



RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND PRIMARY SCHOOL TEACHERS

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Abstract

Emotional intelligence enables one to learn to knowledge and understand feelings in ourselves and in others so that we appropriately respond to them, effectively applying the information and energies emotions in our daily life and work, Cooper and Sawafdefine (1997) emotional intelligence as the ability to sense, understand effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individuals differences in the ability to acquire knowledge to think and reason effectively and to deal effectively with the environment. Earlier it was thought that performance is the come out of certain abilities, collectively known as intelligence. However it has been realized that in addition to intelligence, emotions are equally even more responsible for performance. Hence the concept emotional Quotient has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning rationally. Job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect emotion, beliefs and behaviors'. This definition suggests that we form attitudes towards our job by taking into account our feelings our beliefs and our behaviors'. Teachers attitudes and teacher performance have contributed to the sad status quo. There were sense of commitment and effective linkage between their work and the attainment of national goals and purposes, will respect in full measure the reverence that traditionally was given to the teacher. Status reason of a title or position will become increasingly difficult lee come by, we feel states in other words, will have tea earned, by the teacher as by any other professional worker. It may be the called that the guru never demanded reverence but the shisya, his parents and adult community gladly and gratefully offered it to the teacher. So must the new teacher earns status. The closer the teacher is alone to link himself and his vocation with the mission of the nation, the more relevant he will become and the more revered by students parents and society. The primary task of the teacher is concerned with man making namely, the waking of the Indians of tomorrow.

Keywords: Emotional Intelligence, Job Satisfaction and Primary School Teachers.

Introduction

Education is the one and the only instrument that can be used to bring about a change towards the social and economic betterment of India. Such a process of education focuses around teaching, learning in the class rooms. Process and evolution of education are primarily associated with teaching. Teacher adjustment and emotional intelligent are required for effective teaching.

Traditionally, the teaching job enjoyed a considerably high level of prestige and only dedicated and selected individuals joined this profession. The teachers were usually held in very high esteem by the different sections of people, and society was sensitive enough to take care of the needs of teachers. With the changing

socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have forcibly, undergone a change. Extrinsic motivation is essential for them. The stresses and harmless of teachers have also increased. The economic conditions of teachers also various, depending on the nature, and type of institutions they belong to. Their stresses often spillover from work to the family setting and vice-versa. The changing relations between the teachers and the students also create problems (Crank.K.1987).

NEED AND IMPORTANCE OF THE STUDY

A high quality teaching staff is the corner stone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions. However good teachers are difficult to be recruited and almost impossible to retain if the rewards of teaching do not out weight the possible frustration and human capital. Satisfaction with teaching as a career is not merely as a job is an important policy issue since it is associated with teacher qualities and surroundings and facilities. Therefore understating the various factors that contribute to teacher satisfaction is essential to improving the information case needed to support a successful educational system resource. In India, salaries, of teachers are low when compared to other professions which demand equally qualified persons. The implementation of the revised pay scales in respect of teacher is often delayed. Of the teachers have to perform their different roles effectively they must be satisfied with the job. Otherwise decline in job satisfaction may lead to alienation, apathy absenteeism, strikes, neglect of work, and giving up the job and pear adjustment. It essential at this context to study about the teachers job satisfaction. The investigator has made an attempt to study the job satisfaction of primary school teachers. In order to address the real problems of teachers that they face in connection with job satisfaction this study remains to be important.

STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques have been used.

- a. Descriptive analysis (Mean and Standard deviation)
- b. Differential analysis ('t' – test and 'F' - test)
- c. Correlation analysis (r – coefficient of correlation)

TOOLS USED FOR INVESTIGATION

The following tools were administered for collecting the required data.

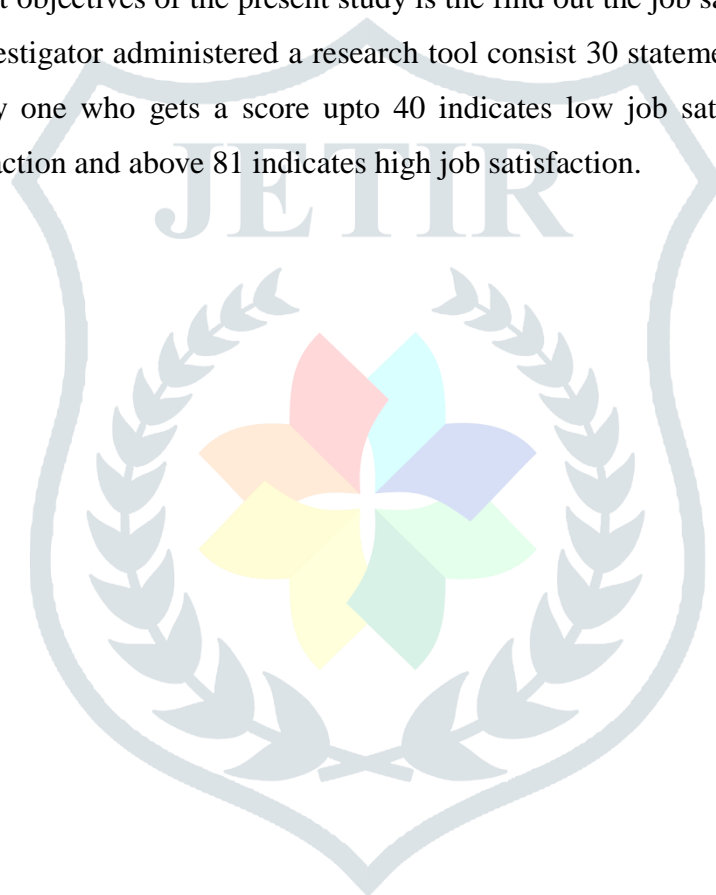
1. Emotional intelligence test developed by Dr. Dalip Singh (2002).
2. Job satisfaction scale developed by Jayalakshmi Indiresan (1987)

OBJECTIVES OF THE STUDY

1. To assess the primary school teachers' job satisfaction.
2. To find out whether there is any significant difference between male and female teachers with respect to their emotional intelligence.
3. To find out whether there is any significant relationship between the emotional intelligence and job satisfaction of the primary school teachers.

ANALYSIS OF JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS

One of the important objectives of the present study is the find out the job satisfaction of primary school teachers. For This, the investigator administered a research tool consist 30 statement. The scores in this scale range from 0 to 120. Any one who gets a score upto 40 indicates low job satisfaction and a score 41-80 indicates average job satisfaction and above 81 indicates high job satisfaction.



Hypothesis 1

Table- 1

The Mean and Standard Deviation of Job satisfaction of Primary school teachers.

Variables	N	Mean	S.D
job satisfaction	200	94.44	10.60

It is evident from the Table 1 the calculated mean score of entire sample was 94.44 and the standard deviation value is 10.60. The mean score fall above 94 which indicates that the job satisfaction of primary school teachers is high.

Hypothesis 2

There is no significant difference between male and female with respect to their emotional intelligence.

Table 2

The Mean and standard deviation of Emotional Intelligence scores based on Gender

Gender	N	Mean	SD	't' value	Level of Significance
Male	100	143.78	13.728	3.06	0.01
Female	100	138.32	11.347		

It is evident from the table-2 the calculated 't' value is 3.06, which is significant at 0.01 level. Hence, the framed hypothesis.2 is rejected and research hypothesis is retained. It is inferred that there is a significant difference between male and female teachers with respect to their emotional intelligence.

Null hypothesis 3

There is no significant relationship between emotional intelligence and job satisfaction of primary school teachers.

Table No 3

Relationship between emotion intelligence and job satisfaction of primary school teachers.

Variables	'r' Value
Emotional Intelligence	0.22
Job Satisfaction	

*Significant at 0.05 Level

The calculated 'r' value 0.22 indicates that there is a significant relationship exists between the emotional intelligence and the job satisfaction of the primary school teachers. Hence, the null hypothesis is rejected.

SUGGESTION FOR FURTHER RESEARCH

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

1. Replica of the present study could be undertaken at various levels of school Teachers.
2. The present study could be undertaken at various states in India.
3. A comparative study could be undertaken between Tamil Nadu and Kerala state.

CONCLUSION

The present study is made on the emotional intelligence and job satisfaction of the primary school teachers. The findings of the present study reveals that the primary school teachers have high level of emotional intelligence and job satisfaction. However, the schools and government should find suitable measures to provide job satisfaction among of primary school teachers.

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