

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHER – A STUDY

Chennamsetti Ramesh

Research Scholar, Department of Education Krishna University Machlipatnam

Srungarapu Saradhi

SGT Mpps (Abm), Kondapalli

Abstract

The present study is an attempt to study the relations between Emotional Intelligence and job satisfaction among Secondary teachers of Krishna District. The study intends to explore in details the influence of emotional intelligence factors with job satisfaction among teachers. This will enable us to say emotional intelligence and job satisfaction are inter related. The study was conducted by normative survey method on a representative sample of 100 Secondary school teachers from different schools of Krishna District. The sampling technique employed in drawing the sample was stratified random sampling to assure accurate representation. For collecting data investigator adopted and used the two standardized tools namely Emotional intelligence scale (EIS)-(2002) developed by Anukool Hyde, Sanjyot pethe and Upinder Dhar and Teacher Job-Satisfaction Questionnaire (TJSQ) developed by Promod Kumar and D.N. Mutha, were used. The analysis of data revealed that there exists a significant relationship between emotional intelligence and job satisfaction for the total sample.

Key Word: Emotional intelligence, Job-Satisfaction

INTRODUCTION

Education starts with the birth of an individual and then it goes on till the last day of the individual. Education makes an individual a real human being. Modern education is based on the psychology of the educated. The aim of education is to bring desirable changes in the learner. Education helps to develop all round personality of an individual. Such a well adjusted personality is characterized by the harmony between the needs of the individual and demands of the environment. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultural and civilized.

The ultimate effect of education is the product of effective teaching. For effective teaching besides knowledge and skills, teacher should have inclination towards their profession. The

education system may fail to achieve the desire goal due to absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states “No people can rise above the level of its teachers”. As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, shifts the grain from the chaff, strengthens social and economic development of the nation. Sometimes best curriculum and most perfect syllabus remain ineffective due to lack of effective teachers. The teaching profession inherently entails certain well known self-obvious and implicit obligations, commitments and expectations from its members. In order to perform his role effectively, a teacher should be aware about professional demands and obligations assigned on him. Emotional Intelligence and Job Satisfaction among Secondary School Teachers.

Further the teachers’ role in influencing the future of our advancing national development is becoming increasingly important. If teachers are not satisfied with their job, we can’t think about the improvement of performance of the school. If the employees are motivated, they will render their services very efficiently and effectively (Mbua, 2003). This implies that satisfied and motivated school teachers are most likely to affect the students learning positively while the dissatisfied may have negative impacts on students’ performance. Nowadays, in spite of different plans and programs, there is a general feeling that the teachers are not satisfied in their job as a result of which standard of education are gradually falling.

Significance of the study

Emotional intelligence and job satisfaction are two concepts of highly interest in the modern work environment. They serve as a Competitive edge in personal and organizational life. Emotional intelligence is the ability to manage emotions intelligently. His set of acquire skills and competencies that predict positive outcomes at home with one's family, in school, and at work. People who possess these are healthier, less depressed more productive at work, and have better Relationships. The present world demands higher level of inter relationships, mutual understanding and greater productivity at work place. A good knowledge about others emotions and an ability to manage them help a person to gain success and satisfaction in his work. Job satisfaction is also the index of the general life satisfaction of teachers and reflects well being of

the person. A highly satisfied teacher tries to pick the school in its highest position. It is also an indicator of the school environment and culture of the Institution.

Teachers having the qualities like self awareness, self motivation, empathy, emotional stability and activity of managing relation can invoke inspiration to students and the teaching of them will be ideal for students and such teachers will be surely satisfied in their service. "Job satisfaction depends basically upon what an individual wants from his job and what he gets" (Morse, 1953).

Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. Teacher effectiveness is understood as that which helps development of basic skills, understanding, proper work habits, desirable attitude, valid judgment and adequate personal adjustment of students. Effectiveness of teacher is considered to be associated with his self esteem and satisfaction in work. In order to perform his role effectively a teacher should be satisfied with his teaching profession. Like any feeling of satisfaction, job satisfaction is an emotional, effective response. Many researchers proved that if a person is satisfied with his work self esteem become increased.

The present study is an attempt to study the relations between Emotional Intelligence and job satisfaction among secondary school teachers of Krishna District. The study intends to explore in details the influence of emotional intelligence factors with job satisfaction among teachers. This will enable us to say whether emotional intelligence and job satisfaction are inter related.

STATEMENT OF THE PROBLEM

The problem of the present study entitled as **“A Study on Emotional Intelligence and Job Satisfaction of Secondary School Teacher”**

OBJECTIVE OF THE STUDY

- To find out the relationship between Emotional Intelligence and job satisfaction.
- To find out the Emotional Intelligence of Secondary School Teachers on the basis of their Gender.
- To find out the Job Satisfaction of secondary School Teachers on the basis of their Gender.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study.

- There exist significant relationship between emotional intelligence and job satisfaction of Secondary School Teachers.
- There exist significant difference in the emotional intelligence of Secondary School Teachers on the basis of Gender.
- There exists significant difference in the Job Satisfaction of Secondary School Teachers with respect to Gender.

METHODOLOGY ADOPTED

The present study was conducted by normative survey method on a representative sample of 100 Secondary School Teachers from different schools of Krishna District.

STATISTICAL TECHNIQUES USED FOR THE STUDY

Measures of central tendency, measures of dispersion, Product moment correlation and T-test.

TOOLS USED FOR THE STUDY

1. Emotional intelligence scale (EIS)-(2002) -Anukool Hyde Sanjyot pethe and Upinder Dhar.
2. Teacher Job-Satisfaction Questionnaire (TJSQ)- Promod Kumar and D.N. Mutha

RESULT AND DISCUSSION

The detailed description of analysis done, their interpretations and findings based on the investigation were given below.

1. Analysis of the relationship between Emotional Intelligence and job satisfaction of Secondary School Teachers.

This part of the analysis examines the relationship between Emotional intelligence and Job satisfaction of Secondary School Teachers for the total sample and for the relevant sub samples on the basis of gender. The data and result shown in the table 1.

Table. 1: Analysis of the relationship between Emotional Intelligence and Job

Satisfaction of Secondary School Teachers				
Variables	No. of Samples	Mean	S.D.	r (Correlation
Emotional Intelligence	100	80.85	5.31	0.58
Job satisfaction	100	79.47	6.05	

The obtained correlation between Emotional Intelligence and job satisfaction of Secondary School Teachers found to be positive (0.58). This shows that any increase or decrease in Emotional Intelligence will be followed by corresponding increase or decrease in job satisfaction. The correlation ship can verbally be described as substantial or marked relationship.

2. Comparison of Emotional Intelligence of Secondary School Teachers on basis of gender

The comparison of the mean score of Emotional Intelligence of Secondary School Teachers male and female was done by testing the significance of mean difference for the two groups. The data and result is show in the table 2.

Table 2: Data and result of test significance of difference in mean scores of Emotional Intelligence of Secondary School Teachers with respect to gender.

Gender	N	Mean	S.D	C.R
Male	50	81.78	5.23	0.56
Female	50	82.38	5.43	

The obtained critical ratio was found to be 0.056 which is in the not acceptance region at 0.05 level of significance. So the hypothesis is accepted and hence there exist no significance difference between male and female in the Emotional Intelligence

3. Comparison of Job Satisfaction of Secondary School Teachers on the basis of gender

The comparison of the mean score of Job Satisfaction of Secondary School Teachers male and female was done by testing the significance of mean difference for the two group. The data and result is show in the table 4. Emotional Intelligence and Job Satisfaction among Secondary School Teachers.

Table 3: Data and result of test significance of difference in mean scores of Job Satisfaction

Secondary School Teachers with respect to gender				
Gender	N	Mean	S.D	C.R
Male	50	80.38	6.48	0.45
Female	50	79.82	5.87	

The obtained critical ratio was found to be 0.45 which is in the rejected region at 0.05 level of significance. So the hypothesis is rejected and hence there exist significance difference between male and female in their Job Satisfaction.

SUMMARY OF FINDINGS

Analysis of the relationship between emotional intelligence and job satisfaction of Secondary School Teachers with respect to gender and locality.

1. With respect to total sample

The correlation between emotional intelligence and job satisfaction is 0.45 for the data sample, which is positive and statistically significant at 0.05 levels. This means that there exists a significant relationship between emotional intelligence and job satisfaction for the total sample. This shows that any increase or decrease in emotional intelligence will be followed by corresponding increase or decrease in job satisfaction.

2. With Respect to Gender

The obtained critical ratio was found to be 0.058 which is in the acceptance region at 0.05 level of significant. This means that there exists no significant difference between male and female in their Emotional Intelligence. Whereas, in the case of job satisfaction, the obtained critical ratio was 2.58 which is in the rejected region at 0.05 level of significant. This means that there exists significant relationship between male and female in their job satisfaction.

1. Conclusion based on the Comparison of Emotional Intelligence and Job Satisfaction with respect To Total Sample

The Emotional Intelligence and Job Satisfaction are closely related. Emotional intelligence may definitely affect the job satisfaction of secondary school teachers.

2. Conclusion based on the Comparison of Emotional Intelligence and Job Satisfaction on the Basis of Gender

The major findings were revealed through the comparison.

The male and female teachers do not differ significantly in their emotional intelligence. Whereas male and female secondary teachers have significance difference in their job satisfaction.

The study is the relationship of emotional intelligence and job satisfaction of Secondary School Teachers. The emotional intelligence have no significant difference among Secondary School Teachers on the basis of gender. While considering job satisfaction of Secondary School Teachers, it has significant difference in them on the basis of gender.. While considering the gender differences the male teachers are more satisfied in their job than that of female.

REFERENCES

- Aggarwal, J.C. (1968). Educational Research. New Delhi: Arya Book Depot.
- Best, J.W. and Kahn, J.V., (2006) Research in education (9th edition). New Delhi: Prentice – Hall.
- Farh, C. I. C., Seo, M.-G., & Tesluk, P. E. (2012). Emotional intelligence, teamwork effectiveness, and job performance: The moderating role of job context. *Journal of Applied Psychology*, 97, 890–900.
- Goleman, D. (2001). Emotional Intelligence: Issues in Paradigm Building. In C. Cherniss & D. Goleman (Eds.), *The Emotionally Intelligent Workplace* (Pp. 13-26). San Francisco: Jossey-Bass.
- Mohamad, M., & Jais, J. (2016). Emotional Intelligence and Job Performance: A Study among Malaysian Teachers. *Procedia Economics and Finance*, 35, 674– 682
- Mayer, & Salovey (1993). The intelligence of emotional Intelligence, vol. 17, pp. 433– 442.