well-being as being as important to management as professional performance.					
9	I get support to help me balance my work and personal life.					
10	Through activities I learn how to be more understanding of the needs of others.					
Third field: Relationship management						

11	When problems arise between colleagues, they are resolved with sensitivity and respect.					
12	I feel that cooperation among teachers increases thanks to the encouragement of the administration.					
13	I participate in programs that help me increase my resilience in the face of pressure.					
14	I find a comfortable environment to express my feelings openly with colleagues or the administration.					
15	find that school policies support mutual respect and increase teachers' satisfaction with their work.					

Axis 2: Job Satisfaction

This is the positive feeling resulting from an individual's evaluation of their job and the work environment in which they work. This includes the level of appreciation, recognition, growth opportunities, work-life balance, and clear communication and support provided. The questionnaire measures teachers' satisfaction with the work environment, appreciation, development opportunities, and well-being provided by the organization.

N	Statement	Strongly	agree	Neutral	Disagree	Strongly
		(5)	(4)	(3)	(2)	(1)
First field: Work environment						
1	I feel that the work environment at my school supports me and increases my job satisfaction.					
2	I feel valued and recognized for my contribution to the school.					
3	I find that the positive school environment helps me perform my work with high spirits.					
4	I consider the school a comfortable place to work and one that enhances my job satisfaction.					

Second field: Salary and Financial Benefits						
5	I believe my salary and financial benefits are appropriate and support my continued employment.					
6	I believe that the incentives and rewards enhance my motivation to work hard.					
7	I feel that the additional benefits offered to me contribute to my professional and personal life.					
8	I believe that financial rewards are linked to my effort and achievement in school.					
Third field: Job Security and Professional Growth						
9	I feel secure in my job and confident in my continued success.					
10	I find opportunities for professional development and growth through training courses and programs.					
11	I feel that management provides me with the resources and support to perform my work efficiently.					
12	I benefit from collaboration and teamwork with my colleagues to improve my performance					

Fourth field: Work-Life Balance						
13	I am able to balance my work and personal life well.					
14	find that a flexible work schedule helps me manage my family responsibilities.1					
15	feel that the management takes into account my personal needs in addition to my job responsibilities.					
16	believe that caring for teachers' comfort positively impacts the quality of our work.					

Third: Employee Turnover Intentions:

This refers to an employee's desire or inclination to leave their current job and seek other employment opportunities, whether due to dissatisfaction, stress, or new career aspirations. The questionnaire measures the extent to which teachers are considering leaving their current jobs or seeking alternative career options.

N	Statement	Strongly	agree	Neutral	Disagree	Strongly
		(5)	(4)	(3)	(2)	(1)
1	Sometimes I feel uncertain about continuing in my current teaching position.					
2	Recently, I've considered exploring opportunities at other schools.					
3	During difficult times, I've had thoughts about leaving my current position.					
4	The idea of pursuing a teaching role at another institution appeals to me.					
5	Current challenges and circumstances are making me rethink my commitment to this job.					

الموضوع: استبانة لرسالة علمية

حضرات المعلمين والمعلمات الأعزاء،

أنا شعاع علاونة، طالبة دراسات عليا في تخصص إدارة الموارد البشرية في الجامعة العربية الأمريكية. أعمل حالياً على إعداد دراسة علمية بعنوان: "تأثير الذكاء العاطفي على نوايا ترك العمل: اختبار الدور الوسيط للرضا الوظيفي لدى المعلمين في المدارس الخاصة في فلسطين" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير.

يسعدني أن أضع بين أيديكم هذا الاستبيان، الذي يأتي في إطار البحث العلمي، والذي يهدف إلى تقديم توصيات عملية تسهم في تطوير ممارسات إدارة الموارد البشرية في المدارس الخاصة، من خلال تعزيز فهم العلاقة بين الذكاء العاطفي والرضا الوظيفي، وتأثيرهما على نية ترك العمل. كما أن نتائج هذه الدراسة قد تساعد الجهات المعنية في تصميم برامج تدريبية تنمي المهارات العاطفية لدى المعلمين، بما ينعكس إيجاباً على بيئة العمل وتعزيز الاستقرار الوظيفي في القطاع التعليمي الفلسطيني.

أرجو المشاركة وتعبئة الاستبيان، بما يعكس وجهة نظركم وتجربتكم المهنية في مجال التعليم مع التأكيد على أن جميع المعلومات ستعامل بسرية تامة، وتستخدم لأغراض البحث العلمي.

أشكركم جزيل الشكر على وقتكم الثمين وتعاونكم الكريم.

مع خالص الاحترام والتقدير،

الباحثة: شعاع خليلية

القسم الأول:

البيانات الشخصية: يحتوي هذا القسم على البيانات الشخصية الخاصة بك، يرجى تظليل الخانة حسب اجابتك:

1. الجنس

ذكر أنثى

2. المؤهل العلمي

بكالوريوس دراسات عليا

3. العمر

أقل من 25 * 25 الى أقل من 35 * 35 الى أقل من 45 * 45 فأكثر

4. سنوات الخبرة

1-3 سنوات 3-7 سنوات 7 سنوات فأكثر

5. الراتب بالشيقل

أقل من 3000 شيكل 3000-4000 شيكل أكثر من 4000 شيكل

6. اسم المدرسة:

المدرسة الانجليزية الحديثة

مدرسة النجاح

مدرسة الفرندز

مدرسة النهضة

مدارس الجميل

مدرسة الخطيب

مدارس الاوائل النموذجية

مدارس البكالوريا

مدرسة اكايمية قمم

غير ذلك

القسم الثاني: محاور الاستبانة

يقسم الاستبيان الى ثلاثة محاور رئيسية ويحوي كل محور على عدة عبارات أرجو الاشارة بـ (x) حسب ما يناسبك حسب كل عبارة أو ما ينطبق لديك حيث يتم اختيار موافق جدا في حال توافق العبارة مع الوضع لديك وارفق جدا في حال عدم التوافق نهائيا وما بينهما حسب ما يلزم:

المحور الاول: الذكاء العاطفي

يُشير الذكاء العاطفي إلى قدرة الأفراد على التعرف على مشاعرهم ومشاعر الآخرين، وفهماها، وإدارتها بشكل فعّال في بيئة العمل.

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
المجال الأول: الوعي الذاتي						
1	توفر الادارة الدعم العاطفي خلال المواقف الحرجة.					
2	تتوفر فرص ممنهجة لتطوير مهارات الذكاء العاطفي، بما في ذلك التعرف على المشاعر الشخصية مثل توفير التدريب وجلسات الوعية وغيرها.					
3	يساعد التواصل المفتوح في بيئة العمل، على التعبير عن مشاعري.					
4	يتم الاعتراف بالاحتياجات العاطفية لي لدعم قدرتي على التكيف مع الضغوط.					
5	اشارك في ورش عمل لزيادة الوعي بأنماط استجابتي العاطفية					
المجال الثاني: الوعي الاجتماعي						
6	أشعر أن التعاطف والتفاهم يسودان بين الزملاء في المدرسة.					

					7	ألاحظ أن القادة في المدرسة يتعاملون معنا بذكاء عاطفي.
					8	أرى أن رفاهيتنا العاطفية تحظى باهتمام الإدارة مثل الأداء المهني تماماً.
					9	أحصل على دعم يساعدني في الموازنة بين العمل وحياتي الشخصية.
					10	أتعلم من خلال الأنشطة كيف أكون أكثر تفهماً لاحتياجات الآخرين.
المجال الثالث: إدارة العلاقات						
						عندما تحدث مشاكل بين الزملاء، يتم حلها بحساسية واحترام.
					12	أشعر أن التعاون بين المعلمين يزداد بفضل تشجيع الإدارة.
					13	أشارك في برامج تساعدني على زيادة قدرتي على التحمل في مواجهة الضغوط.
					14	أجد بيئة مريحة للتعبير عن مشاعري بصراحة أمام الزملاء أو الإدارة.
					15	أرى أن سياسات المدرسة تدعم الاحترام المتبادل وتزيد من رضا المعلمين عن عملهم.

المحور الثاني: الرضا الوظيفي: هو الشعور الإيجابي الناتج عن تقييم الفرد لوظيفته وبيئة العمل التي يعمل فيها، ويشمل ذلك مستوى التقدير، الاعتراف، فرص النمو، التوازن بين العمل والحياة، ووضوح التواصل والدعم المتوفر. يقيس الاستبيان مدى شعور المعلمين بالرضا تجاه بيئة العمل، التقدير، فرص التطوير، والرعاية التي توفرها المنظمة.

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
المجال الأول: بيئة العمل						
1	أشعر أن بيئة العمل في مدرستي تدعمني وتزيد من رضا عن عملي.					
2	أشعر بالتقدير والاعتراف بمساهمتي في المدرسة.					
3	أجد أن بيئة المدرسة الإيجابية تساعدني على أداء عملي بروح عالية.					
4	أرى أن المدرسة مكان مريح للعمل ويعزز الرضا الوظيفي لدي.					
المجال الثاني: الراتب والفوائد المالية						
5	أعتقد أن راتبي والمزايا المالية التي أحصل عليها مناسبة وتدعم استمراري في العمل.					
6	أرى أن الحوافز والمكافآت تعزز دافعي للعمل بجد.					
7	أشعر أن المزايا الإضافية المقدمة لي تسهم في تحسين حياتي المهنية والشخصية.					
8	أعتقد أن المكافآت المالية مرتبطة بجهدي وإنجازي في المدرسة.					
المجال الثالث: الأمن الوظيفي والنمو المهني						
9	أشعر بالأمان في عملي وأثق باستمراري فيه.					

					أجد فرصاً للتطور والنمو المهني من خلال الدورات والبرامج التدريبية.	10
					أشعر أن الإدارة توفر لي الموارد والدعم لأداء عملي بكفاءة.	11
					أستفيد من التعاون والعمل الجماعي مع زملائي في تحسين أدائي.	12
المجال الرابع: توازن حياة العمل						
					أستطيع الموازنة بين عملي وحياتي الشخصية بشكل جيد.	13
					أجد أن جدول العمل المرن يساعدني على الاهتمام بواجباتي العائلية.	14
					أشعر أن الإدارة تراعي احتياجاتي الشخصية إلى جانب مسؤولياتي الوظيفية.	15
					أرى أن الاهتمام براحة المعلمين ينعكس إيجاباً على جودة عملنا.	16

المحور الثالث: نوايا دوران الموظفين: تشير إلى رغبة الموظف أو ميله إلى مغادرة وظيفته الحالية والبحث عن فرص عمل أخرى، سواء كان ذلك بسبب عدم الرضا، الضغوط، أو تطورات مهنية جديدة. يقيس الاستبيان مدى تفكير المعلمين في ترك وظائفهم الحالية أو البحث عن بدائل وظيفية.

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1	أحياناً أشعر بعدم اليقين بشأن الاستمرار في وظيفتي التدريسية الحالية.					
2	فكرت مؤخراً في استكشاف فرص عمل في مدارس أخرى.					
3	راودتني في الأوقات الصعبة، أفكار حول ترك مناصبي الحالي.					
4	تبدو فكرة التدريس في مؤسسة أخرى جذابة بالنسبة لي.					
5	أتساءل أحياناً إن كانت وظيفتي الحالية تتماشى مع تطورات المهنة على المدى البعيد.					
6	بدأت أقيم إيجابيات وسلبيات الانتقال إلى بيئة تعليمية أخرى.					
7	أتابع أحياناً فرص التدريس المحتملة خارج مكان عملي الحالي.					
8	تحديات وظروفي الحالية تجعلني أعيد التفكير في التزامي بهذه الوظيفة.					

مع فائق الشكر والتقدير

ملخص

تتناول هذه الدراسة تأثير الذكاء العاطفي على نوايا دوران العمل لدى معلمي المدارس الخاصة في فلسطين، مع التركيز على الدور الوسيط للرضا الوظيفي. استهدفت الدراسة المعلمين العاملين في المدارس الخاصة في مختلف المدن الفلسطينية. تم اعتماد تصميم كمي وصفي-تحليلي، باستخدام استبيان منظم يتضمن مقاييس معتمدة للذكاء العاطفي والرضا الوظيفي ونوايا دوران العمل. شملت العينة النهائية 321 معلمًا. وتم تحليل البيانات باستخدام برنامج SPSS للإحصاءات الوصفية و SMARTPLS لاختبار النموذج الهيكلي، والتأثيرات المباشرة وغير المباشرة، وفرضيات الوساطة.

تشير النتائج إلى أن الذكاء العاطفي يؤثر بشكل إيجابي على الرضا الوظيفي، الذي بدوره يؤثر سلبًا على نوايا دوران العمل، مما يبرز الدور الوسيط للرضا الوظيفي. ومن بين أبعاد الذكاء العاطفي، يقلل كل من الوعي الاجتماعي وإدارة العلاقات بشكل كبير من نوايا دوران العمل، بينما لم يظهر للوعي الذاتي تأثير معنوي. وكان مستوى الدخل هو المتغير الديموغرافي الوحيد الذي أظهر تأثيرًا ملحوظًا، بينما لم يكن لكل من الدرجة العلمية وسنوات الخبرة تأثير معنوي. استنادًا إلى هذه النتائج، توصي الدراسة بتنفيذ برامج تطوير مهني لتعزيز كفاءات الذكاء العاطفي، لا سيما الوعي الاجتماعي وإدارة العلاقات، بهدف زيادة الرضا الوظيفي وتقليل نوايا الدوران. كما يُقترح مراجعة هيكل الرواتب، وتهيئة بيئات عمل داعمة، ودمج تقييمات الذكاء العاطفي في عمليات التوظيف والتقييم لتحسين الاحتفاظ بالمعلمين وتعزيز رفاههم العام.