

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Emotional Intelligence and Job Satisfaction of Teacher- An Analysis

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Abstract:

Emotional intelligence and job satisfaction are two concept of high interest in modern research are not only corporate sectors as well as educational. In those days, teachers of different institutions facing tremendous pressure to have their students and due to high stressed work environment. In order to cope with such type of problems teachers have to acquire some competencies such as emotional intelligence. Emotional intelligence is the ability to understand own emotions and those of people around. Job satisfaction is the feeling about his or her job that how he or she likes or dislikes the job. The present study tries to find out the relationship between emotional intelligence and job satisfaction. Result showed that Emotional intelligence and job satisfaction are related to each other. Many researchers stated that there is very high positive relationship between emotional intelligence and job satisfaction. Education system is depending on effective teaching learning process. Job satisfaction of teachers is essential for effective teaching learning process. We can say that effective teaching is the result of job satisfaction. So teachers must be emotionally intelligence for cope up with problems related to teaching learning process. And we should nurture emotional intelligence in every training centre.

Keywords: *Emotional intelligence, job satisfaction, teachers.*

1. Introduction

Generally, we think that intelligence is the only factor behind an individual success, like educational, social, occupational or professional field. From the beginning of the 9th century many researches start on emotional intelligence. "After Daniel Golman's new concept of Emotional intelligence thinkers and experts in education field started thinking on emotional involvement of teacher in this job. Teacher having the quality like self-awareness, self-motivation, Empathy, emotional stability and activity of managing relation can invoke inspiration to students and the teacher of them will be ideal for student and such teacher will be surely satisfied in their service." Education is a developing process, that why teaching procession is extremely challenging and continuously changing. Teaching is a very important profession in society. Teacher has great influence on educational program. Teacher not only shape a student but also shape the human behaviour, society and nation. Teacher must be role model to the students. No education program can be success without the proper teaching of a teacher. An effective teaching learning process not only depends on content mastery, intelligence, healthy environment. Job satisfaction is essential for effective teaching learning process. we can say that effective teaching is the result of job satisfaction. Though intelligence quotient is an important factor which can determine a success of a person, studies shows that beyond a level it is emotional quotient that matters more than intelligence quotient; when it comes to a work environment.

1.1. Emotional Intelligence

The psychologists Salovey and Mayer originally coined the term 'Emotional Intelligence' in the year of 1990. However Daniel Goleman popularized it in 1995 in the title of his bestselling book, Emotional Intelligence: Why it can matter more than I.Q. Goleman, D. (1995) defined emotional intelligence as: "Understanding one's own feelings of others and the regulation of emotion in the way that enhance living." Mayer, J.D & Salovey, P. (1997). "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

Main dimensions of emotional intelligence are as follows-

- Knowing your emotion
- Managing your own emotion
- Motivating yourself
- Understanding others people's emotion
- Managing the emotions of others.

According to Danial Goleman, it can divide personal competence and represent social competence.

1.1.1. Personal Competence

Personal competence divided into two category

- i. Self-awareness-Self-awareness which means that you understand how you feel your own emotions and self-assessment which means understanding your strengths and weakness.
- ii. Self-management- After identifying or knowing one's own emotions, he/she has to manage his/her emotion. Its looks into how trustworthy and conscientious you are, as well as how you motivate yourself to achieve.

1.1.2. Social Competence

This skill looks at how well you manage your relationship with other's emotions.

- i. Social awareness- Its means how you understand the emotions of other people around you. It includes being able to empathize with others and being aware of how the organization that you are working in affects them.
- ii. Social relationship- Its means to manage the emotions of others people around you. It includes the identification, analysis and management of relationship.

1.2. Development of Emotional Intelligence

Since 1995 many books are written on emotional intelligence. Most of the authors agreed with the view of Daniel Goleman's model of emotional intelligence. While there are some common facts these are-

- Emotional intelligence is a factor in personal and professional success
- Emotional intelligence can be improved.

Daniel Goleman's best seller book on emotional intelligence 'Emotional Intelligence: why it can matter more than I.Q' was so popular because in his book he stated that unlike Intelligence Quotient Emotional Intelligence can be improved. In teaching learning process teachers and students are the main factor. From teachers and students both must be emotionally intelligence. According to researchers emotional intelligence can be improved by developing some competencies. This is divided into two parts personal competencies and social competencies.

1.2.1. Personal Competence

- i. Self-control- Self-control is the ability to control one's emotions, behaviour, and desire in the face of external demands, to function in society. You can improve your self-control ability(Fujita,2008)
- ii. Trustworthiness- Being trustworthy is an admirable character trait, its being honest, reliable and responsible. Trustworthiness means that you will do what you say you will do it. Other will respect you and you will feel a sense of self-respect.
- iii. Conscientiousness- It is the personality trait of being thorough, careful or vigilant. It implies a desire to do a task well. It is importantly related to successful academic performance of both teacher and students and teachers.
- iv. Adaptability- It is the ability of a person that able to change or be changed in order to fit or work better in some situation or for some purpose.
- v. Achievement orientation- It refers to how an individual interprets and reacts to task, resulting in different pattern of cognition, affect and behavior.
- vi. Self-regard- self-regard means to accurately perceive, understand and accept oneself and accepting one's strengths and weakness. Self-regard is often associated with feeling of one's strength and self-confidence.
- vii. Assertiveness- Being assertiveness means respecting yourself and other people as equal to you, not better than you or less important than you. The goal of assertive behavior is to stand up for your rights in such a way that you do not violate another person's rights.
- viii. Independence- It is the ability to self-directed and self-control in your thinking and to be free of emotional dependency.
- ix. Self-actualization- It refers to the desire for self-fulfillment. To strive to achieve Personal goals and actualize one's potential.

1.2.2. Social Competence

Social competence related to social awareness and relationship management.

- i. Empathy-Empathy is the capacity to share and understand other's state of mind or emotions. It is often described as the ability to see the through some one's else eyes. Which simply implies developing the ability to imagine what someone else is thinking and feeling in a giving situation.
- ii. Organizational awareness- It is the ability to understand the politics and emotions within an organization and how these effect the people working in them.
- iii. Service orientation- Anticipating, recognizing, meeting other's needs and emotions. Service orientation build on the empathy you have with others by helping you assist their personal development and satisfaction.
- iv. Communication skills- According to Goleman this mean being persuasive, well presented and objective. Having good communication skill in the work place is all about being able to convey information to people clearly and simply in the way that means things or emotions are understood and get done.
- v. Ability to lead- Its means inspiring and guiding groups and people's emotions.
- vi. Developing strong working relation- means be friendly, encouraging and responsible to the people around you. Effective communication strategies can help you to build strong relationship of the people's emotions. Building workplace relationship is an important component of being successful in a profession.

- vii. Collaboration and co-operation- means working with others toward shared goals and balance a focus on task with attention to relationship.
- viii. Team capabilities- creating group synergy in pursuing collective goals.
- ix. Interpersonal relationship- a strong association between individuals sharing similar interest and goal is called as interpersonal relationship.
- x. Social responsibility- it is an ethical framework which suggest that an entity be it an organization or individual has an obligation to act for the benefit of society at large.

1.3. Job Satisfaction

The term "Job Satisfaction" was first described by Hoppock (1935) who observed that Job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say "I am satisfied with my job". While there have many debates on the concept of Job Satisfaction, in most studies it is described as how people feel about their jobs and its different aspects. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997). Locke et al. (2002) also viewed that job satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction can be viewed as an employee's observation of how well their work present those things which are important to them.

It is the general understanding that job satisfaction is an attitude towards job. In other words, job satisfaction is an affective or emotional response toward various facets of one's job. A person with a high level of job satisfaction holds positive attitudes towards his or her job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. Positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employees' perception of how well their job provides those things which are viewed as important. Job satisfaction is also defined as reintegration of affect produced by individual's perception of fulfillment of his needs in relation to his work and the surrounding it (Saiyaden, 1993). Organ and Hammer (1991) pointed out that job satisfaction represents a complex assemblage of cognition, emotion and tendencies.

2. Relation between Emotional Intelligence and Job Satisfaction

Review of related literature is done to find relationship between emotional intelligence and job satisfaction in abroad as well as India. Some other variable related to emotional intelligence also reviewed in the literature review like job stress, teacher effectiveness, job performance, etc.

2.1. Studies Abroad

➤ Yahyazadeh-Jeloudar, S.& Lotfi-Gooderzi, F. (2012). Examined the relationship between emotional intelligence and job satisfaction of school teachers in their study "Teachers' Emotional Intelligence and Its Relationship with Job Satisfaction." The findings of the study showed that there was significant relationship between teachers' emotional intelligence and their job satisfaction. The study also showed that significant relationship was found between teachers' emotional intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but there no significant relationship with one factor (salary and benefit) of job satisfaction.

➤ Hazrati, E., Zabihi, R. & Mehdizadeh, A. H. (2013). Analyzed the relationship between emotional intelligence and personality features with job satisfaction status in their study "The Relationship between Emotional Intelligence and Personality Features with Job Satisfaction Status of Male Junior High School Teachers in Islamshahr City, results of the statistical analysis showed that there is a significant relationship between three emotional intelligence and personality features with job satisfaction variables. the results show that correlation coefficient among emotional intelligence, as a predictor variable, and job satisfaction as criterion variable ($r=0.44$) is significant at confidence level 0.01. Namely, the higher emotional intelligence someone has, the greater degree of job satisfaction he/ she will have and with respect to determination coefficient, emotional intelligence may interpret 19.7% of job satisfaction. Also, some components of emotional intelligence and personality features can predict the job satisfaction and its components.

➤ Salim, S. S. S., Nasir, R., Arip, M. A. S. M., & Mustafa, M. B. (2012). stated emotional intelligence and job satisfaction of school teachers in their study "The Role of Emotional Intelligence on Job Satisfaction among School Teachers." The results of the study showed a significant positive relationship between Emotional Intelligence and Job Satisfaction and no effect of gender on the relationship between the two variables.

➤ Hussain, M.A., Ahmed, I. & Haidar, S.Z. (2014). stated relationship among organizational commitment, job satisfaction and emotional intelligence of school teachers in their study "Investigating the relationship among Organizational Commitment, Job Satisfaction and Emotional Intelligence - Evidence from Teachers at Secondary Level in Pakistan." Findings of the study revealed that there is a significant positive relationship among investigated factors i.e. job satisfaction, organizational commitment and emotional intelligence. Similarly, it has also been found that there is no difference between teachers of age groups and belonging to different gender, with respect to factors under analysis including organizational commitment and job satisfaction. However, there is a significant role of gender played in emotional intelligence i.e. females have greater extent of emotional intelligence than that of males.

➤ Akomolafe, M. J. & Ogunmakin, A. O. (2014). Analyzed emotional intelligence, occupational stress and self-efficacy of secondary school teachers in their study "Job Satisfaction among Secondary School Teachers: Emotional Intelligence, Occupational Stress and Self-Efficacy as Predictors." Through multiple regression analysis the researchers found that emotional intelligence, occupational stress and self-efficacy jointly predicted job satisfaction. Further analysis indicates that emotional intelligence is more

important than self-efficacy while occupational stress did not predict job satisfaction among teachers. These results are discussed and counseling and educational psychologists are challenged to assume more responsibility and active role in enhancing emotional intelligence and self-efficacy among secondary school teacher.

➤ Masrek, M.N., Osman, M. A. F., Khamis, Y. & Paiman, M. J. (2014). Analyzed the relationship between emotional intelligence and job satisfaction of information technology professionals in their study “The Relationship between Emotional Intelligence and Job Satisfaction: The Case of Malaysian Information Technology Professionals. The results of the study suggest that out of the four clusters of emotional intelligence which are self-awareness, self-management, social awareness and relationship management, only three turns out to be the significant predictors of job satisfaction. The self-awareness cluster was not found to have any effect on job satisfaction.

➤ Hans, A., Mubeen, S. A. & Al-Rabani, R. S. S. (2013). Analyzed emotional intelligence of teachers in their study “A STUDY ON EMOTIONAL INTELLIGENCE AMONG TEACHERS: A CASE STUDY OF PRIVATE EDUCATIONAL INSTITUTIONS IN MUSCAT.” Result indicated that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence.

2.2. Studies in India

➤ Ealia, A.& George, J. (2012). analyzed the relationship between Emotional Intelligence and Job Satisfaction in their study “Emotional Intelligence and Job Satisfaction: A Correlational Study”. The study reveals that there is a very high positive relationship between Emotional Intelligence and Job Satisfaction. It also shows that designation of the employee does not affect his/her Emotional Intelligence and Job satisfaction. However, experience and marital status have significant influence on the two variables viz., Emotional Intelligence and Job Satisfaction.

➤ Kothawade, P. L. (2014). Analyzed Emotional Intelligence and Job Satisfaction of secondary school teachers in their study “Emotional Intelligence and Job Satisfaction of Secondary School Teachers. The findings of the study were a) Emotional intelligence of Higher Secondary school teachers of Dhulia district is of high level. b) 84.64% Teachers are found satisfied in their teaching job. c) Correlation between Emotional intelligence & job satisfaction of Higher Secondary Teachers is positive but it is in slight proportion.

➤ Gill, M., Ali, S. F., Gupta, B., Dubey, G., & Lad, K. (2012). stated Emotional intelligence and job satisfaction among the faculty of professional institute in their study “Emotional Intelligence as a forecaster of job Satisfaction amongst the faculty of Professional Institutes of Central India City, Indore.” The findings of the study showed that there was no significant relationship between faculty member’s emotional intelligence and their job satisfaction. The study also revealed that among the components of emotional intelligence there was a significant impact of Self-Emotion Appraisal (SEA) and Other Emotion Appraisal (OEA) on job satisfaction. On the other hand, the impact of Use of Emotions (UOE) and Regulation of Emotions (ROE) on job satisfaction was found to be insignificant.

➤ Behera, D. (2014). Describes relationship between job satisfaction and mental health of school teachers in West Bengal in his study “Relationship Between Job Satisfaction and Mental Health of Mainstream School Teachers in West Bengal” The aim of this study was to find out the relationship between job satisfaction and mainstream teachers mental health. The results indicated that there was a positive relationship between job satisfaction and mental health of mainstream school teachers.

➤ Meheta, A. (2013). Analyzed how emotional intelligence reduce occupational stress among teachers in his study “A Study of how Emotional Intelligence Reduces Occupational stress among Teachers. The main assumption of the research has been proved according to the relationship between emotional intelligence and occupational stress and shows that by increasing the emotional intelligence we can reduce the occupational stress of employees and improve their work. Moreover, the results show that there is a meaningful relationship between cognition and expressing emotions and occupational stress. We suggest some meetings to increase self-awareness in individual and teach skills of making and preserve a relationship to increase the emotional intelligence.

➤ Devi, D., Dhramveer, D., & Soni, S. (2013). Analyzed Job satisfaction and effective teaching of teachers in their study “Essentials of Job Satisfaction in Effective Teaching.” This study found that there is very strong relationship between job satisfaction and teacher’s effectiveness in teaching.

➤ Mondal, B. C. (2014). Analyzed job satisfaction of Secondary School Teachers in his study “Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational Level and Residence.” Findings of the results shows that the mean of job satisfaction scores for male and female teacher is found to be 219.54 (SD =24.42) and 218.80 (SD= 21.17) respectively. It indicates that both are averagely satisfied. However, level of job satisfaction for women teacher is slightly lower than that of male teacher. More over the effect of gender, level of education and residence is insignificant on the level of job Satisfaction.

3. Conclusion

Based on these findings, it is clear that there is positive relationship between emotional intelligence and job satisfaction. So it can be recommended that teachers training institutions should include some faculty training programs in order to enhance their emotional intelligence based on their job satisfaction. Such programs will assist the teachers in developing better empathic and interpersonal relations with their colleague, administrators, understanding student’s unique needs and hence in better management of their classes.

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