



**A STUDY OF CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND
JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS**

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Abstract

Satisfaction is an essential factor in any profession unless a man is satisfied with his job; it is very difficult for him to carry on his duties honestly and efficiently. Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspect, and rapport with students. Teachers are a role model for students on how to regulate emotions appropriately in the classroom. Teaching is an emotional practice which involves emotional relationship, emotional understanding and emotional labor. Hence in the present research, the researcher aimed to study and correlate the emotional intelligence and job satisfaction of teachers teaching in secondary schools. The sample selected for the study included 75 Urdu medium secondary school teachers of Aurangabad city and the technique used for selecting the sample is Random Sampling Technique. Tools used for the researcher are Emotional Intelligence Scale (EIS) for teachers by Dr. Mrs. S.M. Sungoh and Job Satisfaction (DJSS) for Primary and Secondary School Teachers by Dr. Mrs. Meera Dixit. Research findings revealed the level of Emotional Intelligence of secondary school teachers is Moderate whereas their degree of Job Satisfaction is found to be good. Further findings revealed that there is negligible positive correlation between Emotional Intelligence and Job Satisfaction of secondary school teachers.

Key Words: Emotional Intelligence and Job Satisfaction, secondary school teachers



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Introduction:

“To be successful in office, you not only need to have an adequate IQ, but need a well developed EQ too. In fact, research suggests that only 20% of what makes people perform well at work is due to IQ, the other 30% is due to Emotional Intelligence’

---- The Birmingham Post, 14th July, 1999.

Human functioning is determined by emotions and emotions themselves are considered as higher order intelligence. Knowing our EI gives us the opportunity to position ourselves to be with the people with whom we are naturally compatible with, and to seek out jobs that can naturally fit us. We can also understand what makes us compatible with certain people or jobs and learn ways to deal with natural difficulties. This can give us what is called as Job Satisfaction.

In order for an organization to be successful, job satisfaction of the employees should be provided permanently. Job satisfaction is defined as the reaction of the individual to the working environment.

An individual behavior is dominated by his emotions. Emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. The role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained. This proper understanding of job satisfaction may be related to their emotions. Emotions are an integral part of our mental life, lending quality and meaning to our very existence in our profession.

In the present circumstances employees are facing many difficulties regarding their professional life. These difficulties are giving rise to many psycho-somatic problems which often decrease their level of job satisfaction. Here emotional intelligence can play a crucial role in managing their emotions, motivating them, recognizing emotions of others, handling relationships with their co-workers/ colleagues etc.

Emotional Intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been lead to believe that a person's general intelligence measured as IQ or Intelligence Quotient is the greatest predictor of success in any walk of life. However researches and experiments conducted in the 90's onwards have tried to challenge such over dominance of intelligence and its major IQ by replacing it with the concept of Emotional Intelligence and its major Emotional Quotient (EQ). These have revealed that a person's emotional Intelligence measured through its EQ may be a greater predictor of Success than his/her IQ.

Emotional Intelligence is a unitary ability helping in knowing, feeling and judging emotions in close co-operation with one's thinking process for behaving in a proper way in the ultimate realization of the happiness and welfare of the self in tune with others.

In working situations also, Emotional Intelligence helps more than one's intellectual potential in terms of one's IQ or even professional skills and competencies. A professional competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or in getting along properly with others. This is also true regarding the job satisfaction of the teachers.

Effective teaching requires a feeling of satisfaction. On the other hand the feeling of dissatisfaction affects his efficiency, his thinking, his emotional reaction, in fact the totality of his behavior. A concise description of a given job, its duties and opportunities especially of the qualities- physical, educational, Intellectual, temperamental etc. requires for competence in it. Knowledge of one's emotions helps him in motivating oneself and handling the relationships. It can be only be possible through one's potential of emotional intelligence and its proper development.

Objectives of the study:

1. To study the level of Emotional Intelligence of Urdu medium Secondary school teachers of Aurangabad city.
2. To study the degree of Job satisfaction of Urdu medium Secondary school teachers of Aurangabad city.
3. To study the correlation between Emotional Intelligence and Job Satisfaction of Urdu medium Secondary school teachers of Aurangabad City.

Hypothesis:

1. The level of Emotional Intelligence of Urdu medium Secondary School teachers of Aurangabad city is high.
2. The degree of Job satisfaction of Urdu medium Secondary School teachers of Aurangabad city is high.
3. There is positive high correlation between the Emotional intelligence and Job satisfaction of Urdu medium Secondary School teachers of Aurangabad City.

Methodology: Method: Survey method of research was employed to study Emotional Intelligence and Job Satisfaction of Urdu medium secondary school teachers of Aurangabad city.

Sample:

A sample of 75 teachers of Urdu medium secondary schools were selected through Simple Random Sampling Technique.

Tools:

Tools used for the present study are Emotional Intelligence Scale (EIS) for teachers by Dr. Mrs. S.M. Sungoh and Job Satisfaction (DJSS) for Primary and Secondary School Teachers by Dr. Mrs. Meera Dixit.

Statistical Analysis:

Mean and Pearson's Product Moment Method was used for the analysis of data.

ANALYSIS AND INTERPRETATION OF RESULTS

Hypothesis 1: The level of Emotional Intelligence of Urdu medium Secondary School teachers of Aurangabad city is high.

Table-1 Showing level of Emotional Intelligence of Secondary School teachers.

variable	N	Mean	Range	Interpretation
Emotional Intelligence	75	53.7200	41-60	Moderate

It is inferred from table 1 that the mean scores of Emotional Intelligence is 53.7200 which lies in the range 41-60 showing Moderate level of Emotional Intelligence.

Hypothesis 2: The degree of Job satisfaction of Urdu medium Secondary School teachers of Aurangabad city is high.

Table-2 Showing degree of Job Satisfaction of Urdu medium secondary school teachers.

variable	N	Mean	Range	Interpretation
Job Satisfaction	75	181.93	164-191	Good degree of Satisfaction

It is inferred from table 2 that the mean scores of secondary school teachers is 181.93 which lies in the range 164-191 showing good degree of Job Satisfaction.

Hypothesis 3: There is positive high correlation between Emotional Intelligence and Job Satisfaction of Urdu medium Secondary School teachers of Aurangabad city.

Table-3 Showing correlation between Emotional Intelligence and Job Satisfaction of Urdu medium Secondary School teachers of Aurangabad city.

variables	r value	range	Degree of Correlation
Job Satisfaction	0.111	0.00-0.20	Negligible positive correlation
Emotional Intelligence			

The r-value of Job Satisfaction and Emotional Intelligence is found to be 0.111 which lies in the range 0.00-0.20 showing negligible positive correlation.

Findings:

Research findings reveals that the level of Emotional Intelligence of Urdu medium secondary school teachers is Moderate whereas their degree of Job Satisfaction is found to be good.

Further findings also reveals that there is negligible positive correlation between Emotional Intelligence and Job Satisfaction of Urdu medium secondary school teachers of Aurangabad city.

Conclusion:

The role of a teacher in the school is vital. Emotional Intelligence is an ability to express, manage and control emotions of self and others. Teachers have to value emotional bonds with students and educate students as emotional and social beings. It requires high level of emotional intelligence. Today’s teachers should be able to demonstrate good intellectual, moral, emotional and social development and be able to promote the same among the students. This is possible only if they are satisfied with their jobs. Teachers who are satisfied with their working conditions, authorities, colleagues and students would be successful in furnishing good relationship with administrators, colleagues and students. Many researches had been done on the emotional intelligence and other variables like teacher effectiveness, teaching efficiency, creativity etc of teachers. But it is also necessary to probe into emotional intelligence and job satisfaction of teachers as it helps the teachers in doing well in their jobs.

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