

A Study on Emotional Intelligence and Job Satisfaction among School Teachers

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ABSTRACT

This study attempts to find the relationship between Emotional Intelligence and Job satisfaction by analysing factors of years of Experience, Educational level, Family Income and Structure. The sample for this study consisted of 51 school teachers who were currently teaching in a school setting. This sample was selected from volunteer school teachers who are working in St. Patrick's ICSE School Chennai. Emotional Intelligence by Dr. Immanuel Thomas and Sushama, S.R. (2003). And Job Satisfaction by Bubey, B.L., Uppal, K.M and Verma, S.K (1989) Tools used for this study. The result is that Emotional Intelligence has positive impact on Job satisfaction. Therefore, individuals who have capacity to be aware of, control, and express one's emotions and to handle interpersonal relationships judiciously and empathetically will be able to handle work place challenges and that could in turn lead to Job satisfaction.

Keywords: *Kindly add Keywords*

The purpose of the current study was to determine whether emotional intelligence played a significant role in teacher job satisfaction. This study sought to discover whether the two constructs, emotional intelligence and job satisfaction in school teachers, were positively correlated, for the purpose of providing further information on teacher retention.

The professional field of education has been particularly vulnerable to the retention of school teachers. Teachers in today's educational system face excessive expectations and demands such as increased accountability, lack of available resources, lack of parental support and involvement, negative student attitudes, low status of the profession, and low paying salaries (Meek, 1998; Tye and O'Brien, 2002). As a result of these demands, many teachers experience job dissatisfaction. According to Colbert and Wolff (1992), 50% of new teacher's dropout of the profession during the first five years. The recent works of Daniel Goleman (1995, 1998) proclaim that individuals' emotional intelligence is a predictor of on the job

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success and job satisfaction. The sample for the present study are 50 teachers from St. Patrick's ICSE and State board School. The sampling method used was convenient Sampling. To look at this phenomenon in the realm of teachers, this study asked teachers to complete a demographic survey, the emotional intelligence scale and the job satisfaction scale. Fifty teachers were asked to complete these forms and 51 surveys were completed and returned. Data analyses revealed that emotional intelligence does play a role in how teachers perceive their overall job satisfaction based on the measures. The present study did support the hypotheses that emotional intelligence was correlated with years of teaching experience and job satisfaction.

Emotional intelligence, job satisfaction, and perceived general health are important concepts in Organizational psychology (Arnold et al., 2005). Emotional intelligence is of particular importance for fields with a high requirement for competence in interpersonal communication, such as business negotiations and health care (Güleryüz, Güney, Aydın, & Aşan, 2008; Jones & Argentino, 2010). In addition, job satisfaction and perceived good general health are key to keeping employees work focused (Wright & Cropanzano, 2000)

Emotional intelligence

Emotional intelligence was closely related to job satisfaction and job success (Goleman, 1998). It was defined as relating and understanding others, while adapting and coping with surroundings in order to become more successful in dealing with environmental demands (BarOn, 1997).

Mayer and Salovey (1993) defined emotional intelligence as the ability to monitor one's Own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Cooper and Sawaf (1997) defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information connection and influence. Goleman's (1995) explained the basic concept of emotional intelligence.

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Job Satisfaction

The extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled. A feeling of fulfilment or enjoyment that a person derives

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from their job. Job satisfaction was defined as “peoples’ affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering” (Syptak, Marsland, & Ulmer, 1999). More specifically, teacher job satisfaction was “a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness” (Shann, 1998). Teacher job satisfaction reduced attrition, enhanced job performance, and had a positive influence on student outcomes (Shann,1998). Teacher job satisfaction was an area of concern for a number of school personnel. Many teachers dropped out of the profession for a plethora of reasons. Teachers felt that the profession was not valued by society, the demands and accountability increased, and an overabundance of stress all played significant roles in how teachers viewed their jobs and the satisfaction they received from it (Latham, 1998).

Need for the study

This study attempts to find the relationship between Emotional Intelligence and Job satisfaction by analysing factors of years of Experience, Educational level, Family Income and Structure.

The teachers who have high emotional intelligence regulates their emotions by not reacting to situation on the basis of impulse generated by emotion generated event. This may help the private schools to initiate some change in work environment so as to increase the level of emotional intelligence and thereby Job satisfaction can be achieved among the teachers at work place.

REVIEW OF LITERATURE

Mahmoudi, A (2011) found the effect of emotional intelligence among 300 B.Ed studying in five B.Ed colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.Ed teacher trainees was normal.

Anari (2012) investigated the relationship between emotional intelligence, job satisfaction and organizational commitment and examined the role of gender and age on the three variables. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there were no significant differences among high-school teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the females reported significantly higher emotional intelligence, but the results showed no age differences among the participants.

Kauts, A and Saroj, R (2012) evaluated that 600 secondary school to identify the relationship among emotional intelligence, teacher effectiveness and occupational stress .The result indicated that teachers with high emotional intelligence were having less occupational stress

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and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness.

Mondal, N.K., et.al.,(2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant.

Nosrat, B.A., and Tarasi, Z (2012) evaluated that the relationship between emotional intelligence and its five components and job satisfaction of 215 physical education teachers. The result showed that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

METHODOLOGY

Research Design

- Quasi experimental design was used for this study.

Research Problem

1. How?
2. What are?
3. When?
4. Which?

Hypotheses

The following were proposed hypotheses of the current study.

1. There will be no significance relationship between emotional intelligence and job satisfaction among school teachers.
2. There is no significance difference based on years of experience and emotional intelligence among school teachers.
3. There will be no significance difference based on level of income and emotional intelligence among school teachers.
4. There is no significance relationship based on educational status, emotional intelligence and job satisfaction among school teachers.
5. There will be no significance relationship based on structure of family, emotional intelligence and job satisfaction among school teachers.

Population

The sample for this study consisted of 51 school teachers who were currently teaching in a school setting. This sample was selected from volunteer school teachers who are working in St. Patrick's ICSE School Chennai.

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Sample

Size of the Sample

- The total number of sample was 51. Teachers of St.Patrick's ICSE, Chennai were the study sample.

Sampling Technique

- Convenient sampling technique was used.

Variable

Independent variable

- Emotional Intelligence was the independent variable and;

Dependent variable

- Job Satisfaction was the dependent variable.

Criteria for Sample Selection

Inclusion Criteria

- Female teachers were selected for this study.
- All were willing to participate in this study.
- Age group of 21-55 were selected for this study.

Exclusion Criteria

- Men weren't considered in the study.

Tools used for this study

1. **Emotional Intelligence:** Dr. Immanuel Thomas and Sushama, S.R. (2003). The questionnaire contains 50 items each describing emotional facts which clarifies emotional response. Reliability has been established using Cronbach alpha, the coefficient is 0.88(N = 432).The odd-even, split –half reliability after correction for attenuation is to be found at 0.86 (N = 432).
2. **Job Satisfaction:** Bubey, B.L., Uppal, K.M and Verma , S.K (1989). The Job satisfaction Scale consists of 25 statements. It is measured on a 5 point scale ranging from 0 to 4. The questionnaire is independent of age, education and salary. It has reliability score of 0.64 (test-retest) and 0.72 (split half reliability coefficient).

Data Collection Procedure

Questionnaires were given in person to School teachers who were willing to participate in this study. All the collected responses were valid and were included in the study.

Statistical Analysis

Data analyses of all the variables were performed using the Statistical Package for the Social Sciences (SPSS) 20.0. Pearson's product moment correlation was used to find the relationship between the independent variables and the dependent variable. Independent sample t test was used to find the difference on the demographic variables on Emotional Intelligence and Job satisfaction.

RESULTS AND DISCUSSIONS

Table – 5 shows that the correlation between emotional intelligence and job satisfaction among school teachers.

Null Hypothesis (H0): There will be no significant relationship between emotional intelligence and job satisfaction among school teachers. Alternative Hypothesis (H1): There will be significant relationship between emotional intelligence and job satisfaction among school teachers.

S.No	Variables	N	r	sig
1.	Emotional Intelligence	51	.457**	0.01
2.	Job Satisfaction			

** highly significant at 0.01 level.

Table – 5 shows that the correlation between emotional Intelligence and job satisfaction among school teachers. The above table indicated that the correlation value of r was .457, which meant highly significant value of 0.01 level. So null hypothesis was rejected and alternative hypothesis accepted. It was concluded that, the emotional intelligence highly significant relationship with job satisfaction which means that if emotional Intelligence increases job satisfaction will also increase.

Table 2: A comparison between variables based on years of experience

S.No	Variable	Groups	t	SD	Mean	Sig
1.	Emotional Intelligence	< 5 years= 1 >5 years = 2	3.597	36.223 34.02	111.46 151.42	0.001
	Job satisfaction	< 5 years= 1 >5 years =2	0.582	12.27 13.34	57.92 55.47	.56

** Significant at 0.01 level.

Table 2 shows the difference in Means for the two groups that is:

Group 1 with less than 5 years of experience and Group 2 with more than 5 years of experience based on Emotional Intelligence and Job satisfaction. It was found that there was a difference among these two groups based on Emotional Intelligence wherein Group 2 had higher emotional Intelligence.

Therefore the hypothesis: 2 (There would be no significant difference based on years of experience and Emotional Intelligence and job satisfaction among school teachers) was partially accepted.

This could be because of higher the experience, better will be their ability to deal with challenging emotional situations that they experience during work life.

Table 3: A comparison between variables based on family income level

Variable	Groups	t	SD	Mean	Sig
Emotional Intelligence	< 30,000= 1	0.051	41.35	140.9	0.959
	>30,000 = 2		36.11	141.5	
Job satisfaction	< 30,000= 1	0.182	13.3	55.77	0.856
	>30,000 = 2		12.9	56.44	

Table 3 shows the difference in Means for the two groups that is:

Group 1 with less than 30,000 family income and Group 2 with more 30,000 family income based on Emotional Intelligence and Job satisfaction. It was found that there was no difference among these two groups based family income level.

Therefore the hypothesis: 3 (There would be no significant difference based on family income level on Emotional Intelligence and job satisfaction among school teachers) was accepted.

It indicates that family income level has no significant impact on an individual’s Emotional Intelligence and Job satisfaction.

Table 4: A comparison between variables based on family structure

Variable	Groups	t	SD	Mean	Sig
Emotional Intelligence	Nuclear = 1	0.194	37.2	140.5	0.847
	Joint = 2		42.6	142.8	
Job satisfaction	Nuclear = 1	0.182	13.17	55.77	0.916
	Joint = 2		13.03	56.44	

Table 4 shows the difference in Means for the two groups that is:

Group 1 with the Nuclear family structure and Group 2 on Joint family structure based on Emotional Intelligence and Job satisfaction. It was found that there was no difference among these two groups based family income level.

Therefore the hypothesis: 4(There would be no significant difference based on family structure and Emotional Intelligence and job satisfaction among school teachers) was accepted.

It indicates that family structure has no significant impact on an individual’s Emotional Intelligence and Job satisfaction.

Table 5: A comparison between variables based on educational level

Variable	Groups	t	SD	Mean	Sig
Emotional Intelligence	UG= 1	1.566	41.35	42.3	0.124
	PG= 2		36.11	32.4	
Job satisfaction	UG= 1	.341	13.5	56.8	0.507
	PG= 2		12.7	55.5	

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Table 5 shows the difference in Means for the two groups that is:

Group 1 with the Educational level of UG degree and Group 2 with the Educational level of PG degree based on Emotional Intelligence and Job satisfaction. It was found that there was no difference among these two groups based Educational level.

Therefore the hypothesis: 5(There would be no significant difference based on the educational level on Emotional Intelligence and job satisfaction among school teachers) was accepted.

FINDINGS OF THE STUDY

1. It was found that Emotional Intelligence and Job satisfaction are positively correlated.
2. It was found that when Emotional Intelligence increases , Job satisfaction also increases
3. Emotional Intelligence has significance only for Years of experience and not with other demographic variable.
4. Job satisfaction is not significant with any demographic variables.

CONCLUSION

It is well known that effective emotion regulation results in an optimum level of physiological arousal, and influences employees' emotions and emotional expression (Cassidy, 1994). It can be inferred from the present study that Emotional Intelligence has positive impact on Job satisfaction. Therefore, individuals who have capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically will be able to handle work place challenges and that could in turn lead to Job satisfaction.

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