

Research Paper

## The Correlation between Emotional Intelligence, Psychological Well-Being, and Job Satisfaction among Pre-Primary Teachers

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### ABSTRACT

Emotional intelligence is the ability to perceive emotions correctly, (Salovey & Grewal, 2005). Psychological well-being is feeling good about yourself and your life, (Carol D. Ryff, 1989). Job satisfaction refers to happy and content a person feels with their job. The current research focuses on studying the correlation between emotional intelligence, psychological well-being, and job satisfaction in pre-primary teachers. The sample includes 106 pre-primary teachers. The tools used for this research are Emotional Intelligence Scale (EIS) (2001), Warwick Edinburgh mental well-being scale (MWS) (2006), Job Satisfaction Scale (JSS) (1999). The questionnaire was distributed along with a personal data sheet which included 18 questions. It was later analyzed with appropriate statistics. The results show a significant positive correlation among emotional intelligence, psychological well-being, and job satisfaction. Further regression analysis was conducted, the values indicate, that emotional intelligence brings variance in mental well-being by 29.3%, job satisfaction brings variance in mental well-being by 10.0%, emotional intelligence brings variance in job satisfaction by 12.8%. Researcher suggests that school managements should enhance facilities which will facilitate higher levels of emotional intelligence, psychological well-being, and job satisfaction in pre-primary teachers.

**Keywords:** *Emotional Intelligence, Psychological Well-Being, Job Satisfaction, Pre-Primary Teachers*

### Emotional intelligence:

Emotional intelligence can be understood in terms of perceiving emotions, using emotions, understanding emotions, and managing emotions, (Salovey & Grewal, 2005).

### Ability Model:

Ability model was given by Mayer & Salovey, in 1997. Ability model, it states that there are 4 types of abilities involved in the process of emotional intelligence. The 4 types are, 1- Emotional perception: Emotional perception involves the ability to identify the emotions of other people as well as the emotions of oneself. It can be considered as an important aspect of this theory because it is directly related to the other abilities of the theory. 2- Use of

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emotions: Utilisation of emotions in an appropriate way, that is when needed, and using the appropriate emotion for desirable outcome. Using emotions for different processes like problem solving or decision making. 3- Understanding emotions. Understanding the complex emotions. Understanding the complexity of the emotions and understanding its application. An individual should not only recognise the emotions but he should understand his and other's emotions and work along with it. 4- Managing emotions: Managing emotions, it refers to the regulation of emotions. Emotional regulation refers to regulating the emotions of oneself and others. People having high emotional intelligence have high emotional regulation.

### **Psychological well-being:**

Wellbeing can be understood as how people feel and how they function both on a personal and social level, and how they evaluate their lives as a whole, (Michaelson J., Mahony S., Schiffer's J. 2012). There are many benefits of having a good mental health: Enhanced productivity, better physical health, Improved quality of life, and improved interpersonal relationships. Self-determination theory: 1- Autonomy: Autonomy means to feel the need of being in control of one's own decisions and behaviours. It means acting in peace, or having peace of mind with one's true self and values, rather than being pressured by external stimuli. When people have high levels of autonomy, they are more motivated and feel fulfilled. 2- Competence: This is the need to feel effective, capable, and skilled in what we do. People are motivated to take on challenges and master tasks. A sense of progress and achievement supports self-confidence and encourages continued effort. 3- Relatedness: Relatedness refers to the need to feel connected to others, to care for and be cared for. It involves having meaningful relationships and a sense of belonging (Deci and Ryan, R.M. 2000). According to this theory, if all these needs are met then, the individual experiences emotional well-being.

### **Job satisfaction:**

A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences, (Edwin A. Locke, 1976). Herzberg's Two factor theory (1959): This theory was given by Frederick Herzberg in 1959; this theory elaborates on what factors in the workplace cause job satisfaction and dissatisfaction. Herzberg found that these are influenced by two separate groups of factors they are: motivators and hygiene factors. The two factors are, 1- Motivators (Intrinsic Factors): Motivators are factors that truly inspire employees to perform better and feel satisfied. These include achievement, recognition, the nature of the work, responsibility, advancement, and personal growth. When these factors are present, they increase job satisfaction and drive motivation. 2- Hygiene Factors (Extrinsic Factors): Hygiene factors are related to the work environment and conditions. They include salary, company policies, supervision, working conditions, job security, and interpersonal relationships. While they do not necessarily motivate employees, their absence can lead to dissatisfaction.

## **REVIEW OF LITERATURE**

Research was conducted by Dr. Sayeeda Shaheen, and Dr. Hameeda Shaheen (2017). They did this research to understand the correlation among psychological well-being and emotional intelligence. They conducted this study on 100 students, 50 girls and 50 boys. The sample was randomly selected from Senior Secondary Schools, AMU, Aligarh. The tools that were used in this research were, WBMMS, Masseur, et al, 1998, and Emotional Intelligence Scale, Schutte et al., (1998). They concluded that there is a positive correlation

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among emotional intelligence and psychological well-being, meaning if an individual has higher level of emotional intelligence will have higher levels of psychological well-being, (Dr. Sayeeda Shaheen, and Dr. Hameeda Shaheen, 2017).

Research was conducted by Dr. Babalola Emmanuel Olatunde and Prof Olumuyiwa Odusanya (2015). They did this research to state the relationship between job satisfaction and psychological well-being. They conducted this study on mental health nurses. They concluded that there is a positive correlation among job satisfaction and psychological well-being, (Dr. Babalola Emmanuel Olatunde and Prof Olumuyiwa Odusanya, 2015).

This research was conducted by Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat, and Zabiholah Tarasi (2012). They conducted this research to understand the relationship among emotional intelligence and job satisfaction. They did this research on 215 teacher who taught physical education. Their results concluded a positive correlation among emotional intelligence and job satisfaction, (Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat, and Zabiholah Tarasi 2012).

### ***Need and Importance***

Teachers who have good emotional intelligence, strong mental well-being, and are happy in their jobs can handle classrooms better. Emotional intelligence helps them understand their own feelings, stay calm in difficult situations, and connect with their students in a positive way. When teachers have good psychological well-being, they feel mentally strong and can handle stress more easily. Being satisfied with their job makes them more motivated and dedicated, which improves their teaching and helps students learn better. By studying these three factors together, we can get a complete picture of what makes teachers effective and happy in their roles. If teachers feel good emotionally and mentally, and if they enjoy their work, it creates a positive and supportive learning environment for young children. This research aims to understand what helps pre-primary teachers feel good at work and what challenges they face. When schools understand how a teacher's emotional intelligence, well-being, and job satisfaction are connected, they can take steps to support teachers better, reduce stress, and improve their working conditions. Schools can use this information to improve teacher training, create better work environments, and develop policies that help teachers perform well. By supporting teachers' emotional and mental well-being, schools can ensure that children receive the best possible education in their early years. This research and studying these will not only benefit the teachers but also create a better learning experience for children.

### ***Objectives:***

- To study the level of emotional intelligence among the pre-primary teachers.
- To study the level of psychological well-being among the pre-primary teachers.
- To study the level of job satisfaction in pre-primary teachers.
- To study the correlation among emotional intelligence and psychological well-being in pre-primary teachers.
- To study the correlation among psychological well-being and job satisfaction in pre-primary teachers.
- To study the correlation among emotional intelligence and job satisfaction in pre-primary teachers.

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### *Hypotheses*

- **H1-** There will be a positive correlation among emotional intelligence and psychological well-being.
- **H2-** There will be a positive correlation among psychological well-being and job satisfaction.
- **H3-** There will be a positive correlation among job satisfaction and emotional intelligence.

### **METHODOLOGY**

#### *Sample:*

The sample was collected from 106 pre-primary teachers. Purposive sampling method was selected. The data was collected from different pre-primary schools across Pune city. The set of PDS and tools questionnaire was distributed among the teachers and the data was collected.

#### *Material:*

Emotional intelligence scale, is a 34-item scale. It is developed by Dr. Anukool Hyde, Dr. Sanjyot Pethe, Dr. Upinder Dhar (2001). Warwick Edinburgh Mental well-being scale (2006), given by Professor Stewart-Brown. It is a 14-item scale. Job satisfaction scale, was developed Dr. Amar Singh, Dr. T. R. Sharma (1999). It is used to analyze the level of job satisfaction in participants. Personal data sheet (PDS), an 18-question form was also attached to the above questionnaire.

#### *Statistical Technique:*

In this research, initially analysis of descriptive statistics included mean, median, mode, skewness, kurtosis, standard error of skewness and standard error of kurtosis, was done. It was later followed by conducting a test of normality, Shapiro Wilk was calculated. After checking the normality, the data passed the test of normality, hence Pearson correlation method was followed, and the correlations were studied. The statistical analysis was carried out on SPSS.

#### *Procedure:*

The researcher took permission letters from the department. Then approached the pre-primary schools and distributed the research forms among the teachers, which included consent form, personal data sheet, emotional intelligence scale, Mental well-being scale, and job satisfaction scale.

### **RESULTS AND DISCUSSION**

#### *Table of descriptive statistics:*

	<b>Emotional Intelligence</b>	<b>Psychological Well-being</b>	<b>Job-Satisfaction</b>
N	106	106	106
Missing	00	00	00
Median	143.50	55.0	76.00
Mode	132	54	84
Skewness	-.097	.207	-.127
Std error of Skewness	.235	.235	.235
Kurtosis	-.676	-.415	-.392
Std error of Kurtosis	.465	.465	.465

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The above table shows the values of descriptive statistics. It gives the values of mean, median, mode, skewness, kurtosis, standard error of skewness, and standard error of kurtosis.

**Table of Shapiro Wilk:**

Statistic	df	Sig
.982	106	.175
.979	106	.094
.990	106	.608

The above table shows us the value of Shapiro Wilk test which was conducted to analyze the test of normality. As per the results obtained, the data fits the test of normality. Further Pearson correlational method was followed to study the correlation among the variables.

**Table of correlations:**

			Emotional- Intelligence	Psychological- well-being	Job - Satisfaction
		N	106	106	106
Pearson- Correlation	Emotional- intelligence	Correlational Coefficient	1	.541**	.358**
	Psychological- Wellbeing	Correlational Coefficient	.541**	1	.316**
	Job satisfaction	Correlational Coefficient	.358**	.316**	1

The above table shows the analysis of correlation table. The values in the table indicate that there is a significant positive correlation among all the three variables. The values in the table are significant at 0.01 level which indicate that there is a significant positive correlation among 1. Emotional intelligence and psychological wellbeing, 2. Psychological well-being and Job satisfaction and 3. Emotional intelligence and job satisfaction.

**Table of regression:**

Variables	R	R- Square	Adjusted R Square	F	Sig.	Standardized Coefficients Beta
Dependent variable- Mental well-being Predictor- Emotional intelligence	.541 <sup>a</sup>	.293	.286	43.126	.000 <sup>b</sup>	.541
Dependent variable- Mental well-being Predictor- Job satisfaction	.316 <sup>a</sup>	.100	.091	11.527	.001 <sup>b</sup>	.316
Dependent variable- Job satisfaction Predictor- Emotional intelligence	.358 <sup>a</sup>	.128	.119	15.245	.000 <sup>b</sup>	.358

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The above table shows the values of regression analysis, the values state that, when the dependent variable is mental well-being and predictor is emotional intelligence then the R value is .541 and R square is .293. Hence it proves that emotional intelligence brings variance in mental well-being by 29.3%.

It is seen, when the dependent variable is mental well-being and the predictor is job satisfaction then it is seen that, the R value is .316 and R square is .100. Hence it proves that job satisfaction brings variance in mental well-being by 10.0%, and when dependent variable is job satisfaction and predictor is emotional intelligence then it is seen that, the R value is .358 and R square is .128. Hence it proves that emotional intelligence brings variance in job satisfaction by 12.8%.

### **FINDINGS:**

- **H<sub>1</sub>- There will be a positive correlation among emotional intelligence and psychological well-being.**

This hypothesis that was formulated by the researcher got accepted. There is a significant positive correlation among emotional intelligence and psychological well-being. The correlation is significant at 0.01 level. The regression analysis states that emotional intelligence brings variance in mental well-being by 29.3%. This result can be supported, by similar research done by Dr. Sayeeda Shaheen, and Dr. Hameeda Shaheen, (2017). They did this research to understand the correlation among psychological well-being and emotional intelligence. They also found a positive correlation among these variables, (Dr. Sayeeda Shaheen, and Dr. Hameeda Shaheen, 2017).

- **H<sub>2</sub>- There will a positive correlation among psychological well-being and job satisfaction.**

This hypothesis that was formulated by the researcher got accepted. There is a significant positive correlation among psychological wellbeing and job satisfaction. The correlation is significant at 0.01 level. The regression analysis states that job satisfaction brings variance in mental well-being by 10.0%. This result can be supported, by similar research done by Dr. Babalola Emmanuel Olatunde and Prof Olumuyiwa Odusanya, (2015). They did this research to state the relationship between job satisfaction and psychological well-being. They also found a positive correlation among psychological well-being and job satisfaction, (Dr. Babalola Emmanuel Olatunde and Prof Olumuyiwa Odusanya, 2015).

- **H<sub>3</sub>- There will be a positive correlation among emotional intelligence and job satisfaction.**

This hypothesis that was formulated by the researcher was accepted. There is a significant positive correlation among emotional intelligence and job satisfaction. The correlation is significant at 0.01 level. The regression analysis states that emotional intelligence brings variance in job satisfaction by 12.8%. This result can be supported, by similar research done by Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat, and Zabihollah Tarasi, (2012). They conducted this research to understand the relationship among emotional intelligence and job satisfaction. They also found a significant positive correlational among emotional intelligence and job satisfaction, (Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat, and Zabihollah Tarasi, 2012).

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### CONCLUSION

The hypotheses that were formed by the researcher got accepted. There is a significant positive correlation among emotional intelligence, psychological well-being, and job satisfaction in pre-primary teachers.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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