

## Job Satisfaction of Secondary School Teachers in Relation to their Emotional Intelligence

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### Abstract

The present paper tried to find out the relation between emotional intelligence and job satisfaction of secondary school teachers of specific geographical location of Delhi. The Present paper also explored the effect of gender on emotional intelligence and job satisfaction of secondary school teachers. The result of the study indicated statistically significant positive relationship between emotional intelligence and job satisfaction of secondary school teachers. The study further indicated that the level of job satisfaction of these teachers is above average and level of their emotional intelligence is of good degree. The study also reflected that gender has no effect on job satisfaction and emotional intelligence of the teachers under study.

An educational institution performs a significant function of equipping the students with knowledge, attainment of skills, values and attitudes which enables them to participate effectively in all spheres of life. The key ingredient in the institution that plays an important role to bring about this transformation is a teacher. As stated by NCTE (1988) in Quality Concerns in Secondary Teacher Education, "The Teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage". The entire process of education is worthless if the teacher is unable to perform his function properly. The performance of the teacher depends on various factors like mental health, burnout, emotional intelligence, job satisfaction etc. It means teachers can be successful in performing their duties if they are satisfied both professionally and psychologically. Many studies show that the factors like emotional intelligence and job satisfaction affect job performance of teachers. As far as emotional intelligence is concerned, it is the recent development in understanding the relation between reason and emotion. It refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learnt and strengthened, while others claim it is an inborn characteristic. The first attempt to define emotional intelligence was made by Salovey and Mayer (1990) who defined it as, "the subset of social intelligence that involves the ability to monitor

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one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions". Goleman (1995) identified the five 'domains' of EQ as: knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people's emotions, and managing relationships, i.e., managing the emotions of others. He also noted that emotional intelligence predicts as much as 80% success in life.

As far as job satisfaction is concerned, it plays an important role in determining the quality of one's life. It is the chief source of satisfaction of individual's psychological, biological and social needs. Allam (1994) defined job satisfaction as "a positive emotional state which results from the personal analysis of one's work of work experience. It is an attitude that has the potential to affect performance, productivity, motivation, interpersonal relationship and quality of life". If one is satisfied with one's job, it will boost one's morale and one will always aspire to rise further in life. It also brings to fore one's hidden potential which otherwise would have remained untapped if one is dissatisfied with the job. If a teacher is less emotionally intelligent and dissatisfied with job, he is not fully involved in his profession and has no sense of responsibility. Such a teacher not only betrays him but also the whole society and spells disaster to the country's future. Dissatisfaction among the teachers is undesirable and dangerous. A good teacher is one who is cooperative, sympathetic, intelligent, emotionally intelligent and satisfied with his job. Such a teacher can perform his duty effectively. It is natural that if a teacher is not satisfied with his job and is not happy then how he could make his students satisfied. Thus, both emotional intelligence and job satisfaction affect the performance of a teacher. As these two variables are very important for a teacher to perform his duty satisfactorily, therefore the investigator felt a need to find out any relationship if exists between these two variables.

### **Review of Related Literature**

Dash and Behera (2004) conducted a study on senior secondary teacher effectiveness in relation to their emotional intelligence and found that there is a positive effect of emotional intelligence on teacher effectiveness.

Patra (2004) tried to find out the role of emotional intelligence in educational management and found that emotional intelligence can help in creating an enthusiastic work environment, employee satisfaction and efficient administration, useful vision for the future and achieving organizational development.

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Bakshi et al. (2008) studied job satisfaction and life satisfaction of government and private college lecturers and found a significant positive correlation between job satisfaction and life satisfaction of overall sample.

Day (2008) studied job satisfaction, mental health and teachers' attitude towards the children and found that these three variables are co-related with one another. The study concluded that if teachers are satisfied in their jobs, they are also mentally healthy and have favorable attitude towards the children.

Jaiswal and Shukla (2009) studied impact of emotional intelligence on scientific creativity among senior secondary students and found that emotional intelligence awakes intuition and curiosity and assert in anticipating an indefinite future and planning the actions according to one's needs.

Lather (2009) studied effect of emotional intelligence on social copying of high school students and found that emotional intelligence enhances social coping of students.

### **Objectives of the Study**

1. To study job satisfaction of secondary school teachers.
2. To study the emotional intelligence of secondary school teachers.
3. To study the relationship between job satisfaction and emotional intelligence of secondary school teachers.
4. To compare the emotional intelligence and job satisfaction of male and female secondary school teachers.

### **Hypotheses of the Study**

1. There exists no significant relationship between emotional intelligence and job satisfaction of secondary school teachers.
2. There exists no significant difference in job satisfaction of male and female secondary school teachers.
3. There exists no significant difference in emotional intelligence of male and female secondary school teachers.

### **Delimitation of the Study**

- 1 The study was delimited to six girls' and six boys' Government Senior Secondary Schools of Delhi
- 2 The study was delimited to all the teachers of these schools teaching from sixth to tenth standard.

### **Methodology**

Descriptive Survey Method was used.

### **Sample**

In the present study six girls' and six boys' Government Senior Secondary Schools were selected purposively from Delhi. The teachers teaching in these schools from sixth to tenth standard were chosen as a sample. This sample consisted of total 110 teachers, out of which 52 were males and 58 were females.

### **Tools Used**

1. Job Satisfaction scale developed by Meera Dixit (1993) to assess the job satisfaction of teachers.
2. Emotional Intelligence scale constructed by Anukool Hyde, Sanjyot Pethe and Upinder Dar to assess the emotional intelligence of teachers.

### **Scoring Procedure**

The Scale on emotional intelligence is a self-administering scale with thirty four items. It is a five point scale. It was administered and items were given a score value of '1' to '5' from 'strongly disagree' (SDA) to 'strongly agree' (SA). The marks obtained in all the items by a teacher were added to know the emotional intelligence scores of the teachers.

Job Satisfaction scale contained 52 items (divided in main eight factors). It is a five point scale. It was administered and items were given score value of '1' to '5' from 'strongly disagree' to 'strongly agree'. The marks obtained in all the items by a teacher were added to assess the job satisfaction scores of the teachers.

**Statistical Techniques Used**

Mean, S.D. t-test and Karl Pearson’s Product moment correlation were used.

**Results**

Results of the study are given in five tables according to objectives framed.

**Table-1**  
**Mean and S.D. of job satisfaction scores of secondary school teachers**

N	Min. Score	Max. Score	Mean	S.D.
110	98	231	169.10	24.12

It is evident from the table-1 that mean job satisfaction score of secondary school teachers of Delhi is 169.10. As per the norms given in the manual this mean score can be categorized as ‘Good Degree’. It can be interpreted from the result that secondary school teachers have good degree of job satisfaction.

**Table-2**  
**Mean and S.D. of the emotional intelligence scores of secondary school teachers**

N	Min. Score	Max. Score	Mean	S.D.
110	86	136	120.1	9.0

It is evident from the table-2 that mean emotional intelligence score of secondary school teachers of Delhi is 120.10. As per the norms given in the manual this mean score can be categorized as above average. It can be interpreted from the result that these teachers have above average level of emotional intelligence.

**Table -3**  
**Coefficient of correlation between emotional intelligence and job satisfaction of secondary school teachers**

Variables	No.	df	‘r’	Table Value	Result
Emotional intelligence	110	108	0.83	0.185 (at 0.05 level)	significant
Job satisfaction					

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It can be observed from table-3 that the coefficient of correlation between emotional intelligence and job satisfaction of teachers is 0.83 which is much greater than the table value of 'r' at 0.05 level of significance. So, the first null hypothesis is rejected. This indicates that there exists significant positive relationship between emotional intelligence and job satisfaction of secondary school teachers. It also indicates that better the emotional intelligence of teachers greater will be their job satisfaction.

**Table -4**  
**Difference in the mean scores of job satisfaction of male and female secondary school teachers**

Teacher Group	No.	Mean	S.D.	t-ratio	Table Value	Result
Male	52	168.87	19.6	0.11	1.98 (at 0.05 level)	Not Significant
Female	58	169.30	20.1			

The table -4 shows that mean score of job satisfaction of male teachers is 168.87 with S.D. 19.6 whereas mean score of female teachers is 169.30 with S.D. 20.10. The t-ratio is calculated as 0.11 which is insignificant at 0.05 level. The second null hypothesis is therefore accepted. This shows that there exists no significant difference in job satisfaction of male and female secondary school teachers.

**Table-5**  
**Difference in the mean scores of emotional intelligence of male and female secondary school teachers**

Teacher Group	No.	Mean	S.D.	t-ratio	Table Value	Result
Male	52	119.8	8.6	0.33	1.98 (at 0.05 level)	Not Significant
Female	58	120.36	9.1			

The Table-5 shows that mean score of emotional intelligence of male teachers is 119.8 with S.D. 8.6 whereas mean score of female teachers is 120.36 with S.D. 9.1. The t-ratio is calculated as 0.33 which is insignificant at 0.05 level. The third null hypothesis is therefore accepted. This shows that there exists no significant difference in emotional intelligence of male and female secondary schools teachers.

### Discussion of the Result

1. The level of job satisfaction of secondary school teachers is of good degree. It means that these teachers have good degree of job satisfaction.
2. The level of emotional intelligence of secondary school teachers is found to be above average. The reason behind this may be that the higher education makes them mature and more emotionally stable.

3. There exists significant relationship between emotional intelligence and job satisfaction of secondary school teachers. Since the calculated value of 'r' is greater than the table value and as it is positive, therefore, there is positive relationship between emotional intelligence and job satisfaction. It means that increase in emotional intelligence scores leads to increase in job satisfaction scores. The findings corroborates with the study of Sharma (2006) and Joshi (2010) which show that emotional intelligence job satisfaction are positively correlated.
4. There exists no significant difference in the job satisfaction of male and female secondary school teachers. Thus, both groups of teachers i.e. male and female teachers have similar job satisfaction as the difference between the mean score of job satisfaction of these teachers is insignificant. This means that the present study shows that job satisfaction scores are independent of sex. This finding is supported by the studies conducted by Joshi (2010), Bhavana (2012) and Gupta and Gehlawat (2013).
5. There exists no significant difference in the emotional intelligence of male and female secondary school teachers. Thus, both groups of teachers i.e. male and female have similar emotional intelligence as the difference between the mean score of emotional intelligence of these teachers is insignificant. This means that emotional intelligence score are independent of sex. This finding is inconsonance with the findings of Joshi (2010) and Rani (2011) who observed that there was no significant difference in emotional intelligence among male and female teachers. The findings of this study were not in accordance with the finding of Kashyap (1989) and Katyal and Awasthi (2005) who found significant difference in emotional intelligence of male and female teachers.

### **Educational Implication**

The most powerful ingredient in the education process is teacher. He is the pivot of teaching learning process. It is his responsibility to look after all round development of students but his performance is affected by many factors such as emotional intelligence and job satisfaction. Here the finding of this study indicates that there is positive relationship between emotional intelligence and job satisfaction. It means if teachers are emotional intelligence, they will have high level of job satisfaction. This will in turn improve their ability to teach well in the class. A happy, adjustable and satisfied teacher can understand the feeling of their colleagues as well as their students. Such teachers deliver the best performance in the form of good academic results of the students. Therefore, the teacher educators, school

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administrators and policy makers should take a cue from this study and try to implement such teacher training programmes and courses ( pre-service and in-service) which also improve the emotional intelligence of the teachers. This would be a positive step in the field of teacher education.

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