

The Effect of Emotional Intelligent, Person Job Fit, Emotion Demand on  
Job Satisfaction Through Mediator in Education Sector, Karachi Pakistan

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Abstract

This research focuses on a significant trend in human resource management job satisfaction. The main aim of the proposed framework is to investigate how reward systems, person-job fit, emotional intelligence, and emotional demands influence job satisfaction, with emotional labor acting as a mediating factor. To validate the model, data was collected from the banking sector using a reliable and standardized questionnaire. The data analysis was performed using SPSS and PLS-SEM techniques. The results demonstrated that emotional labor has a positive relationship with the studied variables. These insights can help organizations, especially within the education sector such as schools and colleges enhance job satisfaction among roles like teachers, coordinators, and branch heads by recognizing and managing the impact of emotional labor.

**Keywords:** Job satisfaction, Emotional labor, Emotional intelligent, Surface acting, Emotional demand

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## BACKGROUND OF THE STUDY

In the 21st century, employee behavior and emotions have become critical factors in retaining talent and achieving both domestic and global organizational goals. It is essential for driving productivity across industries such as IT, finance, and HR. Satisfied employees are a key source of competitive advantage. However, simply retaining employees is no longer sufficient; organizations must foster motivation through attractive compensation, training, benefits, and career development opportunities, all of which contribute to shaping the organizational culture and hierarchy. Employee satisfaction plays a foundational role in organizational performance. In Pakistan's education sector, issues such as long working hours, poor management relations, inadequate compensation, limited training, lack of career growth, and poor communication from leadership are major barriers to job satisfaction and affective commitment. Since educational institutions rely heavily on their teaching staff to meet strategic goals, human resource departments must focus on fostering employee commitment to improve job performance and satisfaction. Furthermore, effective customer service and global-level communication require employees to manage their emotions. According to Beal, Trougakos, Weiss, and Green (2006), teachers tend to yield greater job satisfaction compared to roles in other professions. Emotional labor and job involvement have been shown to enhance job satisfaction, although some researchers argue that job satisfaction is not directly tied to emotional labor. Nevertheless, emotional labor remains a motivational factor for senior management, particularly in multinational organizations, due to its positive influence on job performance (Wittmer, 1991). Emotional regulation strategies such as surface acting—simulating emotions not genuinely felt (Ashforth & Humphrey, 1993)—and deep acting, modifying internal feelings to express appropriate emotions (Gosserand & Diefendorff, 2005) impact employees' well-being. An employee's emotional alignment with their role and organization strongly influences job satisfaction. Across all business sectors, job satisfaction is essential. Its absence can stem from various factors, including unskilled labor, repetitive tasks, workplace conflict, stress, and work overload. Organizational performance and competitiveness are closely linked to employee commitment and job satisfaction (Shore & Martin, 1989; Meyer et al., 1989; 1993; 2002; Siders et al., 2001). In the education sector, challenges include managing emotional demands, ensuring person-job fit, developing emotional intelligence, and regulating emotions (Jahanvash Karim & Weisz, 2010; Aloe et al., 2014; Rozan & Poulin, 2025). Employee satisfaction depends not only on external factors but also on internal workplace dynamics. Supervisors must provide clear task expectations to reduce ambiguity and foster trust (Yeng et al., 2018; Borges et al., 2018; Shah & Iqbal, 2025). Teaching, by its nature, involves constant emotional interaction with students, parents, and colleagues. This emotional engagement often leads to stress or burnout due to the high demands of the job (Kuok & Lam, 2018; Khan, 2018). With emotional labor as a mediating factor, focusing specifically on school teachers in Karachi, Pakistan.

## THEORETICAL BACKGROUND

Lazarus (1991) introduced the Cognitive-Motivational-Relational (CMR) theory of emotion, suggesting that individuals may experience different emotional responses to the same event depending on how they cognitively interpret or evaluate the situation. Expanding on this theory, Fletcher and Scott (2010) developed a model demonstrating how people respond to stress and how these responses impact their performance (see also Fletcher & Fletcher, 2005; Fletcher, Hanton, & Mellalieu, 2006). Although core relational themes

highlight the emotional triggers within person-environment interactions, they do not entirely account for the cognitive mechanisms that shape specific emotional outcomes. Over time, researchers have extensively examined the relationship between emotional labor and its two main strategies: surface acting and deep acting (Mikolajczak et al., 2007; Iqbal & Ali, 2024). These studies emphasize that employees must understand both their own emotions and those of others particularly management in order to determine the most authentic and effective ways to engage (Abraham, 2003). Self-awareness is crucial in this context, as individuals must first recognize and regulate their own emotions before responding appropriately in organizational settings (Johnson & Indvik, 1999; Petrovicoya & Vladimir, 2021). This awareness is foundational to effective interpersonal communication (Daus & Ashkanasy, 2005). Research has consistently shown a significant relationship between emotional intelligence and emotional labor (Kruml & Geddes, 2000; Totterdell & Holman, 2003; Jackson, 2023). Given the extensive research over the past few decades in this area, the following hypotheses are developed:

## **EMOTIONAL INTELLIGENCE WITH EMOTIONAL LABOR**

The foundational work of Salovey and Mayer (1990) introduced emotional intelligence (EI) as an individual's capacity to recognize emotional situations and effectively express emotions in ways that promote both cognitive and emotional development. Building on this groundwork, scholars such as Petrides and Furnham (2000) and Van Rooy et al. (2005) have identified two primary models used to conceptualize and measure EI in existing literature: Emotional intelligence has been conceptualized through two primary frameworks: the ability model (Mayer, 1997) and the mixed model (Goleman, 1995, 2001). It is generally defined as a collection of interconnected skills that lie at the intersection of emotion and cognition encompassing the perception, comprehension, utilization, and regulation of emotions (Lopes, 2016, p. 316). This construct has attracted considerable interest in leadership studies, particularly for its influence on leadership emergence, leadership styles, and the overall effectiveness of leaders (Walter, Cole, & Humphrey, 2011). Hypothesis1: Emotional intelligent has significant impact with emotional labor.

## **PERSON JOB-FIT**

According to Kristof-Brown (2000), person-job fit occurs when there is alignment between an individual's abilities and the demands of a job, or when the job fulfills the individual's personal needs. It represents the compatibility between a person's personality, knowledge, skills, and abilities, and the specific requirements of a given role. As Boon et al. (2011) further emphasize, person-job fit directly links an individual's capabilities and needs with the characteristics and demands of the job itself. However, it is important to note that even when employees demonstrate a strong fit with their job roles, it does not necessarily guarantee their commitment to the organization

H2: Person-job fit is significantly related with emotional labour.

## **EMOTIONAL DEMAND**

Emotional demands at work are a significant contributor to employee exhaustion (Hochschild, 1983; Schaufeli & Maslach, 1993). In a study by Peng (2017), which was grounded in Holland's (1959) classification of six major occupational types, findings indicated that individuals in social and enterprising roles experience heightened emotional demands, which in turn lead to increased exhaustion. Similarly, Tuxford and Bradley (2014) discovered that in the teaching profession, emotional exhaustion is influenced by a combination of general job demands, emotional demands, social support, and self-efficacy. Emotional labor involves managing one's emotional expressions—whether by

amplifying, faking, or suppressing emotions to conform to organizational or job-specific display rules (Ekman & Friesen, 1975; Goffman, 1959; Hochschild, 1983). While emotional labor may serve organizational interests, recent research has raised concerns about its potential negative impact on employee well-being. Hochschild (1983) argued that emotional labor can be a source of stress and may ultimately lead to burnout. Prolonged engagement in emotional labor can harm not only the individual employee's mental health but also the overall effectiveness of the organization. According to Hochschild's (1983) definition, emotional labor requires employees to modify their emotional expressions during interactions with customers, coworkers, and supervisors regardless of whether those emotional changes feel authentic. Workers are expected to comply with display rules by expressing emotions deemed appropriate for their roles, while simultaneously suppressing emotions that could be perceived as interfering with their performance

H<sub>3</sub> Emotional demand is significantly related with Emotional labor

## **EMOTIONAL LABOR**

Multiple conceptualizations of emotional labor have shaped the academic landscape, though they also expose variations in how the term is defined (Ashforth & Humphrey, 1993; Hochschild, 1983; Morris & Feldman, 1996). Generally, emotional labor refers to the process of displaying socially appropriate emotions to influence others on behalf of the organization (Gardner & Martinko, 1988). Hochschild (1983) emphasized the internal management of emotions, while Ashforth and Humphrey (1993) viewed emotional labor primarily as observable behavior, downplaying the roles of surface and deep acting and suggesting that a broader range of elements shape emotional expression in the workplace. Job satisfaction, defined as an employee's assessment of their occupational role (Meyer, Allen, & Smith, 1993), is a vital construct due to its influence on absenteeism, turnover, counterproductive behaviors, job performance, and overall mental and physical health (Miao, Humphrey, & Qian, 2016). Grandey (2000) proposed that emotional labor may reduce job satisfaction, particularly when employees feel that their authentic emotions are being commodified for organizational gain. This is especially evident in surface acting, where individuals fake emotions, leading to emotional dissonance and a sense of inauthenticity—factors associated with negative workplace attitudes (Grandey & Gabriel, 2015). On the other hand, deep acting and the genuine expression of emotions tend to reduce emotional dissonance and are linked to higher levels of job satisfaction, as they are experienced as more authentic and psychologically less draining (Hülsheger & Schewe, 2011).

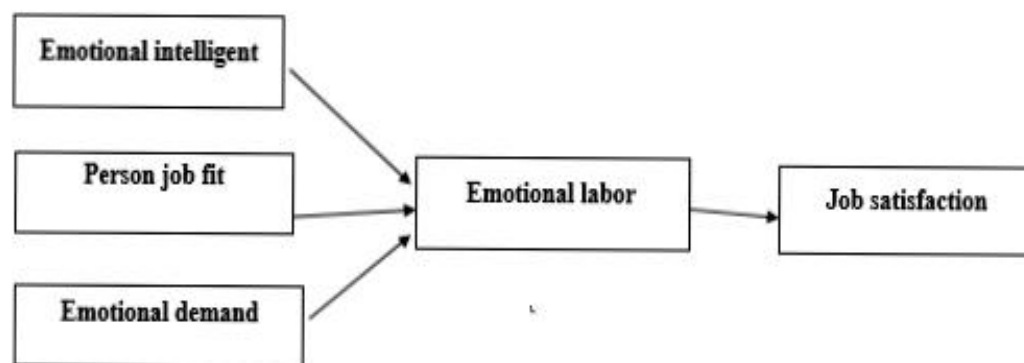
H<sub>4</sub> Emotional labor is significantly related with job satisfaction.

## **EMPIRICAL STUDIES**

Gelaidan, Swidi, and Mabkhot (2016) explored how leadership behavior and emotional intelligence affect employees' willingness to embrace change, with organizational commitment acting as a moderating factor. The study utilized data from Malaysian universities and applied Partial Least Squares Structural Equation Modeling (PLS-SEM) to statistically validate the model. The results demonstrated that emotional intelligence positively influences readiness for change ( $\beta = 0.20, p < 0.05$ ). The researchers recommended that future studies should investigate additional factors such as employee training, motivation, organizational culture, and recognition. They also suggested examining the connection between employees' readiness for change and the successful implementation of change initiatives. Li et al. (2017) discussed emotional exhaustion (EE) as a severe condition involving both mental and physical fatigue, common in high-stress



work environments (Schaufeli & Salanova, 2007). This state can have adverse effects at both the individual and organizational levels, such as higher absenteeism (Deery et al., 2002) and lower job performance (Cropanzano et al., 2003). Taegoo, Gyehee, and Eun Yoo (2012) conducted research on the influence of emotional intelligence on emotional labor among frontline supervisors in the hospitality industry. The study involved 353 employees from five-star hotels in Korea, using a validated questionnaire to collect data. The key variables examined were service recovery performance, surface acting, deep acting, and emotional intelligence. Analytical methods included Confirmatory Factor Analysis (CFA), descriptive statistics, and regression analysis through SPSS. The findings revealed that emotional intelligence significantly and positively affects emotional labor among frontline staff. According to Afsar et al. (2015), introducing innovative ideas or modifying the work environment can enhance employees' adaptability. This, in turn, leads to better alignment between job demands and individual capabilities, increased job satisfaction and performance, reduced stress, stronger workplace relationships, improved well-being, and personal growth.



## RESEARCH METHODOLOGY

This study adopts an explanatory research approach, as it aims to investigate the relationships between three independent variables—emotional intelligence, person-job fit, and emotional demand—and the dependent variable, job satisfaction, with emotional labor serving as a mediating variable. The research has been structured and designed to ensure clarity, relevance, and meaningful contribution. The overall design is grounded in a specific philosophical stance, which informs the choice of methodology, techniques, and rationale behind conducting the study. A correlational research design has been selected for this study. The primary aim of causal research is to explore the nature of change and cause-effect relationships. Among the four common types of research design descriptive, experimental, survey, and correlational—this study utilizes the correlational design to examine and establish the relationships between the key variables under investigation. In this study, we are targeting school teachers in Pakistan (private sector) this study targeted the teachers, Coordinators and head mistress in educational sector in Pakistan. In convenience sampling, participants are selected based on their availability and accessibility, making it a type of non-probability sampling method. In the present study, data collection was not limited to a single point in time. Instead, a longitudinal approach was adopted, allowing data to be gathered over a period of one to two weeks. This extended time frame provided a broader perspective for analysis.

## RELIABILITY STATISTICS (PILOT STUDY)

The purpose to analysis the pilot study is to inspect the capacity of research instrument (Connelly, 2008). To cross check item of questionnaires, to adopted study is reliability

analysis test; it calculates the internal consistency instrument item. Mostly statistics that estimate and evaluate the questionnaire reliability is through Cronbach alpha (Cronbach, 1951). A sample size of 50 participants in the pilot study has been explored. In this study the sample size of 50 participant used in the pilot study the questionnaire based on 33 item includes whole research model like independent, dependent and mediating variable. According to (Hinton, McMurray, Brownlow, & Cozens, 2004) , ranges of Cronbach  $\alpha$  mentioned below:

S.No	Variable	Items	Cronbach Alpha of each variable
01	Emotional labor	06	0.797
02	Person job fit	05	0.782
03	Emotional intelligence	12	0.929
	Job satisfaction	05	0.779
03	Emotional demand	05	0.778

DEMOGRAPHICS

The Research has to collected data under a program that through to look as EL, ED, and PJF has an interaction with EL with the JS in employees of private education sector in Pakistan. In this table the data has represent the demographic features which has 251 responses which comprise the data 97 is female and remaining were male 154 of the sample. Furthermore the age category 27.5 % were ranged 18 to 25 years, 18.3 % were ranged 26 to 30 years, 36.3% were ranged 31 to 35 years, and 17.9% were 36 or above. In view of employee's qualification, it was observed that 27.1 % undergraduate, 38.6% were graduate, 34.3% were postgraduate With the respect of Assistant teacher has less response in this research almost 21.5% and highest participant were lead teachers 48.2% and branch head was 2% and remaining were coordinator 28.3%.

TABLE 2: PROFILE OF RESPONDENTS N=251

Demographics Items	Frequency	Percentage
Gender		
Female	154	60.9
Male	97	38.3
Age		
18 to 25	69	27.5
26 to 30	46	18.3
31 to 35	91	36.3
36 or Above	45	17.9
Education		
Under Graduate	68	27.1
Graduate	97	38.6
Post Graduate	86	34.3
Designation		
Assistant teacher	54	21.5
Lead teacher	121	48.2
Coordinator	71	28.3
branch head	5	2

The Research has to collected data under a program that through to look as EL, ED, and PJF has an interaction with EL with the JS in employees of private education sector in Pakistan. In this table the data has represent the demographic features which has 291 responses

which comprise the data 97 is male and remaining were female approximately 154 of the sample. Furthermore the age category 27.3 % were ranged 18 to 25 years, 18.2 % were ranged 26 to 30 years, 36% were ranged 31 to 35 years, and 18.2% were 36 or above. In view of employee's qualification, it was observed that 17.4 % undergraduate, 30.4% were graduate, 30% were postgraduate, and 21.7% were others. Through the statistics gathered, it can be analyzed that majority of employees are aged 31 to 35 constituting 36% of the total employees while, only 18% of the employees are aged between 26 to 30 and 36 or above. With the respect of Assistant teacher has less response in this research almost 44 and highest participant were lead teachers and minimum participant were collected a sample through branch head and remaining were coordinator,

**MEASUREMENT MODEL**

PLS SEM is the technique, to analysis the measurement of multifaceted structure, so the research applied PLS to calculate the measurement and structural model (Hair et al., 2011; Henseler et al., 2014). PLS technique deals good opportunity to analysis the capabilities in researchers. (Ringle et al., 2015, 2005b). The software has quickly extended the application of partial least squares-structural equation modeling (PLS-SEM) in the current years (Haier et al., 2011, 2014)An assessing instrument of 5 point Likert scale, in which 1 show strong disagree (SD), 2 disagree (D), 3 neutral (N), 4 agree (A), 5 strongly agree (SA). For the valuation of the actual of the model, two measures taken into consideration convergent validity (Compell and Cook, 1979) and discriminant validity (Fiske and Campbell, 1959).

**CONVERGENT VALIDITY**

Convergent Validity shows the internal consistency of the data. It determines the amount to which the construct come together in its indicators so that they can explain their items variances (Campbell & Cook, 1979). To know the convergent validity in PLS we can run two tests to know the validity of our measured construct: Cronbach's alpha and composite reliability scores and Average variance extracted (AVE).

**TABLE 3: CONSTRUCT RELIABILITY AND VALIDITY**

	Cronbach's Alpha	CR	(AVE)
ED	0.820	0.908	0.832
EI	0.925	0.937	0.598
EL	0.730	0.847	0.649
JS	0.754	0.856	0.665
PJF	0.876	0.912	0.775

Table 3 shows the values of Cronbach's Alpha which tells about the coefficient that how much the data is reliable and consistent. It demonstrates that how the set of variables is measuring the single latent construct. The values of Cronbach should be greater than 0.55 (Fidell and Tabachnick, 2007). Composite reliability is alike Cronbach which also shows the internal consistency by using its item loadings (Netemeyer, 2003). The threshold for determining the composite reliability is, the values should be greater than 0.7 (Nunnally, 1978). Whereas, Average variance extracted is used to know the convergent validity of the unobserved variables. The value of AVE is calculated by taking the mean of all the square loadings for the indicators which are linked with the given constructs. The value of AVE should be higher than 0.50 which tells that the construct is explaining 50% variances of their items. So, the above table values are clearly meeting the given criteria.

**DISCRIMINANT VALIDITY**

According to Campbell and Fiske (1959), discriminant validity refers to the extent to which a latent construct is distinct from other constructs within a model. To assess discriminant validity, researchers commonly employ several techniques, including the examination of cross-loadings, the Fornell-Larcker criterion, and the Heterotrait-Monotrait (HTMT) ratio of correlations. These methods help ensure that each construct captures unique aspects of the data and does not overlap significantly with other variables

**TABLE 4: SUMMARY STATISTICS  
FORNELL-LARCKER CRITERION**

	ED	EI	EL	JS	PJF
ED	0.912				
EI	-0.163	0.773			
EL	-0.164	0.609	0.805		
JS	-0.029	0.003	-0.077	0.816	
PJF	0.028	0.028	0.191	-0.201	0.881

Table 4 illustrates the correlation matrix which shows that the square root AVE should be greater than 0.5 (Fornell and Larcker, 1981) which should be higher than the correspondence of other latent constructs.

**TABLE 5: LOADINGS AND CROSS LOADINGS**

	ED	EI	EL	JS	PJF
ED4	0.969	-0.198	-0.184	-0.036	0.064
ED5	0.852	-0.056	-0.087	-0.007	-0.054
EI11	-0.116	0.714	0.443	-0.025	0.188
EI12	-0.143	0.796	0.612	-0.021	0.103
EI2	-0.090	0.838	0.496	0.004	-0.031
EI3	-0.073	0.818	0.428	-0.015	-0.087
EI4	-0.034	0.739	0.262	0.044	-0.176
EI5	-0.107	0.762	0.424	0.041	0.006
EI7	-0.136	0.748	0.424	-0.043	0.113
EI8	-0.229	0.752	0.465	0.000	0.088
EI9	-0.095	0.802	0.548	-0.033	0.032
EL3	-0.169	0.501	0.795	-0.009	0.044
EL4	0.006	0.443	0.791	-0.077	0.195
EL5	-0.214	0.522	0.830	-0.094	0.216
JS1	0.121	-0.123	-0.074	0.835	-0.105
JS3	-0.156	0.025	-0.048	0.806	-0.176
JS4	-0.096	0.125	-0.060	0.806	-0.227
PJF3	-0.016	0.123	0.222	-0.204	0.939
PJF4	0.094	-0.035	0.145	-0.177	0.906
PJF5	0.012	-0.207	0.055	-0.108	0.789

Table 5 shows the cross loadings which states that manifest variable should display higher loading in its own category of construct and it should be greater than on any other construct. The difference of the cross loading should be over and above 0.1 which is the standard fixed by (Gefen and Straub 2005).



TABLE 6: HETEROTRAIT-MONOTRAIT RATIO RESULTS

	ED	EI	EL	JS	PJF
ED					
EI	0.161				
EL	0.196	0.714			
JS	0.192	0.153	0.122		
PJF	0.092	0.203	0.221	0.231	

As proven in table 6 discriminant validity is HTMT ratio which acts as the constructing block of evaluating the model. It is a method to estimate the correlation established between the constructs Henseler, Ringle, & Sarstedt (2014), and its values should not surpass 0.85 or 0.9.

ADJUSTED R SQUARE

In table 7 it shows the values of R square which is also known as the coefficient of determination, which helps us to understand the fraction of variances percentage of the dependent variable which can be more clearly explained by the independent variable. To determine the coefficient of determination we see the value of R square. In structural mode the values of R square are 0.75, 0.50 or 0.25 for the endogenous variables, which are categorized as substantial, moderate and weak value Hair, Ringle, and Sarstedt (2011). Hence it shows that the independent variable predicts. EL is 39.9% whereas JS is 0.001.

TABLE 7: ADJUSTED R SQUARE

	R Square Adjusted
EL	0.399
JS	0.001

PATH ANALYSIS

Table 8 exhibits the path analysis which shows the relationship of all the paths with their hypothesis. The structural model estimates the path coefficient which tells how strong the relation is between the independent and dependent variable and the p- values determines how significant the hypotheses are. The hypotheses are considered to be significant when the p-values are less than 0.01, 0.05 and 0.1.

Table 8: Path Analysis

Hypothesis	Relationship Path	SRW	P Values	Effect Type	Remarks
H1	EI -> EL	0.592	0.000	Direct Effects	Supported
H2	PJF -> EL	0.177	0.001	Direct Effects	Supported
H3	ED -> EL	-0.073	0.187	Direct Effects	Unsupported
H4	EL -> JS	-0.077	0.401	Direct Effects	Unsupported

DISCUSSION

The first hypothesis (H1) identifies a strong and statistically significant positive relationship between emotional intelligence and emotional labor, demonstrated by a beta coefficient of  $\beta = 0.592$  ( $p < 0.01$ ). This implies that higher levels of emotional intelligence are directly linked to increased engagement in emotional labor. As Karim and Weisz (2010) observed, individuals with lower emotional intelligence may find it more manageable to fake or suppress emotions than to genuinely express them through emotional understanding and regulation. Similarly, Leidner (1999) emphasized the importance of employees accurately perceiving and expressing appropriate emotions to cultivate positive interactions with customers and strengthen workplace relationships.

The second hypothesis (H2) reveals a significant connection between person-job fit and emotional labor, with a beta value of  $\beta = 0.177$  ( $p < 0.01$ ). This finding is consistent with Mengenci (2014), who pointed out the difficulties organizations face in attracting skilled professionals amid intense competition. Even when qualified candidates are hired, they may not always align with the company culture or the specific demands of the role. Vatansever and Karamaraş (2017) also noted that employees who are naturally inclined to express genuine emotions tend to align more closely with job expectations, leading to improved emotional harmony and job satisfaction.

Conversely, the third hypothesis (H3) shows an insignificant and negative relationship between emotional demands and emotional labor, with a beta value of  $\beta = -0.073$  ( $p < 0.01$ ). This outcome reflects the nuanced nature of emotional labor, as discussed by Gopalan et al. (2012), who emphasized that its effects can vary widely—sometimes promoting positive outcomes and, at other times, contributing to stress and burnout depending on individual traits and situational contexts.

The fourth hypothesis (H4) investigates the link between emotional labor and job satisfaction, revealing a weak and statistically insignificant relationship, with a beta value of  $\beta = -0.077$  ( $p < 0.10$ ). This suggests that engaging in emotional labor—particularly when it involves surface acting may not enhance job satisfaction. This finding is supported by Sarraf et al. (2017), who found that frequent surface acting is often associated with reduced job satisfaction. Similarly, studies by Chu, Baker, and Murrmann (2012) and Anafarta (2015) highlighted that genuine emotional expression, where internal feelings align with external displays, contributes positively to job satisfaction, while inauthentic displays increase emotional strain and lower satisfaction levels.

## CONCLUSION

Job satisfaction is certainly the newest issues in the management research. Job satisfaction has been researched in different industrial environment and also at different level of employee's roles and responsibilities dimensions. The main purpose of this research is to observe the relations among the dependent and independent variables. The findings of this research clearly show that EL, ED, PJF and EI have a direct influence on the Job satisfaction at work. The more these factors are implemented in the organization they will lead to the success of the organization and will make the workers loyal towards achieving the company's goals. For this research a sample of 25 teachers was examined through a survey questionnaire to check the impact of Emotional labor, Person job fit, Emotional intelligence and Emotional demand on Job satisfaction at work. The questionnaires were filled schools and their data was run on software PLS-Smart through which we came to know the significance and impact among variables, before that a pilot test was conducted on SPSS which shows high reliability of the loadings of the items. After running the test all the some constructs shows a significant relation with job satisfaction, whereas some have insignificant. which shows that these factors should be improved in a school teachers so that workers they motivated to work harder and has a sense of affiliation with the school they are working with. If employee fits, he/she might not fit when Organization changes to adapt itself to changing environment. These problems make human resource department manager jobs much more difficult. But it doesn't mean we don't have any solution. If human resource department managers put in to effect training programmed to teach supervisor in all position how to be a supportive manager. It's suggested, there are different ways of employing deep acting to enable individuals to regulate their emotions, such as attention deployment in which one turns attention towards or away from something to

influence his or her emotions. As the education sector, so to meet the employee demands they should be considerate about the employee needs and their supervisor should be aware what work they are doing for the betterment of the school. This can only be achieved when the employees are satisfied psychologically. Employees should have the ability to bounce back from any failures and should have a firm believe on their skills and capabilities. The teachers should have will power and optimistic nature to attain and work for the success of the school. Managers need to recognize the importance of EI, EL and OCB in improving employee performance in the organizations. It is hoped that managers will be encouraged to identify suitable training needs for their employees in these areas. While the debate over ability EI and trait EI has implications for whether EI can be trained (Lindebaum, 2009), In this research we have studied five predictors (Emotional labor, Person job fit, Emotional intelligence and Emotional demand on Job satisfaction) at the education sector of Karachi. Other variables can also be considered for carrying out the research in future such as organizational citizenship behavior or innovative work behavior self efficacy etc. In future research moderation impacts can be studied with different variables, and more data samples can be taken to improve the value of R square and adjusted R square. Apart from education sector other sectors can also be studied for broadening the horizon of results and this research can be targeted to public sector as well, where government personnel needs and work behavior should be taken into consideration to collect the data from variety of departments and sectors.

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