

## A study to find the relationship between job satisfaction and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh

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### Abstract

Educational systems around the world have rapidly experiencing changes and reforms, impacting to teachers' job performance. Despite these changes, discussion on how to predict teachers' performance is complex and remains difficult to evaluate. This study addresses the gap in the literature by investigating the role of emotional intelligence in teachers' job satisfaction. This study analyses the relationship between emotional intelligence (EI) and job satisfaction. Respondents were 321 teacher educators of five district of Punjab teaching in the colleges of education affiliated to the Panjab University Chandigarh. Data was collected through standardized tools and a not significant correlation emerges from the data between emotional intelligence and job satisfaction. Overall, this research contributes to the emotional intelligence and job satisfaction literatures by providing meaningful management implications to the college administrators and higher education system.

**Keywords:** job satisfaction, intelligence, administrators

### Introduction

Luthans (2002) <sup>[4]</sup> has defined job satisfaction as, "job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important." Newstrom and Davis (2004) <sup>[6]</sup> state that job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their work". They have, however, added certain observations also to clarify the concept, viz (i) job satisfaction is an affective attitude which has its intellectual as well as behavioural elements also; (ii) although job satisfaction typically refers to the attitudes of a single employee, it can be studied with a group focus also by assessing and averaging the individual satisfactions across all members of a work unit; (iii) job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual in job; and (iv) it may be studied by dividing alternation between those elements, which are directly related to job context (the nature of the job) and those which are part of the job context (the supervisor, workers and organisation). Robbins, Timothy and Sanghi (2008) <sup>[8]</sup> have pointed out: "A person with a high level of job satisfaction holds positive feeling about the job, while a person, who is dissatisfied, holds negative feeling about the job. When people speak of employee's attitudes, more often than not they mean job satisfaction. In fact, the two are frequently used inter- changeable". The concept of EI shows (Mayer and Salovey, 1993) <sup>[5]</sup> that to understand and appreciate intelligence in totality one needs to attend to the domains of personality, emotions and motivation. They gave definitions of EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" They gave five domains to measure EI as:

### Self-Awareness

Observing yourself and recognizing a feeling as it happens.

### Managing Emotions

Handling feelings so that they are appropriate; realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.

### Channelise

Channelling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses.

### Empathy

Sensitivity to others' feelings and concern and taking their perspective; appreciating the differences in how people thinks.

### Handling Relationships

Managing emotions in others; social competence and social skills. It is now recognized that emotional intelligence plays an important role in many areas of life, including work. Researchers have examined the skills and aptitude required to succeed in certain jobs. The role of emotional intelligence and the actual level of emotional intelligence required for these jobs have also been examined. Some jobs do not require a great deal of emotional intelligence These are primarily jobs which can be accomplished individually or by working with others in fixed, set or structured ways. Although some of these jobs do not require a high level of emotional intelligence, a high EQ may set you apart from your colleagues and lead you to other forms of success at the workplace. Jobs which demand interaction with other people, or working in informal teams, or empathizing with and understanding others are the ones which require emotional intelligence. If you lack the requisite level of emotional intelligence, you may not only find such jobs difficult to cope with but also less satisfying.

Hosseinian *et al.* (2008) <sup>[12]</sup> studied the relationship between emotional intelligence and job satisfaction and concluded that

there is no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction which was measured using the Job Description Index. They also came to the conclusion that intrapersonal skills and stress management in Bar-On's questionnaire have no significant relationship with job satisfaction. Casper (2007) <sup>[12]</sup> came to the conclusion that there is no significant relationship between managers' emotional intelligence and age, education, organizational post, and career roles. On the other hand, there was no significant relationship between emotional intelligence and job satisfaction. The contributions of emotional intelligence to job satisfaction can be easily explained bearing in mind that emotional intelligence components according to Hyde, Pethe and Dhar (2002) <sup>[3]</sup> include: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviours that are highly germane to job satisfaction and success. Indeed, intrapersonal and interpersonal skills, ability to regulate ones feeling and solve problems are fundamental to achieving satisfaction and success in a place of work. Additionally, persons with high emotional intelligence can appraise and control their emotions and that of others. Bar-On (1997) <sup>[1]</sup> sampled 314 participants from a variety of occupations and found that measures of emotional intelligence predicted a slightly significant relationship between total emotional intelligence scores and satisfaction. Platsidou (2010) <sup>[7]</sup> found a positive relationship between emotional intelligence and job satisfaction and special education teachers Salim, *et.al.* (2012) <sup>[9]</sup> conducted a study on the role of emotional intelligence and job satisfaction among school teachers using 1200 primary and secondary school teachers. The result of the study showed a significant positive relationship between emotional intelligence and job satisfaction. Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat, Zabiholah Tarasi (2012) <sup>[11]</sup> The purpose of the present research was to study the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The research was descriptive-correlational and the population of the research consisted of all the physical education teachers of Zanjan Province in the period 2008-2009. The results showed that there is a significant positive relationship between emotional intelligence and job satisfaction It seems that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs. Nahid Naderi Anari (2012) <sup>[10]</sup>. The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. It is also found there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment Binahati Waruwu (2015) <sup>[2]</sup> finding out the significant correlation between teachers' perceptions about principal's emotional intelligence and job satisfaction of teachers, teachers' perceptions about principal's emotional intelligence and organizational climate and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias. There is significant correlation between

teachers' perceptions about principal's emotional intelligence and job satisfaction of teachers, with correlation coefficient was 0.6482. There is significant correlation between the teachers' perception about principal's emotional intelligence and organizational climate simultanly and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias, with correlation coefficient was 0.7570.

### Significance of the Study

The study focused on identifying the phenomena related to emotional intelligence and job satisfaction among teacher educators of education institutions. It helps to establish social relationships and managing emotions in others and satisfaction of job. The teachers who have high emotional intelligence communicates with constructive goal in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may help the private educational institutions to initiate some change in work environment so as to increase the level of emotional intelligence among the teachers at work place and perception of how well their job provides those things that are viewed as important for job satisfaction.

### Objective of the Study

To study the relationship between Job satisfaction and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

### Hypothesis of the Study

There will be no significant relationship between Job satisfaction and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

### Methodology

#### Sample

The present study was conducted on a stratified random sample of 321 teacher educators of five district of Punjab teaching in the colleges of education affiliated to the Panjab University Chandigarh.

### Tools

#### Emotional Intelligence Scale (Hyde, Pathe and Dhar, 2000) <sup>[3]</sup>.

The 34 items thus chosen were administered on 200 subjects. The data was then tabulated and item total correlations were calculated. Items having correlation less than the value of .25 ( $p < .01$ ) were dropped. The value is taken from Fisher (1950) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability co-efficient was found to be 0.88. Besides face validity, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the co-efficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.23.

**Job Satisfaction Scale (Bishy, 1996)**

There were in all 25 items in the scale. Each item in this scale was provided with five alternatives. Strongly agree, agree, undecided, disagree and strongly disagree. The minimum-maximum score range was 25 to 125. The scale consisted 12 positive items reflecting higher degree of job satisfaction. The 13 negative items were reflected the lower degree of job satisfaction hence the order of weightage to the alternative response was reverse in ascending order. The split-half reliability of the scale, applying the Spearman – Brown prophecy formula was found to be .67 (N = 100) with an “index of reliability of .82. The test-retest reliability of the scale was also calculated. It was .75 (N = 60), with an index of reliability of .86. The face validity of the measures was fairly high. The content validity was ensured as the items of the scale has been 100% agreement amongst judges regarding their relevance to teacher’s job satisfaction. It was found to be 0.77.

**Statistical Techniques Used Coefficient Of Correlation Operational Definition of the Term Used Emotional Intelligence**

It is the measures of factors such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. Its measurement are the scores on Emotional Intelligence Scale by Hyde, Pathe and Dhar (2000) [3].

**Job Satisfaction**

It measures the job dimensions such as freedom of work, participation in co-curricular activities, facilities available, opportunity of professional growth, relationship with head and other colleagues, salary and other benefits and social prestige of the job. Its measurement are the scores on the Job Satisfaction Scale by Bishy (1996).

**Teacher Educators**

The phrase refers to those teachers, who are employed as teacher educators in Colleges of Education affiliated to the P.U. University, Chandigarh.

**Result and Discussion**

**Table 1:** Coefficient of correlation in Job satisfaction and Emotional intelligence

Variable 1	Variable 2	Correlation	Significant Level
Job satisfaction	Emotional intelligence	0.012	Not significant

The analysis showed that there is no significant relationship between Emotional intelligence and Job satisfaction the obtained correlation .012 was found to be insignificant. This reflects that, in our sample, Emotional intelligence does not directly lead to Job satisfaction. Results from above table shows the teachers would not compromise with their core values while imparting the quality knowledge. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which is good for an effective pedagogy in private educational institution. The high level of EI among teachers indicated that they had the

ability to identify, assess and control the emotions of self, peers and students in their teaching institution which not much help them to satisfy with their job on the other hand they more satisfy with high pay, professional growth, promotions etc. Teachers who are satisfied with the job, utilize their knowledge, skills for their own benefit and for the benefit of other faculty members and the learners, create good and healthy working conditions and stimulating type of work culture, believe in recognition and responsibilities, connect himself/herself whole heartedly to the institution, work for the promotion of values and dignity and prestige of the institution. Moreover higher pay and promotional avenues and specific rewarding task environment help the teacher to perform his duties in a more promising and obligatory way is more dominating than aspect of emotional intelligence like SELF AWARENESS, MANAGING EMOTIONS, Channelling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses. So the above discussion shows Emotional intelligence and Job satisfaction not significant relate to each other in case of teacher educators in Colleges of Education affiliated to the P.U. University, Chandigarh.

**Findings and Conclusion**

A insignificant correlation is obtained between Job satisfaction and emotional intelligence of teacher educator of colleges of education affiliated to the Panjab University Chandigarh.

There will be no significant relationship between Job satisfaction and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is accepted

The study also found a insignificant relationship between emotional intelligence and job satisfaction among teacher educators of colleges of education. This result is consistent with previous research outcomes (Hosseinian *et al.* (2008) [12], V. Casper (2007) [12]. This is not surprising because job pressure occurs when workers perceive an imbalance between their work demands and their capability to meet these demands. It is a harmful physical and emotional response to conflicts between job demands on employee and the amount of control such employee has over meeting these demands., job stress can lead to a variety of negative outcomes, including emotional exhaustion, feeling of depersonalization and a sense of failure with one's personal accomplishment among teacher educators and job satisfaction need many other aspect than development of emotional intelligence in this study.

**Implications of the Study**

This study revealed that emotional intelligence not significantly predicted job satisfaction of teacher educators. Evidence in the literature revealed that job dissatisfaction among teachers leads to absenteeism from schools, lack of commitment, turnover intentions, aggressive behaviour towards colleagues and learners and psychological withdrawal from work among teachers which are detrimental to educational transformation. Thus, it is important for school administrators, educational and counselling psychologists to use appropriate psychological interventions to enhance emotional intelligence among teacher educators. Teacher educators would acquire some abilities and skills that would

promote teachers' job satisfaction and quality education in India and to investigate the effect of training some aspects of Emotional Intelligence (EI) on job satisfaction and productivity of employees. The results can help organizations to realize human capabilities and the way to improve them by paying more attention to psychological issues.

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