

## Emotional Intelligence, Job Satisfaction and Organizational Citizenship Behavior among Indian School Teachers in Sultanate of Oman

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### ABSTRACT

The objective of the study was to find the influence of Emotional intelligence (EI) on Job Satisfaction and Organizational citizenship behavior (OCB) of Indian school teachers in Sultanate of Oman. The sample included 89 (34 men and 55 women) teachers from different Indian schools in Sultanate of Oman. Organizational Citizenship Behavior Checklist constructed by Suzy Fox and Paul Spector (2009), Job Satisfaction Scale constructed by Singh and Sharma (1986), and Emotional Intelligence Scale by Schutte et al. (1998) tools were used to collect the data. The study found that there was a significant positive relationship between EI and job satisfaction, OCB and EI and between job satisfaction and OCB. Regression analysis showed that emotional intelligence significantly predicted job satisfaction and Organizational citizenship behaviour of the teachers. However, there is no significant difference between men and women teachers' level of job satisfaction, level of EI, and OCB.

**Keywords:** *Emotional Intelligence, Job Satisfaction, Organizational Citizenship Behavior, Indian School Teachers, Sultanate of Oman*

The teaching profession is considered to be fascinating because it is a job that requires serious consideration and meditation before being chosen as a career. In the present world, becoming a teacher or selecting a teaching position has proven challenging. Teachers all across the world are fighting tooth and nail to have their voices heard. Teachers' relationships with their students and colleagues are likely to be influenced by these affective states, which may have an impact on teaching and learning (Al-Busaidi et al., 2019). Negotiating curricular changes, social pressure to guarantee kids score high on national examinations, responding to students' difficulties, and handling activities connected to their work inside and outside the classroom are some of the emotional events that school teachers confront. Teacher's capacity to educate and function successfully is frequently linked to a student's growth and performance. The quality of education, which is directly dependent on the instructors, is the foundation of a strong and developed nation, however, most teachers

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are under unjustified pressure to explain their efforts, which reduces their productivity and raises the turnover rate. (Shyamalendu & Lla, 2019).

### ***Emotional Intelligence***

The phrase Emotional Intelligence was coined by John D. Mayer and Peter Salovey (1990, 1993). "The ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" is defined as emotional intelligence (Salovey & Mayer, 1990). Although intelligence is often defined as having high IQ values, emotional intelligence is a type of intelligence that can be changed and developed. Having good relations with people is very important for an individual with high emotional intelligence. (Aka & Sarier, 2020). Goleman (1995) expressed that a person's success in life and work was not only determined by IQ but also the person's EI skills.

### ***Job Satisfaction***

Any organizations most valuable asset is a contented and happy employee. Employees are more likely to speak positively about the organization and its staff. Locke (1976) defines Job Satisfaction as a pleasant or positive emotional state coming from the positive evaluation of one's work or work experiences. Job satisfaction is the employee's assessment of how well his job meets his personal needs Smith et al. (1955). Job satisfaction is the character, state, and amount of satisfaction as a result of a person's diverse interests and attitudes toward his career (Good, 1973).

### ***Organizational Citizenship Behavior***

Organizational citizenship behavior (OCB) refers to employee actions and behaviors that are not part of their formal job description to benefit their coworkers and the organization as a whole. "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988).

## **REVIEW OF LITERATURE**

A study conducted by Kumari et al. (2016) among secondary school teachers in Kangra district, Himachal Pradesh, to investigate the relationship between job satisfaction and emotional intelligence revealed that there is a significant difference in job satisfaction between male and female teachers, and that gender and emotional intelligence had no effect on secondary school teachers' job satisfaction.

Sabahi and Dashti (2014) conducted a study to look into the roles of emotional intelligence and job satisfaction on employees' Organizational citizenship behavior. The analysis indicated that there was some positive and meaningful relationship between EI as well as JS with OCB. And there was also a positive and meaningful relationship between all components of EI, JS with OCB. In a study by Nahid Naderi Anari (2011) it was found that there was relationship between emotional intelligence and job satisfaction and organization commitment high school English teachers.

Nabanita Chakrabarty (2018) conducted research to determine job satisfaction and the impact of age, gender, and location on the job satisfaction of college teachers, and discovered that there was no significant difference in job satisfaction between male and female teachers.

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According to a review of the literature, few studies investigating the association between EI and JS have been conducted in the educational sector. However, there have been very few studies on the association between organizational citizenship behavior, emotional intelligence, and job satisfaction among Indian school teachers in Oman. Only a few research on the expatriate Indian population in the Sultanate of Oman, particularly Indian school teachers have been done.

### **METHODOLOGY**

#### *Statement*

“Emotional Intelligence, Job Satisfaction and Organizational Citizenship Behavior among Indian school teachers in Sultanate of Oman.”

#### *Objectives*

- To examine the relationship between Job satisfaction and Emotional intelligence, Organizational citizenship behavior and Job Satisfaction, Emotional intelligence and Organizational citizenship behavior among Indian school teachers in Sultanate of Oman.
- To find the influence of Emotional intelligence on Job satisfaction and Organizational citizenship behavior.
- To assess the difference in Emotional intelligence, Job satisfaction and Organizational citizenship behavior among men and women teachers.

#### *Hypotheses*

H<sub>01</sub>: There is no significant correlation between Job satisfaction and Emotional intelligence, Emotional intelligence and Organizational citizenship behavior, and Organizational citizenship behavior and Job Satisfaction.

H<sub>02</sub>: There is no influence of Emotional intelligence on Job satisfaction and Organizational citizenship behavior.

H<sub>03</sub>: There is no significant difference in Emotional intelligence, Job satisfaction and Organizational citizenship behavior between men and women teachers.

#### *Sample*

The sample included 89 teachers from different Indian schools in Sultanate of Oman. It comprised of 34 men and 55 women teachers. For this study the researcher used Snowball sampling method, which means a random sampling of individuals were drawn from a given finite population (Goodman, 1961).

#### *Measures*

Emotional Intelligence Scale by Schutte et al. (1998) was used to measure the EI of the Indian school teachers. This scale comprises of four dimensions i.e., perception of emotions, understanding one's own emotions, understanding others emotions and utilizing emotions. And it consists of 33 items. The respondent was supposed to respond on each statement on a 5-point continuum having “1= strongly disagree, 5= strongly agree”. And the reliability rating of SEIS is 0.90.

Job Satisfaction Scale constructed by Singh and Sharma (1986) was used to assess the job satisfaction of Indian school teachers. The scale consists of 30 statements. From these

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statements the level of job satisfaction was assessed in 2 areas i.e., job intrinsic factor and extrinsic factor. The reliability of the scale is 0.97 and validity is 0.74.

Organizational Citizenship Behavior Checklist constructed by Suzy Fox and Paul Spector (2009) was used to assess the OCB of Indian school teachers. This scale is usually a 42-item questionnaire which was constructed to find the frequency of OCB performed by employees. But then later was shortened and refined into 36 items and later finally to 20 items. The scale has a coefficient alpha value is 0.91 and a validity of 0.83.

### RESULTS AND DISCUSSION

**Table 1: Mean and Standard deviation of Emotional intelligence, Job Satisfaction and Organizational Citizenship Behavior among Indian school teachers**

Variable	N	Mean	Std. Deviation
EI	89	133.21	16.22
Job Satisfaction	89	72.56	11.29
OCB	89	62.97	16.50

Note: EI - Emotional Intelligence, OCB - Organizational Citizenship Behavior

As observed from the table, Mean and Standard Deviation of Emotional Intelligence is 133.21 and 16.22 respectively, which indicates that there is moderate level of Emotional Intelligence for teachers. The Mean and Standard Deviation of Job Satisfaction is found to be 72.56 and 11.29 respectively, which indicates that the teachers are very satisfied with their job. The Mean and Standard Deviation of Organizational Citizenship Behavior is 62.97 and 16.5 respectively, which indicates higher level of Organizational Citizenship Behavior among Indian school teachers in Sultanate of Oman.

**Table 2: Correlation between Emotional Intelligence, Job satisfaction and Organizational citizenship behavior among Indian school teachers in Sultanate of Oman**

Variable	N	1	2	3
1. EI	89	-		
2. Job Satisfaction	89	.287**	-	
3. OCB	89	.487**	.254*	-

Note: \*\* $p < 0.01$ , \* $p < 0.05$

The table 2 shows the summary of the Pearson's Product Moment Correlation Coefficient, the r value obtained for Emotional intelligence and Job Satisfaction is 0.287 and the p value of 0.006 which implies that there is a significant correlation between the two variables among Indian school teachers in Sultanate of Oman at 0.01 level of significance. For Job satisfaction and Organizational citizenship behavior, the r value obtained is 0.254 and the p value is 0.016 which implies that there is a significant correlation between the two variables among Indian school teachers in Sultanate of Oman at 0.05 level of significance. The results also show that there is a positive significant correlation of 0.487 with a p value of 0.00 at 0.01 level of significance between Emotional intelligence and Organizational citizenship behavior of teachers. The results of the study are in line with results of Yahaya et al. (2012) where there was a positive relationship between job satisfaction and OCB of Bernama TV employees.

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**Table 3: Univariate analysis of Regression keeping Emotional intelligence as independent variable, and Job Satisfaction and Organizational Citizenship Behavior as dependent variable**

Dependent Variable	Source	Type III Sum of Squares	df	Mean Square	F	p
a. Job Satisfaction	Intercept	333690.07	1	333690.07	3741.66	0.000
	EI	6772.79	38	178.231	1.999	0.011
b. OCB	Intercept	254518.58	1	254518.58	1429.76	0.000
	EI	15050.18	38	396.057	2.225	0.004

*R Squared = .603 (Adjusted R Squared = .301)*

*R Squared = .628 (Adjusted R Squared = .346)*

In the above table, for independent variable, i.e., Emotional Intelligence (EI) and dependent variable which is job satisfaction, the F value is found to be 1.999 and the p value is 0.011 which indicates that it is significant at 0.05 level, the R Squared value is 0.603 showing that there is high positive correlation between Emotional intelligence and Job satisfaction, and 60.3% of the time Job satisfaction is predicted by Emotional intelligence among the Indian school teachers in Sultanate of Oman and the adjusted R squared value is 0.301. And for independent variable, i.e., Emotional intelligence and dependent variable which is Organizational Citizenship Behavior (OCB), the F value is found to be 2.225 and the p value is 0.004 which indicates that it is significant at 0.05 level, the R Squared value is 0.628 showing that there is high positive correlation between Emotional intelligence and Job satisfaction, and that Emotional Intelligence could explain 62.8% in the variation of Organizational citizenship behavior among the teachers and the adjusted R squared value is 0.346. The finding supports that of earlier research (Abraham, 2003) which suggested that emotional intelligence has an influence on job satisfaction.

**Table 4: Independent sample t-test of Emotional intelligence, Job Satisfaction and Organizational citizenship behavior among Indian school teachers in Sultanate of Oman**

Variables	Groups	N	Mean	SD	t	df	p
EI	Men	34	134.71	14.059	.677	87	.500
	Women	55	132.29	17.603			
Job satisfaction	Men	34	70.18	11.710	-1.579	87	.118
	Women	55	74.04	10.881			
OCB	Men	34	61.88	18.980	-.485	87	.629
	Women	55	63.64	14.906			

Table shows the summary of the independent sample t-test, it indicates the Emotional Intelligence (EI), Job Satisfaction and Organizational Citizenship Behavior (OCB) among men and women teachers. The mean of emotional intelligence for men and women teachers are 134.71 and 132.29 respectively. The t value and the significance value are 0.677 and 0.500, (since  $p > 0.05$ ), the null hypothesis is accepted and there is no significant difference in emotional intelligence among men and women teachers. The mean of job satisfaction for men and women teachers are 70.18 and 74.04 respectively. The t value and the significance value are -1.579 and 0.118, (since  $p > 0.05$ ), the null hypothesis is accepted and there is no significant difference in job satisfaction among men and women teachers. The mean of Organizational citizenship behavior for men and women teachers are 61.88 and 63.64 respectively. The t value and the significance value are -0.485 and 0.629, (since  $p > 0.05$ ), the

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null hypothesis is accepted and there is no significant difference in Organizational citizenship behavior among men and women teachers. This study is consistent with results of an earlier research (Chakrabarty, 2018) where there was no statistically significant association between difference between gender and job satisfaction of teachers of college.

### CONCLUSION

In this study it revealed that there is a significant positive relationship between EI and job satisfaction, between OCB and EI and between job satisfaction and OCB. The results of the study are in line with results of Yuliansyah et al. (2021) where it was found that there was a positive relationship between EI and OCB among teachers at Madrasah Tsanawiyah. These findings are in line with the results of Mousavi, S. H. et al. (2012) where there was a positive significant relationship between emotional intelligence and job satisfaction among physical education teachers. It is also found from the study that emotional intelligence predicts 60.3% on job satisfaction and 62.8 % on Organizational citizenship behavior. The finding supports that of earlier research (Carmeli, 2003; Carmeli & Josman, 2006; Khuan 2006) which suggested emotional intelligence as being one important contribution of employees' OCB; it is also in line with a study by Ahmad and Rochimah (2021), they found that emotional intelligence contributes positively and significantly to teacher's OCB in Surakarta City. Abraham (2000) came to the conclusion that emotional intelligence has an influence on job satisfaction. Also, the results showed no significant difference between men and women teachers concerning their EI, job satisfaction and OCB. This study can be applied for teachers employing in Indian schools in Sultanate of Oman.

### Limitation

- This study includes only Indian teachers from the Sultanate of Oman and therefore the results for this research may not hold accountable for other segments of the population.
- As the sample was taken only from a particular geographical area (Sultanate of Oman), it cannot be generalized to the whole population.
- Participants had to fill the questionnaire online; this might have affected their concentration.

### Suggestions for future studies

- This study can be conducted in a larger population in the future to determine the level of Emotional Intelligence (EI), Job Satisfaction and Organizational Citizenship Behavior (OCB) in various types of schools, which will aid the policy makers in determining the aspects to consider when boosting teacher commitment.
- Studies can be undertaken to study the Job satisfaction, Emotional intelligence and Organizational citizenship behavior of teachers on the basis of age, teaching experience, and qualification.
- From this study it was found that 60.3% of the time EI influences Job satisfaction and 62.8% of the time EI influences OCB, hence there are other variables EI can influence and so studies can be done to investigate that.

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***Conflict of Interest***

The author declared no conflict of interest.

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