



IMPACT OF EMOTIONAL INTELLIGENCE IN JOB SATISFACTION AMONG SCHOOL TEACHERS

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Introduction

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in his/her institution. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. Thus, teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their effectiveness while teaching.

Emotional Intelligence Vs Job Satisfaction

The emotional intelligence and job satisfaction are two concepts of high interest in the modern work environment. They serve as a competitive edge in personal and organizational life. The education system or the teaching profession is one of those within which, the individuals could reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that exists among them. It has been found that lack of job satisfaction leads to lower productivity, higher absenteeism, poor judgment, defensive behavior, hostility, reduction in creativity, and job turnover. Wong, C. S., Wong, P. M., & Peng, K. Z. (2010), they analyse the concept of emotional intelligence is derived from the psychological aspect. It has been being introduced in the field of education in the recent years and it gradually become one of the important variables in the educational research Iordanoglou (2007) indicated that teachers who possess the element of emotional intelligence are able to modify their behaviours and adapt themselves into different contexts. Hence, teachers may also able to deal their own affection and students' affection effectively such as the feeling of anger or frustration. It is generally considered that employees with higher emotional intelligence will have higher job satisfaction. This is because the employees with higher emotional intelligence are able to develop strategies to overcome the possible consequences which may arise out of stress whereas those with less emotional intelligence won't be in a position to overcome the stress situations. Cooper, R. K., & Sawaf, A. (1997) In addition, in a group setting employees with higher EI will be able to influence the emotions of others in such a manner that, they will be able to boost their own as well as their co-workers' morale. Thus, the study will be examining the relationship between emotional intelligence and their job satisfaction among the teachers working in private matriculation higher secondary schools in Madurai district.

Statement of the Problem

This research was an investigation of the relationship between emotional intelligence and job satisfaction among teachers working in private matriculation higher secondary schools in Madurai District, Tamilnadu.

Significance of the Study

The present study will be of great significance for the school administrators to identify the factors leading to job satisfaction of their employees. If the reasons are being low scores of the teachers on emotional intelligence scale it will help administrators to enhance and to train them on emotional intelligence level; when teachers may be more satisfied and productive which will ultimately help in achieving organizational objectives and goals. The study will contribute towards enhancing capacity of teachers not only at cognitive level but also at emotional intelligence level by giving them an insight into importance of one's emotional intelligence at work. This study will help to understand factors contributing to job satisfaction of the employees.

Objectives of the Study

The following are the objectives of the study

1. To find out the level of emotional intelligence of teachers working in private matriculation higher secondary schools in Madurai district
2. To find out job satisfaction level of teachers working in private matriculation higher secondary schools in Madurai district and;
3. To find out the relationship between emotional intelligence and job satisfaction.



Research Methodology

The study was a correlation study and survey method was used to carry out the research. All the teachers of private matriculation higher secondary schools in Madurai district are the population of the study. The sample of this study was 100 teachers who worked in private matriculation higher secondary school teachers in Madurai district of Tamilnadu. The sample method of the survey was the convenience sampling. The researchers to carry out the research two standardized scales were selected. They are;

1. The Bar-on emotional quotient inventory (EQ-i) to calculate the scores on emotional intelligence level of teachers.
2. The Job satisfaction scale to calculate scores on level of job satisfaction of teachers.

Emotional intelligence and its components are the independent variables with job satisfaction as the dependent variable. The data were collected by the researchers himself. The researchers distributed the scales to the school teachers and they were given brief description about the research and necessary instructions regarding the fill up of scales. An instruction page was also attached to each copy of the scale for the understanding of individual respondent. The completed filled up scales were taken back from concerned teachers in private matriculation higher secondary schools. Raw Scores of the two scales i.e. Bar-On Emotional Quotient Inventory (EQ-I) and Job satisfaction scale were tabulated manually. The mean and standard deviation was calculated and then correlation value between emotional intelligence and job satisfaction was found.

Statistical Techniques Used

Mean, Standard Deviation, Correlation and t-test.

Data Analysis and Interpretation

After the data collection it was tabulated and analyzed in the following manner. Two set of scores were obtained from the scales Bar on EQ-i and job satisfaction scale. Each item of the scales was manually scored, thus obtaining total scores. After that Mean and the standard deviation of the two scores were obtained and following values was found. Table 1 exhibits the mean and standard deviation of emotional intelligence scale.

Table 1: Mean and Standard Deviation of Emotional Intelligence scale

Scale	Mean value	Standard deviation
Emotional Intelligence	397.08	59.109

The above Table 1 shows the details of Mean and Standard Deviation of Bar-On Emotional Quotient inventory. The Emotional Intelligence scale was scored on Likert 5 point rating scale, the total number of statement were 121, hence out of 595 total score, most of the respondents scored high on the scale as the mean value is 397.08, showing that most of the teachers had high level of emotional intelligence and the dispersion was 59.109. The following Table 2 explains the Mean and Standard Deviation of Job satisfaction scale.

Table 2: Mean and Standard Deviation of Job satisfaction scale

Scale	Mean value	Standard deviation
Job satisfaction	141.6	36.67

The Table 2 shows the details of mean and the standard deviation of the job satisfaction scale. The total score value was 214 of total 43 items. The mean value of the scores obtained by the respondents is 141.6 showing that most of the teachers had high level of satisfaction and the variance is 36.67.

Hypothesis Testing

Hypothesis 1

There is no significant relationship between Job satisfaction and Emotional Intelligence of the School Teachers.

Table 3: Data and results of coefficient of Correlation between Job Satisfaction and Emotional Intelligence and t- Test for Significance

Variables	N	r	t-value	Level of significance
Job Satisfaction	100	0.922	23.57	P<0.01
Emotional Intelligence	100			

The table depicts the 'r' value as 0.922 and it can be interpreted as positive very high correlation between the variables. The t-value calculated is 23.57, which is significant at 0.01 level. Hence, it is conclude that there is a significant relationship between Job Satisfaction and Emotion Intelligence among the School Teachers. So the null hypothesis is rejected.



Suggestions

The following suggestions are made by the researchers for the betterment of teacher's emotional Intelligence and job satisfaction.

- Teacher education programs should provide instruction for novice teachers to increase their understanding and knowledge of emotional intelligence, methods, and programs that might be employed to teach about their jobs.
- Innovative programmes of emotional intelligence should be practiced with in teacher education programme to provide teachers with additional skills to meet the challenges of an increasingly diverse student population.
- Sports, games, dramatics, and other co-curricular activities are of great value. Through this the teachers may enhance their Skill, confidence level and involvement in work as well as a healthy sense of humour they can make their work place students as a happiest place and happiest people.
- On job satisfaction of teachers leads to their commitment to the profession. It would also promote their passion for the professionalism.
- The positive relationship between emotional intelligence and job satisfaction will be ultimately beneficial for the individual and organization.

Conclusion

As teachers are considered as the second parent of the students studying in schools, the teachers play a vital role in shaping the behaviours of the future leaders. The Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the Emotional Intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme. At the present time, being a teacher was a stressful profession due to the multifaceted tasks need to be carried out and accomplished as well as established the good relationship with others who around them in the teaching profession. Based on the results and findings of the study, it was concluded that emotional intelligence does play an important role in satisfaction of teachers towards their job. There exists a positive and high correlation between emotional intelligence and job satisfaction and thus two variables are associated with each other.

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