

The Relationship of Emotional Intelligence and Job Satisfaction of School Teachers

J. Dheeba^{1*}, D. Tamizharas²

¹Assistant Professor, Department of Management Studies, Priyadarshini Engineering College, Vaniyambadi, India

²Professor and Research Dean, Department of MBA, RNS Institute of Technology, Bengaluru, India

Abstract: The purpose of the present research was to study the relationship between emotional intelligence and Job satisfaction of school teachers in Tamil Nadu. Teachers play a crucial role in preparing children to navigate their lives as adults. Through their teaching, they are not only transferring knowledge but also the emotions of their students. The teachers especially in rural private schools are overworked and underpaid. Hence there is a need to understand their emotional intelligence level and Job satisfaction. The present study seeks to analyze whether higher levels of emotional intelligence give a higher level of job satisfaction for teachers. The sample of the study was 186 rural private school teachers in Tamil Nadu.

Keywords: Emotional Intelligence, Job satisfaction, Teachers.

1. Introduction

One crucial social science variable that has a big impact on how well teachers function in educational institutions is emotional intelligence. The main support in the active learning strategy is the teacher. Teachers act as facilitators for the knowledge transfer to students, who are the cornerstone of a country's progress. Teachers who are talented, skilled, and informed give valuable sources of information. The idea of emotional intelligence has gained significant traction in today's educational institutions. But the teacher's perceptions of their professions and the satisfaction they felt from them were significantly influenced by how they believed the profession was not valued by society, the demands and accountability were increased, and the amount of stress they were under (Latham, 1998). The intrinsic pleasures that teachers receive are highly regarded, and many teachers chose the profession because they value the emotional and personal benefits of the profession itself, such as personal development and a sense of accomplishment. A lot of teachers chose this career path because they wanted to serve people and because it provided a chance for both personal growth and public service (Jones, 2002). Teachers have a significant impact on how pupils develop intellectually, emotionally, and socially. Many teachers entered the teaching profession and the field of education because they were passionate about helping others and appreciated the personal development and sense of accomplishment that came with it.

2. Literature Review

Emotional intelligence had its roots in social intelligence. Social intelligence, as defined by E.L. Thorndike in 1920, was the "ability to understand and manage men and women, boys and girls to act wisely in human relations" (Thorndike, 1920, p. 13). Social intelligence included interpersonal and intrapersonal intelligence. Interpersonal intelligence was the ability to understand other people; such as what motivated them and how to work cooperatively with them. Intrapersonal intelligence was the ability to form an accurate view of one's self and be able to use this view to operate effectively in life (Gardner, 1993).

The ability model of Mayer and Salovey (1997) is thought of as promising by many researchers (Antonakis et al., 2009; Zeidner et al., 2008) and should consider EI as a complex concept that consists of a wide range of abilities and skills. The trait EI model developed by Goleman in 1995 is also criticized by Mayer and his coworkers for making "exceptional claims for the idea [of emotional intelligence] and loose description [that] sparked an eruption of activity in a new, and now increasingly hazily defined domain." (Mayer, 2001, p. 8).

Job satisfaction can be described as a positive emotional state. A more contemporary definition of job satisfaction is "a pleasurable emotional state resulting from the appraisal of one's job-an affective reaction to one's job and an attitude toward one's job" (Shahnawaz & Jafri, p. 160). Porter, Steers, Mowday & Boulian summarized the vast body of research demonstrating the consistent and moderate link between higher levels of job satisfaction and a tendency to stick with a company. Resulting from the features and facets of a workplace, and it appears that a variety of variables affect job satisfaction. Numerous studies have sought to pinpoint the causes of elementary and secondary school teachers' satisfaction and discontent with their jobs for many years. According to research, there is a correlation between specific human and institutional factors and teachers' job satisfaction. (Spear et al., 2000). Job satisfaction is a well-researched aspect, and on the other, there is little consensus on what exactly defines job satisfaction for teachers. The consensus affirms that teacher told who possess strong emotional intelligence may have greater job satisfaction. (Ealias and Jijo 2012). Many studies on the connection between emotional intelligence and job satisfaction have clarified a

*Corresponding author: dheebadtea@gmail.com

variety of presumptions. Some researchers have identified a strong to moderate correlation between job satisfaction and emotional intelligence measures. (Kafetsios and M. Loumakou, 2007).

3. Need for the Study

The purpose of the present 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 private school teachers, were positively correlated, to provide further information on teachers.

4. Objectives of the Study

- To identify the level of emotional intelligence among teachers.
- To identify the factors influencing Emotional intelligence and Job satisfaction.
- To measure the relationship of Emotional intelligence and Job satisfaction.

5. Research Methodology

The descriptive research design has been used for this study. The information for the study is collected through primary and secondary data. The sample of the study was 186 school private school teachers in Tamil Nadu. Wong and laws (2002) scales were used to measure the Emotional Intelligence (EI) of the teachers. Job satisfaction was measured with three items from the Michigan Organizational Assessment Questionnaire (seashore et al,1982). The study makes use of a structured questionnaire and a five-point Likert scale for measuring the respondent's Emotional Intelligence and Job Satisfaction. The sampling method used in this study was Probability sampling and the sampling technique was simple random sampling. To analyze the data and test the hypotheses besides descriptive

statistics the following statistical techniques were applied. The tools selected for the analysis were Percentage Analysis, Multiple Regressions and Coefficient of Correlation.

A. Multiple Regressions Purpose

The general purpose of regressions is to learn more about the relationship between one dependent and more than one independent variable.

Null Hypothesis (H0):

There is no significant relationship between Demographic factors and Emotional Intelligence

Alternative Hypothesis (H1):

There is a significant relationship between Demographic factors and Emotional Intelligence

This relationship is described in the following formula.

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6$$

Dependent variable: Y=Over all Emotional Intelligence

Independent variables are,

X1=Experience

X2=Gender

X3=Designation

X4=Qualification

X5=Age

X6= Salary

R is the correlation, its value is 0.938, and R square is the degree of determination, and its value is 0.965. The degree of determination shows the extent to which Gender, Age, Qualification Salary, and Designation influence Emotional Intelligence here the satisfaction level is determined to an extent of 93% by Gender, Age, Qualification Salary, Designation, and Experience.

The significant value is less than 0.113 which means a dependent variable that is Emotional Intelligence level is not significantly predicted by independent variables Gender, Designation, Qualification, Age, Salary and Experience, at 95

Table 1
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.965	.932	342.17068

Table 2
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	361.616	6	62.954	1.749	.113 ^b
Residual	6238.159	178	35.314		
Total	6599.775	184			

a. Dependent Variable: EMOTIONAL INTELLIGENCE

b. Predictors: (Constant), Experience, Gender, Designation, Qualification, Age, Salary

Table 3
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	28.154	2.141		13.402	.000
Gender	.420	.908	.034	.475	.637
Age	-1.018	.598	-.154	-1.673	.004
Qualification	2.112	.918	.243	2.314	.003
Designation	.639	.916	.054	.687	.493
Salary	-1.351	.657	-.206	-1.938	.055
Experience	.641	.728	.086	.848	.399

a. Dependent Variable: EMOTIONAL INTELLIGENCE

Table 4
Correlation

		Emotional intelligence	Job satisfaction
Emotional intelligence	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	186	186
Job satisfaction	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	186	186

**Correlation is significant at the 0.01 level (2-tailed)

% of confidence level.

The common regression equation is $y=a + bx$

The effect of Gender, Age, Qualification, Designation, Salary, and Experience on emotional intelligence is given by the regression equation

Emotional Intelligence =

$28.154+.420(\text{Gender})+.-1.018(\text{Age})+2.112(\text{Qualification})+.$
 $639(\text{Designation})$

B. Correlation Analysis

Purpose:

A Correlation is a single number that describes the direction and the degree of Relationship between two variables.

Null Hypothesis (H0):

There is no significant relationship between Emotional Intelligence and Job Satisfaction.

Alternative Hypothesis (H1):

There is a significant relationship between Emotional Intelligence and Job Satisfaction.

The correlation between emotional intelligence and job satisfaction is $r=0.554$ and a significant value of 0.000 which indicates emotional intelligence and job satisfaction. Are not independent of each other. Here the value of r is 0.554, Hence it is considered to be a Strong correlation.

6. Discussion and Conclusion

The above study has proved that school teachers with higher EI have higher job satisfaction, supporting the findings of Wong and Law (2002). Hence the findings suggest that the teachers with higher levels of EI are more adaptable and efficient at identifying and regulating their own emotions and managing others' emotions also. Besides supporting previous research, this study makes a new contribution to the literature on emotional intelligence, through our findings it has been proved that there is a strong relationship between Emotional Intelligence and job satisfaction (JS). The correlation between emotional intelligence and job satisfaction is $r=0.554$ and a

significant value of 0.000 which indicates that emotional intelligence and job satisfaction are not independent of each other. Here the value of r is 0.554 so it is considered to be a Strong correlation. This proves that there is a strong relationship between Emotional Intelligence and Job satisfaction.

References

- [1] Antonakis, J., Ashkanasy, N.M. and Dasborough, M.T. (2009), "Does leadership need emotional intelligence?", *The Leadership Quarterly*, Vol. 20, No. 2, pp. 247-261.
- [2] Elias, M.J. 2009. *Social-Emotional and Character Development and Academics as Dual Focus of Educational Policy*. New Jersey: Sage Publication.
- [3] G. M. Acker, The impact of clients' mental illness on social workers' job satisfaction and burnout. *Health and Social Work*, 24 (2), 112-119. 1999.
- [4] Gardner, H. (1993). *Multiple intelligences*. New York: Basic Books.
- [5] Jones, W. (2002, February). Making a difference through teaching. *Black Collegian*, 32, 2-4.
- [6] Kafetsios, K. and M. Loumakou, 2007. A comparative evaluation of the effects of trait emotional intelligence and emotion regulation on affect at work and job satisfaction. *Int. J. Work Org. Emot.*, 2(1): 71-87.
- [7] L. Porter, R. Steers, R. Mowday, and P. Boulian, Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(October), 603-609. 1974.
- [8] M. Shahnawaz, and H. Jafri, Job attitudes as a predictor of employee turnover among stayers and leavers/hoppers. *Journal of Management Research*, 9(3), 159-166. 2009.
- [9] Mayer, J.D. (2001), "A field guide to emotional intelligence", in Forgas, J.P. and Mayer, J.D. (Eds) *Emotional Intelligence and Everyday Life*, Psychology Press, New York, NY, pp. 3-24.
- [10] Mayer, J.D. and Salovey, P. (1997), What is emotional intelligence?", in Sluyter, D.J. (Ed.), *Emotional Development and Emotional Intelligence: Educational Implications*, Basic Books Inc, New York, NY, pp. 5-31.
- [11] Spear, M., Gould, K. and Lee, B. (2000), Who Would be a Teacher? A Review of Factors Motivating and Demotivating Prospective and Practising Teachers, NFER, Slough.
- [12] Thorndike, E. L. (1920). *Intelligence and its uses*. Harper's Magazine, 140, 227-235.
- [13] Wong, C.S. and Law, K.S. (2002), "The effects of leader and follower emotional intelligence on performance and attitude: an exploratory study", *The Leadership Quarterly*, Vol. 13, No. 3, pp. 243-274.
- [14] Zeidner, M., Roberts, R.D. and Matthews, G. (2008), "The science of emotional intelligence: current consensus and controversies", *European Psychologist*, Vol. 13, No. 1, pp. 64-78.