

Emotional Intelligence and Job Satisfaction Among the Secondary School Teachers

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Abstract

Emotional Intelligence is important and positive component in human life. It is prerequisite to becoming successful in personal and professional world. Emotional intelligence is a tool which can be used by employees to achieve higher job satisfaction. The current study focuses on the relationship between emotional intelligence and job satisfaction of the teachers. It also tries to investigate the impact of emotional intelligence on job satisfaction. The data was collected from 200 secondary school teachers. Findings were made with the help of standard statistical tools such as t- test and so on. The study reveals that there is a positive relationship between Emotional Intelligence and Job Satisfaction.

Keywords: Emotions, Emotional Intelligence, Job Satisfaction.

Introduction:

“Change is the essence of nature”. In the same way the rules of work too are changing in this ever-changing world of science and technology. The success of any organization in the long run depends very much on the quality of its human resources. So also, the success of any educational system in long run depends very much on the quality of its human resources i.e. the teachers. The key objective in this education process is none other than the teacher who will provide various kinds of learning experiences to its future destiny. Hence the teacher has to develop in day to day through harvesting his physical, mental, emotional and intellectual endowments and abilities for complete growth.

The teacher should also be satisfied and contented by the work he is doing. Thus, these two components i.e. Emotional Intelligence and Job Satisfaction are important against all odds for the teachers. In his book “working with Emotional Intelligence” Denial Golman (1999) considers E.Q. as vital factor for success. If Emotional Intelligence is considered now days vital for success than why do not teachers have these components and if this effects his Job Satisfaction than it is imperative for educational intuitions to integrate it in its daily life thus raising the level of education.

Origin:

Emotion is derived from the Latin word ‘Emovere’ which means ‘to stir out’ or top ‘excite’. Emotion can thus be understood as an agitated or excited state of our mind and body. “Emotion is an affective experience that accompaniers generalize liner adjustment and mental physiological stirred of state in the individual and that shows itself in his overt behaviour”- Crow and Crow (1973).

“Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment”. Emotional Intelligence is the ability of being able to monitor and regulate once own and other feelings and to use feelings to guide, thought and action. “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” John D. Mayer and Peter Salovey (1998)

“Job satisfaction is the combination of physiological and environmental circumstances that cause a person touch to say, ‘I am satisfied with my job.’” Hoopick (1935).

Job satisfaction is the whole matrix of job factor that makes a person like his work of situation and be willing to heads for it without distaste beginning of his workday.

Teachers Emotional Intelligence and Job Satisfaction:

The teacher occupies the center stage in the grant opera of education system. This teacher has to be Emotionally Intelligent. In 21st century period of progressive competition and globalization.

There is a challenge in front of teachers to acquire knowledge stay in his profession being satisfied under adverse condition too, earn his livelihood to fulfill the requirement of life. If the teacher has high level

of Emotional Intelligence than he will do his job properly and will be satisfied. But on the other hand, if the teacher is not Emotional Intelligent than he will be unsatisfied and will not do his job properly. Hence the education system will be affected and in turn the teacher's efficacy to do work.

Literature Review

There are mixed results of studies conducted to study the influence of emotional intelligence on job satisfaction. Some studies suggest that emotional intelligence and job satisfaction are positively correlated. Nada Abi Samra (2000) found significant and positive relationship between Emotional Intelligence and Academic Achievement. Tans, (2003) found that emotional intelligence was positively correlated with job satisfaction and contextual performance. He also found that other variables like gender, personal value and personality also predict the job satisfaction and performance of the employee. Sari (2004) In study among special education teachers experienced relatively high depersonalization and reduces personal accomplishment, indicating a limited degree of burnout, by did not experience severe emotional exhaustion. Zeidner, Matthews and Roberts (2004) found that success at work is associated with various Emotional Intelligence dimensions such as empathy, optimism and conflict resolution. Chan (2006) found that in the teaching profession, certain components of Emotional Intelligence such as emotional appraisal and positive regulation of emotions prevent emotional exhaustion i.e. likely to lead depersonalization and low sense of personal accomplishment. Sy, Tram, and O'Hara (2006) found that employees' emotional intelligence was positively correlated with job satisfaction and performance. Kokkions (2007) In Cyprus, found a moderately high Emotional exhaustion among regular education teachers. (Guleryuz, Guney, Aydin, and Asan, 2008) EI was found to be significantly and positively related to job satisfaction and organizational commitment. Kafetsios and Zampetakis (2008) predicted that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. Platsidou Maria (2009) found that teacher's burnout and low Job Satisfaction is likely to be preventable if they are helped to enhance their E.I. with intervention programs that would be availed in both in-service and pre-service teacher education. (Wong, Wong, and Peng, 2010) found that Teachers with high EI are likely to experience greater job satisfaction.

Objectives:

1. To study and find out the Emotional Intelligence of the secondary school teachers.
2. To study and find out the Job Satisfaction level of secondary school teachers.
3. To study the relationship between Emotional Intelligence and Job Satisfaction.

Hypotheses:

1. The Emotional Intelligence of the secondary school teachers is very low.
2. The Job Satisfaction level of the secondary school teachers is very high.
3. There is positive correlation between Emotional Intelligence and Job Satisfaction of secondary school teachers.

Method and Procedure:

This study uses a descriptive method where in data is collected to test the hypothesis of the study. A survey method was selected for the present study. This investigation is planned to study the comparison of Emotional Intelligence and Job Satisfaction of secondary school teachers. A sample of 200 i.e. 100 male teachers and 100 female teachers were selected randomly from the schools of Amravati district of Maharashtra state.

Measures:

For the purpose of data collection, following two survey instruments were used:

- i) Emotional intelligence Scale (EIS): by (Hyde, Pethe, & Dhar, 2007).
- ii) JS Scale by Dr. Meera Dixit.

Analysis and Discussion:**Table 1: Scores of Teachers on Emotional Intelligence Scale**

Male		Female		Combined		t-test	
Mean	SD	Mean	SD	Mean	SD	Calculated Value	Table Value At .05 level
139.06	9.19	138.16	9.26	138.68	9.22	2.67	1.96

Analysis: The above table shows that the mean of male teacher is 139.06 which are slightly more than the female teacher mean i.e. 138.16, whereas the SD (9.19) of male teacher is less than SD (9.26) of female teacher. The combined Mean and Combined SD is 138.68 and 9.22 respectively. The calculated value of t-test is 2.67 which are more than the table value 1.96.

Table 2: Scores of Teachers on Job Satisfaction Scale

Male		Female		Combined		t-test	
Mean	SD	Mean	SD	Mean	SD	Calculated Value	Table Value At .05 level
136.05	22.32	115	14.87	126.57	22.02	25.57	1.96

Analysis: The above table manifests that the mean of male teacher for Job satisfaction Scale is 136.05 which is more than the female teacher mean for Job satisfaction Scale i.e. 115, whereas the SD (22.32) of male teacher for Job satisfaction Scale is more than SD (14.87) of female teacher. The combined Mean and Combined SD for Job satisfaction Scale is 126.57 and 22.02 respectively. The calculated value of t-test is 25.57, which is more than the table value 1.96.

Table 3: Scores of Emotional Intelligence and Job Satisfaction Scale

Emotional Intelligence		Job Satisfaction		t-test	
Mean	SD	Mean	SD	Calculated Value	Table Value At .05 level
138.68	9.22	126.57	22.02	63.46	1.96

Analysis: The above table manifests that the mean of teacher for Emotional intelligence Scale is 138.68 which is more than the teacher mean for Job satisfaction Scale i.e. 126.57, whereas the SD (22.02) of teacher for Job satisfaction Scale is more than SD (9.22) of teachers on Emotional Intelligence Scale. The calculated value of t-test is 63.46, which is more than the table value 1.96.

Results indicated that:

1. There is significance difference between Emotional intelligence of male and female teachers. SD (Male) = 9.19, SD (Female)= 9.22.
2. There is significance difference between Job satisfaction of male and female teachers. SD (Male) = 22.32, SD (Female)= 22.02.
3. There is significance difference between Emotional Intelligence and Job satisfaction of teachers. SD (EI) = 9.22., SD (JS)= 22.02.

Conclusion:

It is noteworthy that findings of present study indicate that there is moderate but significant relationship between emotional intelligence of male and female secondary school teachers. There is moderate but significant difference between Job satisfaction of male and female teachers. Research findings indicate positive significant relationship between emotional intelligence and job satisfaction. This result reveals that the teachers with higher level of emotional intelligence are more satisfied with their job. This may be due to fact that a teacher who is emotionally intelligent will have control over his/her emotions, will deal positively with all kind of people and situations, perform better, will be more satisfaction with his job.

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