

A STUDY ON THE EFFECT OF EMOTIONAL INTELLIGENCE ON MENTAL HEALTH AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstract: -The objective of the study was to study the effect of emotional intelligence on mental health and job satisfaction of secondary school teachers. A total of 600 secondary school teachers were selected randomly for the study. Mental Health Schedule (MHS), Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect the data. The study found a significant difference in job satisfaction and mental health in terms of low, average and high emotional intelligence of male and female teachers in government and private schools.

Keywords: Emotional Intelligence, Mental Health & Job satisfaction

1. Introduction

Secondary education is an important link in the current education system. This stage of secondary education is such a platform. Which on the one hand opens the way for getting admission in higher education and on the other hand for the entry of employment and livelihood. Because the goals of the nation are set in this education. The prosperity, success and bright future of our country depends on secondary education [1].

The teacher occupies a prominent place in the process of exchange of education. It is the untiring effort of the teachers to make the country a responsible citizen by making the capital of human beings and rituals. H. G. Wells has written explaining the importance of teachers. Teacher is the creator of history. The history of the nation is written in schools. And schools cannot differ much from the quality of their teachers. The education tradition that our nation has inherited is the oldest in the world. Our education system was born by carefully coordinating the country's culture, community, culture and intellectual property. In which teacher is the important component? The trained teacher should be trained in the changing role in the society. Because teaching work is considered holy and essential in all tasks. There is no other specified task, like knowledge donation [2].

At primary, secondary and upper secondary levels, teachers see the effect of dissatisfaction among teachers due to excessive workload and lack of favorable conditions. This pressure is not only due to physical, psychological, administrative, intellectual and social factors but also due to the ability of the teachers [3].

In teachers, being unsatisfactory towards work has an impact on their mental health. It is the teachers who make the future citizens of the country well educated, so it is very important for the teachers to have mental health. According to the psychologist (Skinner), the intelligence of a healthy teacher is high. They are good speakers, have a happy mind and have great enthusiasm. Mental health is directly related to emotions. Because the children in the classroom are not satisfied with the teacher, the teacher's anger at the talk is countered by whether the teacher lacks or lacks emotional intelligence. He is unable to correctly understand the children's reactions in the classroom. Variability has been found in gender-based studies on work satisfaction [4, 5].

2. Hypothesis

- The significant differences is not found between job satisfaction in terms of low, average and high emotional intelligence male teachers in government and privateschools.
- The significant differences is not found between job satisfaction in terms of low, average and high emotional intelligence of female teachers in government and private schools.

3. Research Design

The Survey Method of research has been selected for this Research Study. In the present study research Government and private secondary schools of Jaipur district have been selected. The sample of 600 secondary school teacher's selected by randomly.

4. Tools and Techniques

The following tools has been used in this study-

- Job Satisfaction Schedule - Dr.Pramod Kumar and DN Produced by Muthha (1996).
- Mental Health Schedule - Dr. Jagdish and Dr. A.K. Shrivastav.
- Emotional Intelligence Schedule - Dr. Shubhra Mangal (1971)

The collected data was analysed by mean, standard deviation, and t-test.

5. RESULT AND DISCUSSION

5.1 Hypothesis -1: The significant differences is not found between job satisfaction in terms of low, average and high emotional intelligence male teachers in government and privateschools.

Table 1: Job satisfaction in the context of low emotional intelligence of male teachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	30	17.17	3.82	39	2.17
2.	Private	11	10.00	2.52		

At the level of confidence **39** and **0.05** degrees of freedom, the required value for meaningfulness is **2.02**.

From the observation of table 1, it is known that the mean of job satisfaction in terms of low emotional intelligence of male teachers of secondary government and private schools was found to be 17.17 and 10.00. Whereas the value of their standard deviation was found to be 3.82 and 2.52. With the help of the mean and standard deviation, the value of t-test was obtained to be 2.17. The obtained value of t-test was more than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis' The significant difference is not found between job satisfaction is found in the context of low emotional intelligence of male teachers of secondary government and private schools' is rejected.

Table 2: Job satisfaction in terms of average emotional intelligence of male teachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	62	16.61	4.55	118	1.51
2.	Private	58	15.17	3.45		

At the level of confidence **118** and **0.05** degrees of freedom, the required value for meaningfulness is **1.98**.

From the observation of table 2, it is known that the mean of job satisfaction in terms of average emotional intelligence of male teachers of secondary government and private schools was found to be 16.61 and 15.17. Whereas the value of their standard deviation was found to be 4.55 and 3.45. With the help of the mean and standard deviation, the value of t- test was obtained to be 1.51. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, the significant difference is not found between job satisfaction in terms of average emotional intelligence of male teachers of secondary government and private schools' is accepted.

Table 3: Job satisfaction in the context of high emotional intelligence of male teachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	36	17.47	5.17	84	1.29
2.	Private	50	16.07	4.78		

The required value for meaningfulness is **1.99** at the level of **84** and **0.05** degree of freedom.

From the observation of table 3, it is known that the mean of job satisfaction in terms of high emotional intelligence of male teachers of secondary government and private schools was found to be 17.47 and 16.07. Whereas the value of their standard deviation was found to be 5.17 and 4.78. With the help of the mean and standard deviation, the value of t-test was obtained to be 1.29. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, the significant difference is not found between job satisfaction in terms of high emotional intelligence of male teachers of secondary government and private schools' is accepted. Job satisfaction in terms of low, average and high emotional intelligence male teachers is shown in figure 1.

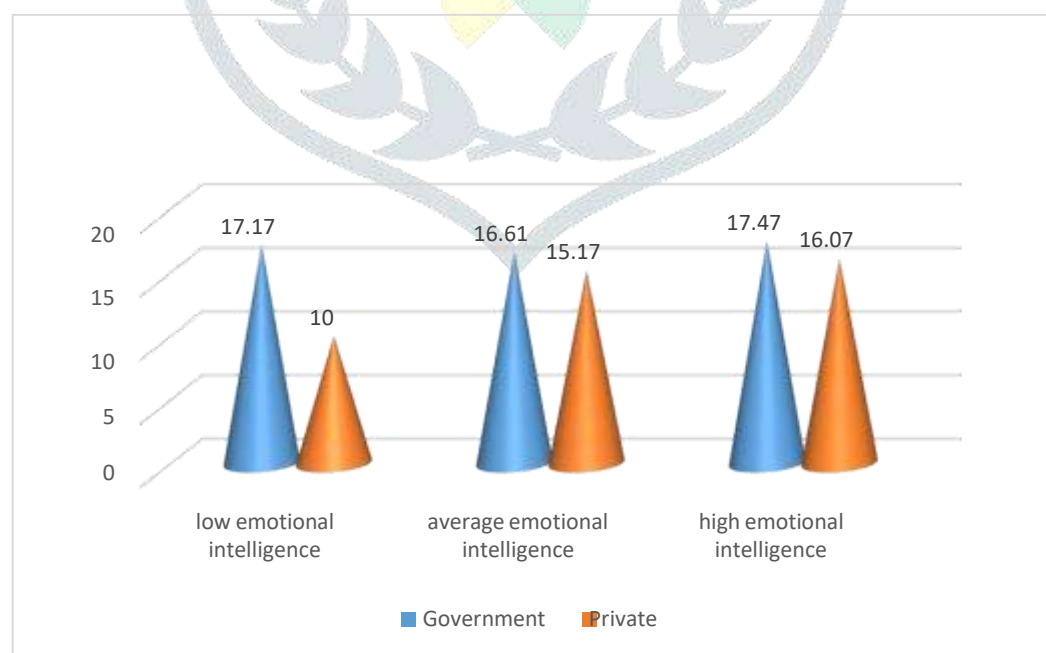


Figure 1: job satisfaction in terms of low, average and high emotional intelligence male teachers

5.2 Hypothesis – 2: The significant differences is not found between job satisfaction in terms of low, average and high emotional intelligence of female teachers in government and private schools.

Table 4: Job satisfaction in the context of low emotional intelligence of womenteachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	21	17.14	4.22	24	1.210
2.	Private	5	15.20	5.40		

The required values for significance at the level of independence are **24** and **0.05** degrees of freedom, **2.06**.

From the observation of table 4. it is found that the value of the mean of job satisfaction in terms of low emotional intelligence of women teachers of secondary governmentand private schools was found to be 17.14 and 15.20. Whereas the value of their standard deviation was found to be 4.22 and 5.40. With the help of the mean and standard deviation, thevalue of t-test was obtained to be 1.210. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, the significant difference is not found between job satisfactionis found in the context of low emotional intelligence of women teachers of secondarygovernment and private schools' is accepted.

Table 5: Job satisfaction in terms of average emotional intelligence of womenteachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	103	17.24	3.99	174	1.32
2.	Private	73	17.12	4.87		

At the level of confidence **174** and **0.05** degrees of freedom, the required value for meaningfulness is **1.98**

From the observation of table 5, it is found that the mean of job satisfaction in terms of average emotional intelligence of women teachers of secondary government and private schools was found to be 17.24 and 17.12. Whereas the value of their standard deviation was found to be 3.99 and 4.87. With the help of the mean and standard deviation, the value of t-testwas obtained to be 1.32. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, the significant difference is not found between job satisfactionin terms of average emotional intelligence of women teachers of secondary government and private schools' is accepted.

Table 6 Job satisfaction in the context of high emotional intelligence of womenteachers of secondary government and private schools

S.No.	School	Number	Mean	S.D.	Freedom fraction	t-value
1.	Government	48	20.10	4.15	149	1.97
2.	Private	103	18.42	5.26		

At the level of confidence **149** and **0.05** degrees of freedom, the required value for meaningfulness is **1.98**.

From the observation of table 6, it is known that the value of job satisfaction mean in terms of high emotional intelligence of women teachers of secondary government and private schools was found to be 20.10 and 18.42. Whereas the value of their standard deviationwas found to be 4.15 and 5.26. With the help of the mean and standard deviation, the value oft-test was obtained to be 1.97. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, the significant difference is not found between job satisfactionis found in the context of high emotional intelligence of women teachers of secondarygovernment and private schools' is accepted. Job satisfaction in terms of low, average and high emotional intelligence of female teachers is shown ion figure 2.

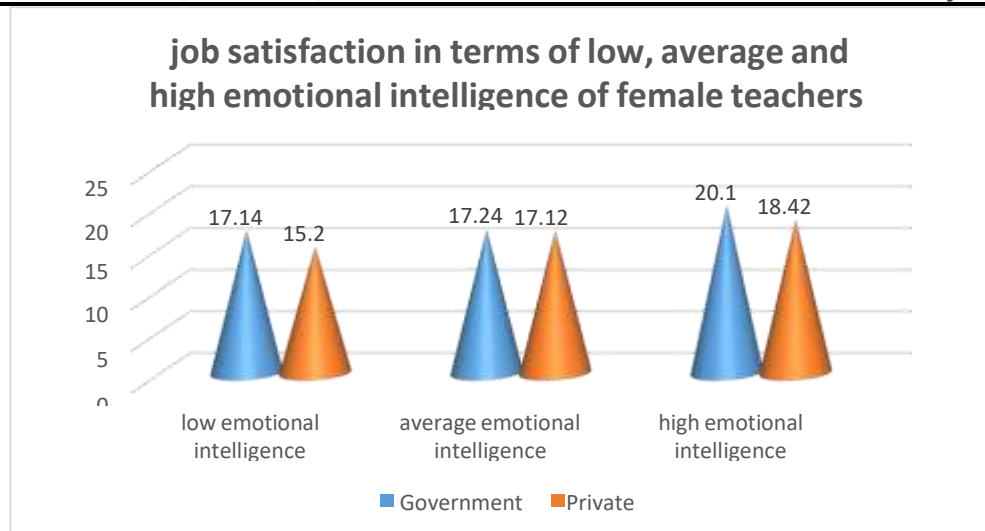


Figure 2: job satisfaction in terms of low, average & high emotional intelligence of female teachers

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