

Relationship between Emotional Intelligence and Job Satisfaction of School Teachers

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ABSTRACT

Essential role of teacher is effective teaching, student's overall development, to be a model of appropriate behavior, making healthy relationships with students, parents and faculties. Emotions plays important role in handling relationship. Human being has interpersonal and intrapersonal aspects of emotions. Job satisfaction affects on duties of teachers. Studies revealed that emotional intelligence and job satisfaction has positive correlation. The present study is going to focus on the relationship between emotional intelligence and job satisfaction of school teachers. In the present study N=40 government school teachers were selected. Emotional Intelligence and job satisfaction were measured with standardized tools. Data analysis was carried out using Pearson Product Moment correlation. It was found that job satisfaction and emotional intelligence is positively correlated ($r=.39$, $p<.05$).

Keywords: *Emotional Intelligence, Job Satisfaction, School Teachers*

In the profession of teaching, along with teacher's academic qualification teachers emotional intelligence is important. Understanding the need of students is essential for teachers. To become a successful teacher one needs to be good in expressing thoughts as well as identifying student's emotional content and managing the relationship with students. The teacher who possesses such qualities is called as emotionally intelligent teacher. According to Walter & Marcel (2012) for teaching profession an individual has to be focused on student's emotional feeling rather than own emotional feelings and needs greater emotional ability.

Emotional intelligence: Emotional intelligence has received attention in practicing psychologist and educationists (Lievens & Chan, 2009; Matthews et. al., 2004). Parker et al. (2002) found that emotional skills increases teacher's effectiveness. Singh (2003) defined "emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment". Further he argued that emotional intelligence constitutes three

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psychological dimensions: emotional sensitivity, emotional maturity, and emotional competence. This definition is appropriately applicable to teaching professionals. Teachers have to deal with diverse personalities of students. Bar-On (2004) in his model supposed that high emotional social intelligence means effectively dealing with others and self, keeping good empathic understanding adjusting and coping with immediate situational problems (p.142). The emotionally intelligent teacher not only has to deal with the students different emotions but also they have to help the students to make strong interpersonal relations among student themselves.

Job satisfaction: Job satisfaction varies from individual to individual and is based on the emotional feeling of dissatisfaction or satisfaction with work. In case of teachers it is expected from the society that teachers needs to be ideal and satisfied with their jobs. According to Locke (1976) "job satisfaction is an emotional reaction that results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs". Other factors which affect vice a versa on job satisfaction are relationship with colleagues, internal motivation organizational climate, and type of organization such as government or private and also wages (Herzberg et al., 1959; Lane, 2010; Neog & Barua, 2014; Akhtar et al., 2017).

Emotional intelligence and job satisfaction: An emotionally intelligent teacher is precise in conveying the information consequently it leaves the effective impact on teaching skills which may increase student's academic achievements. Consequently, it gives job satisfaction to the teacher. If we consider teachers job satisfaction and teachers effectiveness, previous literature shows an evidence of direct relationship between these two (Kwong et al., 2010). On the other hand, people with high emotional intelligence give meaning to the perceptions and can experience job satisfaction. An emotionally intelligent teacher get pleasure from satisfaction in job because of the one dimension of emotional intelligent such as identifying own emotions. There is an interconnection between emotional intelligence and job satisfaction. Joshi et al., (2015) found a strong positive correlation with emotional intelligence and job satisfaction. In this context Farh et al., (2012) also conducted a study on two hundred twelve professionals from different industries. The findings showed that emotional intelligence has a strong correlation with job performance. However dissimilar findings were noticed by Aghdasi et al., (2011) their study showed that there is no direct or indirect effect of emotional intelligence on job satisfaction. Interested findings on linkage between job satisfaction and mental health was reported by Maheshbabu (2012) on secondary school couple teachers (N=50) of Karnataka state and the findings showed positive correlation between job satisfaction and mental health. One more study conducted by Kaneez (2002) was according to geographical regions and type of institution. The population was secondary school teachers. Results found that there is high job satisfaction among rural teachers however no gender difference was found on job satisfaction. Researcher has considered urban and rural work settings. It was found that secondary teachers working in rural setting are more satisfied than urban settings. In case of private and government schools there was no difference found on job satisfaction among Urdu medium school teachers. However compare to private schools settings government school teachers were score high on job satisfaction. For English medium schools, there was no difference found on job satisfaction. Hindi medium teachers were found more satisfied with job. On the other hand Rambabu (2014) revealed that working experiences, administration, locality and other demographic details doesn't have any relation with job satisfaction. The recent study conducted by Patel (2017) on college teachers revealed that there is a positive and significant correlation between emotional intelligence and job satisfaction. After going through these

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previous studies it can be seen that the factors affecting on job satisfaction are enormous. Previous literature shows contradictory findings on emotional intelligence and job satisfaction. In the present study relationship between emotional intelligence and job satisfaction of school teachers is explored.

Objective

The general objective is to study the relationship between emotional intelligence and job satisfaction of school teachers. On the basis of above variables the main objective of this study is as follows

1. To determine the relationship between Emotional Intelligence and job satisfaction of school teachers.

METHODOLOGY

Sample

The current study is based on total N= 40 school teachers (consisting 20 male and 20 female teachers). Age ranges from 30 to 55 years and having permanent government employment from Pune district. All were teaching to Marathi medium.

Hypothesis

1. There is a relationship between emotional intelligence and job satisfaction among school teachers.

Scientific tools

- i) Emotional intelligence scale By Pathare and Peer (2012)** This scale is based on Bar-On's model. Considering daily life situations and self-report techniques subject has to choose one response from five different situations related to emotional awareness, assertiveness, independence, self-regard, self-actualization, empathy, social responsibility, interpersonal relationships, problem solving, flexibility, reality testing, impulse control, stress tolerance, happiness and optimism. Second part also contains 15 items ranging from five point scale such as strongly agree to strongly disagree. Psychometric properties of the test are satisfactory. Scoring can be ranging from minimum thirty to maximum one hundred fifty.
- ii) Job satisfaction scale by Singh and Sharma (2005)** This scale contains 30 positive and negative items. Each item has five alternate responses and only one has to be chosen as a response. This scale is measuring two important areas such as 13 intrinsic factors and 17 extrinsic factors in job. It covers total 24 areas of job satisfaction. Scoring of the test is 4 to 0 for positive items and 0 to 4 for negative items on three point scale such as fully satisfied, average satisfied and dissatisfied. For rating purpose raw score has to be converted in to Z score. Reliability and validity of the scale is good. The researcher also used a personal sheet to collect the information regarding age, education and profession. Psychometric properties of these tools are good.

Procedure

Participants in the current study were voluntarily participated from the government primary schools and government high schools. The data is collected by skilled professional. Instructions were given to the subject according to manuals. Assurance of confidentiality was informed and all the queries of contributors were solved. Random sampling method was used to collect the data.

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Data analysis

Descriptive Statistics will use in order to analysis of data related to variable such as central tendency or average. Inferential Statistics is also used on the basis of nature of data such as Pearson product moment test. Data analysis was done in SPSS.

Psychological Variables

Independent variable: Emotional intelligence

Dependent variable: Job satisfaction

RESULT AND DISCUSSION

Table 1. Descriptive Statistics

Following table shows descriptive statistics for emotional intelligence and job satisfaction.

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	40	71.00	125.00	91.7000	11.14059
Job Satisfaction	40	54.00	97.00	77.8250	10.48048

The table number one shows the descriptive statistics. It can be notice that there are differences between means of emotional intelligence and job satisfaction of school teachers. Mean for emotional intelligence is 91.70 and for job satisfaction it is 77.82 for N=40. However table number one also shows that minimum score earned by school teachers for emotional intelligence is 71 whereas maximum score is 125. On the other hand minimum score received by school teachers for job satisfaction is 54 and maximum score is 97. The standard deviation for emotional intelligence is slightly higher i.e. 11.14 and for job satisfaction it is 10.48.

Table 2. Pearson's Product-Moment correlation

Following table shows the correlation coefficient between emotional intelligence and job satisfaction.

		Emotional Intelligence	Job Satisfaction
1.	Pearson Correlation	1	.386*
	Sig. (2-tailed)		.014
	N	40	40
2.	Pearson Correlation	.386*	1
	Sig. (2-tailed)	.014	
	N	40	40

*Correlation is significant at the 0.05 level (2-tailed)

To find out the linearity of relation between Emotional Intelligence and job satisfaction Pearson's product-moment correlation was carried out. The correlation coefficient clearly indicates ($r=.386$) that there is a positive correlation between these two variables which is significant at 0.05 level. These findings supports hypothesis.

DISCUSSION

On the basis of previous literature, job satisfaction theory and emotional intelligence model, hypothesis was framed, stating that there is a relationship between EI and job satisfaction. Emotional intelligence was considered as independent variable and job satisfaction as dependent variable. In this context similar findings were noted by Joshi et al., (2015).

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However definition of Locke (1976) implicit that job satisfaction is the emotional response of perception regarding job and getting the congruent things from that job is also supported here. The population of current study is from government school and it is possible that according to Locke's (1976) theory they are receiving harmonious things from job such as particular and fixed wages, job security etc. which can be compatible with their perception. In support of this similar findings were reported by Kaneez (2002). They found that government school teachers were high on job satisfaction. On the other hand Farh et al., (2012) discovered that effective teaching (which is a derivative of EI) gives job satisfaction. The sample included in this study was from all the age ranges from 30 to 55. Moreover most of the peoples were 40to 45 years. One study conducted by Derksen et al., (2002) found in their study, that Emotional intelligence is high in this age. The sample of current study is also found high on emotional intelligence. As above literature discussed that there is a relationship between emotional intelligence and job satisfaction is proved here. One possible explanation for this relationship is that those who are high in emotional intelligence are good in identifying own emotions and they give meaning to their perceptions as satisfied with their surroundings. Even high emotional school teachers are good in managing different student's emotions. This feeling may also give them contentment in doing job. In the current study it was found that most of the school teacher's score of emotional intelligence is high. Considering the result of current study and previous findings it can be hypothesize that those who are emotionally intelligent are good at job satisfaction.

CONCLUSION

In the present study we found that there is positive correlation between Emotional Intelligence and job satisfaction. From the findings it can be conclude that for experiencing job satisfaction emotional intelligence is the contributing factor as well as relationship with students, faculties, job security, flexible organisational environment, skills of effective teaching are also the contributing factors for job satisfaction.

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Conflict of Interest

The author declared no conflict of interests.

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