

A Study of Emotional Intelligence in Relation to Job Satisfaction Among The Senior Secondary Teachers of Dehradun District

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ABSTRACT

The present study aims to compare the emotional intelligence of senior secondary teachers in relation to their job satisfaction. For this purpose, the investigator adopted random sampling technique to select 300 senior secondary school teachers of Dehradun district. 'Teachers' Emotional Intelligence Inventory' developed by Dr. (Mrs.) Shubhra Mangal and 'Teacher Job Satisfaction Questionnaire' developed by Pramod Kumar and D. N. Mutha. The study revealed that all the senior secondary teachers have below average emotional intelligence. Rural male teachers have been found to have higher job satisfaction than female teachers. Rural and urban senior secondary teachers of high job satisfaction have shown the higher emotional intelligence. Rural senior secondary female teachers have shown better emotional intelligence. Rural senior secondary male and female teachers who have high job satisfaction are more emotionally intelligent. An insignificant difference has been found in the emotional intelligence of urban senior secondary male and female teachers. Senior secondary male and female teachers having high job satisfaction have shown higher emotional intelligence. The present study recommends that seminar, workshops, counseling sessions, emotional regulation programs, group and social activities, yoga and meditation should be introduced to enhance the emotional intelligence and job satisfaction of the teachers.

Keywords: *Emotional Intelligence, Job Satisfaction and Senior Secondary Teachers.*

INTRODUCTION:

Teacher is the central figure in the educational process who helps in making an individual a better human being. The National Policy of Education (1986) while defining the role of teacher says that "their principle role is and will always be teaching and guidance to their students, not only through classroom instruction and tutorials and numerous other ways, but also by personal contact". Modern age is the age of science and technology. It is also called the age of competition. To face the cut throat competition in the competitive world the teachers have to be emotionally intelligent to facilitate learning as well as a global society. Today we are in the world where there are many emotional disturbances which put an adverse effect on the job satisfactions of the teachers. Only emotionally intelligent teachers can control and manage these situations.

Goleman, D. (1998) defined the basic concept of emotional intelligence. He stated, "Emotional intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for maintaining emotions well in our-selves and in our relationships". Emotional intelligence is the capacity to reason about emotions to enhance

thinking, to process emotional information, which includes perception, assimilation, understanding and management of emotions to meet the requirements of day-to-day living and learning (Cherniss, C., 2000).

It has been acknowledged that emotions make significant contributions to our relational thoughts and behaviors (Greenberg, L., 2000). Emotional intelligence is the ability to handle own emotions and actions, thereby handling the relationship with others smoothly by controlling their emotions (Edannur, S., 2010). Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health (Ramana, 2013). Emotional qualifications of teachers increase quality of learning process, learning and well-being of a teacher (Sutton, 2003). Individuals with high emotional intelligence demonstrated higher measures of job satisfaction and performance (Sy, Tramm and O' Hara, 2006). Emotionally intelligent behaviors have been found to be positively affecting job satisfaction (Dong and Howard, 2006). Bar-On (2005) found a slightly significant relationship between total emotional intelligence scores and job satisfaction. Hendee (2002) observed that emotional intelligence is a personal factor which affects one's job satisfaction. The results of Thomas and Tram (2006) and Ashkanasy and Jordan (1997) suggested that emotional intelligence of employees has a significant positive relationship with their job satisfaction.

All this indicate that emotional intelligence of the teachers has an empirical and great impact on their job satisfaction. And it is true in the case of senior secondary teachers as they encounter with those students who fall in that age group which is the most crucial period of one's life. Therefore, it is necessary that teachers should recognize the feelings and manage them in an appropriate way. If the teachers are not emotionally intelligent enough, they would be unsatisfied with their profession. All these factors struck the mind of the researcher and she found this problem most appropriate in the present perspective. Hence, the investigator has decided to study the emotional intelligence of senior secondary teachers of district Dehradun in relation to their job satisfaction.

OBJECTIVES

In the present study following research objectives were stated:

1. To study the emotional intelligence of the senior secondary teachers.
2. To study the job satisfaction of the senior secondary teachers.
3. To compare the emotional intelligence of rural and urban senior secondary teachers in relation to their job satisfaction.
4. To compare the emotional intelligence of rural senior secondary male and female teachers in relation to their job satisfaction.
5. To compare the emotional intelligence of urban senior secondary male and female teachers in relation to their job satisfaction.
6. To compare the emotional intelligence of senior secondary male and female teachers in relation to their job satisfaction.

HYPOTHESES

Following hypotheses were formulated to achieve the objectives:

1. There is no significant difference in the emotional intelligence of rural and urban senior secondary teachers in relation to their job satisfaction.
2. There is no significant difference in the emotional intelligence of rural senior secondary male and female teachers in relation to their job satisfaction.
3. There is no significant difference in the emotional intelligence of urban senior secondary male and female teachers in relation to their job satisfaction.
4. There is no significant difference in the emotional intelligence of senior secondary male and female teachers in relation to their job satisfaction.

RESEARCH DESIGN

In the present study male and female senior secondary school teachers of Dehradun district were compared on their emotional intelligence in relation to job satisfaction. Thus, the present study employed comparative research design.

Method

According to the nature of the present problem, the investigator employed 'Normative Survey' method of research.

Population and Sample of the Study

For the present study, all the senior secondary school teachers of Dehradun district were taken as the population of the study. The investigator adopted simple random sampling technique to select 300 senior secondary school teachers (150 male and 150 female) from the rural and urban area of Dehradun district.

Tools Used

Following tools were used in the present study:

- (a). 'Teachers' Emotional Intelligence Inventory' developed by Dr. (Mrs.) Shubhra Mangal.
- (b). 'Teacher Job Satisfaction Questionnaire' developed by Pramod Kumar and D.N. Mutha.

Statistical Techniques

Mean, S.D. and two-way analysis of variance (ANOVA) was used to analyze the collected data.

Results and Discussion

The analysis and interpretation of the collected data is presented below:

Table 01: Mean and S.D. of Emotional Intelligence of Senior Secondary Teachers

Variable	Area	Sex	N	Mean	S.D.
Emotional Intelligence	Rural	Male	75	667.41	120.47
		Female	75	700.78	97.47
	Urban	Male	75	689.29	96.46
		Female	75	701.85	94.18

The mean values from the table 01 indicate that all the senior secondary teachers have presented below average emotional intelligence. It is clear from the data that rural as well as urban senior secondary female teachers have higher emotional intelligence as compared to their male counterparts.

It is clear from the mean values that urban senior secondary female teachers have highest emotional intelligence while rural senior secondary male teachers have least emotional intelligence.

Table 02: Mean and S.D. of the Job Satisfaction of Senior Secondary Teachers

Variable	Area	Sex	N	Mean	S.D.
Job Satisfaction	Rural	Male	75	20.34	7.00
		Female	75	17.24	6.79
	Urban	Male	75	13.26	6.62
		Female	75	12.26	6.33

The above mean values present that except rural senior secondary male teachers, all the other senior secondary teachers have shown average job satisfaction. Only rural senior secondary male teachers have good job satisfaction. It is clear from the mean values that senior secondary male as well as female teachers of rural area have better job satisfaction as compared to the senior secondary male and female teachers of urban area.

It is clear from the Table 02 that rural senior secondary male teachers have highest job satisfaction while urban senior secondary female teachers have least job satisfaction.

Table 3(a): Mean and S.D. of the Emotional Intelligence of Rural and Urban Senior Secondary Teachers in relation to their Job Satisfaction

Variable	Area	Level of Job Satisfaction	N	Mean	S.D.
Total Emotional Intelligence	Rural	Low	25	570.76	75.80
		Average	52	671.86	95.22
		High	73	731.63	101.98
	Urban	Low	66	647.18	90.20
		Average	49	724.81	90.31
		High	35	745.88	69.40

The above mean values indicate that rural teachers having low job satisfaction (N=25, M=570.76, S.D.=75.80) and urban teachers having low job satisfaction (N=66, M=647.18, S.D.=90.20) have shown poor emotional intelligence while rural teachers of average (N=52, M=671.86, S.D.=95.22) and high (N=73, M=731.63, S.D.=101.98) as well as urban teachers of average (N=49, M=724.81, S.D.=90.31) and high (N=35, M=745.88, S.D.=69.40) job

satisfaction have exhibited below average emotional intelligence. It is observed that rural teachers of low job satisfaction have shown least emotional intelligence while urban teachers of high job satisfaction have exhibited the highest emotional intelligence.

Table – 3(b): Analysis of Variance to Compare the Emotional Intelligence of Rural and Urban Senior Secondary Teachers in relation to their Job Satisfaction

Source	df	SS	MS	F-value	Results
Area	1	9872.80	9870.80	1.19	Insignificant
Job Satisfaction	2	607337.97	303668.99	36.69**	Significant
Interaction	2	171563.89	85781.95	10.36**	Significant
Within Group	294	2433248.34	8276.35		
Between Group	299	3222023			

** = significant at 0.01 level of significance

The above table indicates that at df 1,299 the first F-value to compare the emotional intelligence of rural and urban teachers is 1.19, which has been found insignificant. It means that rural and urban teachers do not differ significantly in their emotional intelligence.

At df 2,299 the second F-value for the comparison of emotional intelligence of rural and urban teachers of different levels of job satisfaction is 36.69 which has been found significant at 0.01 level of significance. It reveals that there is a highly significant difference in the emotional intelligence of rural and urban teachers of low, average and high job satisfaction.

At df 2,299 the third F-value for the interaction effect of area and job satisfaction is 10.36, which has also been found significant at 0.01 level of significance. It depicts that area and job satisfaction when combined together put a highly significant effect on the emotional intelligence of rural and urban teachers.

Table -4(a): Mean and S.D. of the Emotional Intelligence of Rural Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Variable	Sex	Level of Job Satisfaction	N	Mean	S.D.
Total Emotional Intelligence	Male	Low	10	527.90	47.04
		Average	22	637.81	80.15
		High	43	715.00	121.74
	Female	Low	15	599.33	78.99
		Average	30	696.83	98.83
		High	30	755.46	57.97

The above table depicts the mean and S.D. of the emotional intelligence of rural senior secondary male and female teachers. The above mean values show that rural senior secondary male teachers of low (N=10, M=527.90, S.D.= 47.04) job satisfaction as well as rural senior secondary female teachers of low (N=15, M=599.33, S.D.=78.99) and average (N=30, M=696.83, S.D.=98.83) job satisfaction have shown poor emotional intelligence. On the other hand, rural senior secondary male teachers having average (N=22, M=637.81, S.D.= 80.15) and high (N=43, M=715.00, S.D.=121.74) job satisfaction as well as rural senior secondary female teachers having high (N=30, M=755.46, S.D.=57.97) job satisfaction have exhibited below average emotional intelligence.

It is clear from the above mean values that rural senior secondary male teachers of low job satisfaction have shown least emotional intelligence while rural senior secondary female teachers of high job satisfaction have shown the highest emotional intelligence.

Table – 4(b): Analysis of Variance to Compare the Emotional Intelligence of Rural Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Source	df	SS	MS	F-value	Results
Sex	1	41766.73	41766.73	4.83*	Significant
Job Satisfaction	2	493847.87	246923.94	28.55**	Significant
Interaction	2	61991.76	30995.88	3.58*	Significant
Within Group	144	1245345.14	8648.23		
Between Group	149	1842951.5			

** = significant at 0.01 level of significance

* = significant 0.05 level of significance

The above table presents that at df 1,149 the first F-value to compare the emotional intelligence of rural male and female teachers is 4.83, which has been found significant at 0.05 level of significance. It means that rural male and female teachers differ significantly in their emotional intelligence.

At df 2,149 the second F-value for the comparison of emotional intelligence of rural male and female teachers of different levels of job satisfaction is 28.55, which has been found significant at 0.01 level of significance. It depicts that rural male and female teachers of low, average and high job satisfaction differ significantly in their emotional intelligence.

At df 2,149 the third F-value for the combined effect of sex and job satisfaction is 3.58, which has also been found significant at 0.05 level of significance. It means that the joint effect of sex and job satisfaction put a significant influence on the emotional intelligence of rural male and female teachers.

Table – 5(a): Mean and S.D. of the Emotional Intelligence of Urban Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Variable	Sex	Level of Job Satisfaction	N	Mean	S.D.
Total Emotional Intelligence	Male	Low	31	649.80	85.59
		Average	24	703.16	111.31
		High	20	733.85	72.76
	Female	Low	35	644.85	95.29
		Average	25	745.60	59.32
		High	15	761.93	63.49

The table Table – 5(a) shows the mean and S.D. of the emotional intelligence of urban senior secondary male and female teachers in relation to their job satisfaction. The above mean values depict that urban senior secondary male teachers having low (N=31, M=649.80, S.D.= 85.59), average (N=24, M=703.16, S.D.=111.31) and high (N=20, M=733.85, S.D.= 72.76) job satisfaction as well as urban senior secondary female teachers having average (N=25, M=745.60, S.D.= 59.32) and high (N=15, M=761.93, S.D.= 63.49) job satisfaction

have shown below average emotional intelligence. On the other hand, urban senior secondary female teachers having low ($N=35$, $M=644.85$, $S.D.=95.29$) job satisfaction have exhibited poor emotional intelligence.

It is clear from the above mean values that urban senior secondary female teachers of low job satisfaction have shown the least emotional intelligence while urban senior secondary female teachers having high job satisfaction have shown highest emotional intelligence.

Table – 5(b): Analysis of Variance to Compare the Emotional Intelligence of Urban Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Source	df	SS	MS	F-value	Results
Sex	1	5915.76	5915.76	0.81	Insignificant
Job Satisfaction	2	285053.99	142527	19.46**	Significant
Interaction	2	23295	11647.5	1.59	Insignificant
Within Group	144	1054933.94	7325.93		
Between Group	149	1369198.69			

* * = significant at 0.01 level of significance

The above table presents that at df 1,149 the first F-value to compare the emotional intelligence of urban male and female teachers is 0.81, which has been found insignificant. It means that there exists no significant difference in the emotional intelligence of urban male female teachers.

At df 2,149 the second F-value to compare the emotional intelligence of urban male and female teacher belonging to different levels of job satisfaction is 19.46, which has been found significant at 0.01 level of significance. It reveals that there is a highly significant difference in the emotional intelligence of urban male and female teachers of different levels of job satisfaction.

At df 2, 149 the third f- value for the joint effect of sex and job satisfaction is 1.59, which has been found insignificant. It means that the interaction of sex and job satisfaction does not influence the emotional intelligence of urban male and female teachers significantly.

Table – 6(a): Mean and S.D. of the Emotional Intelligence of Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Variable	Sex	Level of Job Satisfaction	N	Mean	S.D.
Total Emotional Intelligence	Male	Low	41	620.07	93.81
		Average	46	671.91	102.08
		High	63	720.98	108.35
	Female	Low	50	631.20	92.34
		Average	55	719.00	86.08
		High	45	757.62	59.22

The above table shows the mean and S.D. of the emotional intelligence of the senior secondary male and female teachers in relation to their job satisfaction. The above mean values depict that senior secondary male teachers of low ($N=41$, $M=620.07$, $S.D.=93.81$) job satisfaction as well as senior secondary female teachers having low ($N=50$, $M=631.20$, $S.D.=92.34$) and average ($N=55$, $M=719.00$, $S.D.=86.08$) job satisfaction have shown poor emotional intelligence. While senior secondary male teachers of average ($N=46$,

M=671.91, S.D. = 102.08) and high (N=63, M=720.98, S.D. = 108.35) job satisfaction as well as senior secondary female teachers having high (N=45, M=757.62, S.D.= 59.22) job satisfaction have shown below average emotional intelligence.

It is evident from the above mean values that senior secondary male and female teachers having low job satisfaction have shown the least emotional intelligence while senior secondary female teachers having high job satisfaction have exhibited the highest emotional intelligence.

Table – 6(b): Analysis of Variance to Compare the Emotional Intelligence of Senior Secondary Male and Female Teachers in relation to their Job Satisfaction

Source	df	SS	MS	F-value	Results
Sex	1	39560.08	39560.08	4.61*	Significant
Job Satisfaction	2	607337.97	303668.99	35.41**	Significant
Interaction	2	54004.96	27002.48	3.15*	Significant
Within Group	294	2521119.99	8575.24		
Between Group	299	3222023			

** = significant at 0.01 level of significance * = significant at 0.05 level of significance

The above table indicates that at df 1,299 the first f-value to compare the emotional intelligence of male and female teachers is 4.61, which has been found significant at 0.05 level of significance. It means that male and female teachers differ significantly in their emotional intelligence.

At df 2,299 the second f-value for the comparison of emotional intelligence of male and female teachers having low, average and high job satisfaction is 35.41, which has been found significant at 0.01 level of significance. It shows that there is a highly significant difference in the emotional intelligence of male and female teachers of different levels of job satisfaction.

At df 2,299 the third F-value for the joint effect of sex and job satisfaction is 3.15, which has also been found significant at 0.05 level of significance. It reveals that sex and job satisfaction when combined together influence the emotional intelligence of male and female teachers significantly.

CONCLUSIONS

Following conclusions can be drawn from these results:

1. All the senior secondary teachers have been found to have below average emotional intelligence. Rural and urban female teachers have been found to have higher emotional intelligence as compared to their male counterparts.
2. All the senior secondary teachers, except rural senior secondary male teachers, have been found to have average job satisfaction. Rural senior secondary male teachers have been found to have good job satisfaction. Rural male teachers have been found to have higher job satisfaction than female teachers. Similar results have been obtained in the case of urban senior secondary teachers.

3. No significant difference has been found in the emotional intelligence of rural and urban senior secondary teachers.
4. There has been found a highly significant difference in the emotional intelligence of rural and urban senior secondary teachers having different levels of job satisfaction. Rural and urban senior secondary teachers of high job satisfaction have shown the higher emotional intelligence.
5. The interaction between area and job satisfaction has created a highly significant difference in the emotional intelligence of rural and urban senior secondary teachers. Urban senior secondary teachers of high job satisfaction have exhibited the highest emotional intelligence.
6. Rural senior secondary male and female teachers have been found to differ significantly in their emotional intelligence. Rural senior secondary female teachers have shown better emotional intelligence.
7. A highly significant difference has been found in the emotional intelligence of rural senior secondary male and female teachers of different levels of job satisfaction. Rural senior secondary male and female teachers who have high job satisfaction are more emotionally intelligent.
8. Emotional intelligence of rural senior secondary male and female teachers has been found to be significantly affected by the interaction of sex and job satisfaction. Rural senior secondary female teachers have shown highest emotional intelligence.
9. An insignificant difference has been found in the emotional intelligence of urban senior secondary male and female teachers.
10. Urban senior secondary male and female teachers having low, average and high job satisfaction differ significantly in their emotional intelligence. Urban senior secondary male and female teachers of high job satisfaction have shown better emotional intelligence.
11. The interaction between sex and job satisfaction has not casted a significant difference in the emotional intelligence of urban senior secondary male and female teachers.
12. A significant difference has been found in the emotional intelligence of senior secondary male and female teachers. Senior secondary female teachers have shown better emotional intelligence.
13. There has been found a highly significant difference in the emotional intelligence of senior secondary male and female teachers of different levels of job satisfaction. Senior secondary male and female teachers having high job satisfaction have shown higher emotional intelligence.
14. The interaction of sex and job satisfaction has caused a significant difference in the emotional intelligence of senior secondary male and female teachers. Senior secondary female teachers having high job satisfaction have exhibited the highest emotional intelligence.

Educational Implications

An emotionally intelligent teacher will serve as an important role model for students as such a teacher will be able to bring about the holistic development of the students. Therefore, there is a dying need to pay proper attention to the emotional intelligence of the teachers. The present study recommends that school should regularly organize seminar, workshops as well as counseling sessions to make the teachers able to be aware towards their emotions and feelings and to be more interactive so that they can frankly share their feelings and emotions. Apart from this, educationists such as teachers, policy makers and administrative authorities should try to develop programs and principles for enhancing the emotional intelligence to strengthen their job satisfaction.

Along with it, school authorities can start emotional regulation programs which can teach the teachers to face the changes and challenges of their profession with confidence. It will keep them away from many socio-psychological disorders like stress, frustration, anxiety, burnout, aggression and maladjustment. It will surely enhance their job satisfaction. With this knowledge, teachers may be better to regulate their emotions in order to adjust themselves in critical situations and this will affect their job satisfaction positively.

Teachers should be provided quality time in schools also in which they can engage in group and social activities which would refine and make them aware of their emotions. It is particularly recommended that elective courses aiming at improving emotional intelligence skills be included in the teacher education curriculum. Besides, emotional intelligence training programs, psychological counseling and guidance centers can be organized by the faculties in order to improve the emotional intelligence skills of the pre-service teachers. Yoga and meditation could be part of day to day activities to improve the emotional intelligence and job satisfaction of the teachers.

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