



A Study Of Emotional Intelligence And Job Satisfaction Of Secondary Teachers Of Jaipur District

Tara Chand Sahu, Research Scholar, GyanVihar School of Education, Suresh Gyan Vihar University, Jaipur.

Dr.Vibha Kaushik, Research Supervisor & Assistant Professor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur Email: tarachand.pnk@gmail.com

Abstract

The main purpose of present study was to study the emotional intelligence and job satisfaction of secondary teachers in relation to their gender, locale and type of school. This study is based on descriptive survey design. A total sample of 240 teachers were selected randomly for this study. The result revealed that the emotional and job satisfaction of secondary teachers is not differ significantly in relation to their gender, locale and type of school.

Key Words:-Emotional Intelligence, Job Satisfaction

Introduction

Education is a means to prepare human resources for the development of the nation. Education is the basis of any country, whose goal is to develop the personality all round so that the individual can become worthy of the society. Considering education as synonymous with education, Indian sages have said that education is the one that takes us to the path of liberation. Secondary education has special importance among different levels of education as it is the link between primary education and higher education that plays an important role in the achievement of national goals. The task of imparting education is mainly done by the teacher. The teacher motivates the learner to learn some text or subject matter. Only the teacher can motivate the students to get an education.

Emotional Intelligence

A person's success and achievements are based on his intelligence. Whose intelligence is more, generally his achievements in life are also more? But from modern research, it is clear that whatever success a person gets in his life, only 20 percent of it is due to intelligence and 80 percent is due to emotional intelligence. Now the question arises that what is emotional intelligence? Emotional intelligence refers to the understanding, management, and control of one's own and other's emotions. Emotional intelligence is made up of two words 'momentum' and 'intellect', Emotion and intelligence are mutually parallel and mutually related abilities.

The intensity of emotional reactions motivates the intellect to think in the right direction. Emotional intelligence motivates the individual to pursue his unique abilities and objectives and activates his inherent abilities, aspirations, and values. Emotional

intelligence enables a person to recognize and understand the feelings of self and other persons and to behave appropriately towards them. Due to emotional intelligence, a person uses the energy and information of emotions effectively in his daily life. Education helps in the full expression of an individual's thoughts which are emotional and intellectual, through the child learns to control his emotions, empathy, self-self, self-management, and social awareness, stress control, etc. Performs well when adjusted in the field.

Emotion refers to the excitement, that is, the word emotion is synonymous with the English word 'Emotion'. It is called 'Emovere' in the Latin language. Which means 'to shake, to be excited'. The heartbeat increases, the face becomes cloudy, there are many dormant processes pervading the unconscious, which include both mental and physical processes.

Emotional intelligence is the ability of a person to recognize, motivate, and organize emotions in his or her behavior and relationships.

According to Solve and Meyer - "Emotional intelligence is a form of Gardner's interpersonal intelligence which includes the following branches" -

1. Self-Awareness
2. Managing Emotions
3. Motivation
4. Empathy
5. Dealing with Relationships

Solvay and Mayer concluded in 1990 that emotional intelligence can be used in problem-solving. They came to the conclusion that positive intelligence provides the right direction in the determination of future plans. Good intelligence is beneficial for creative and creative thinking, as well as it determines personal principles.

Job satisfaction -

Job satisfaction refers to the general attitude developed by an employee towards his work. It can be estimated on the basis that what is the difference between the reward an employee expects from his environment and what he actually receives? It is a type of motivation, as a result of which the employee gets a feeling of immense pleasure in performing his work. This job satisfaction is felt at the individual level and cannot be collectively explained in any way.

According to Bullock, 'job satisfaction is an attitude that results from a number of desired and undesired experiences that reflect a person's engagement with his work.'

According to Brown, 'job satisfaction is the experience or psychological condition favored by one's own work situation'.

According to Gilmour, "job satisfaction or dissatisfaction is the result of various attitudes in which a person lives with related factors and his normal work in life."

It is clear from the above definitions that employees who are satisfied with their work have a healthy mental balance. A healthy mental balance motivates the employee to work, maintains his morale, and does not allow any reduction in his productivity. It has been proved by many studies that the workers who are dissatisfied with their work, their productivity decreases. Therefore, in order to save the job dissatisfaction of the employee, it is necessary that the average level employee should get such kind of work that he should not only be a means of earning a living, but he should get the motivation to achieve the purpose from his work and all the ways to make life happy, elements are included in it.

Reviews of Related Literature

In order to make any research work objective and more effective, it becomes necessary that the researcher should get brief information about other research work done in the past similar to his research problem. From this perspective, the researcher has tried to get information about the subject matter of some major and readily available earlier research studies conducted on emotional intelligence and job satisfaction. Their description in brief is as follows-

Sharma and Kiran (2020) revealed in his study that there is significant difference in job satisfaction of KGBV and the teachers in other Government Schools. **Chaturvedi et.al (2017)** found that faculty members scored above average EI irrespective of gender difference. Job satisfaction among female faculty members seemed higher in comparison to males. EI and Job satisfaction dimensions were found to be highly positively correlated. Faculty members with comparatively high level of EI were found to score higher in Job satisfaction compared to those with low scores. The study thus emphasises an insinuable role of Emotional intelligence and its resulting impact on job satisfaction for improvising faculty fraternity delivery. **Kassim et.al. (2016)** revealed that a significant relationship between use of emotion, regulation of emotion with job satisfaction while self-emotional appraisal and other emotion appraisal were found to have no relationship with job satisfaction. **Long et.al. (2016)** reported that emotional intelligence has a significant and positive relationship with job satisfaction among teachers. Only emotional self-awareness and emotional management of others influence emotional intelligence on job satisfaction among teachers. **Raj and Uniyal (2016)** found 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. **Singh and Kumar (2016)** found that the interaction effect of gender and EI was not significant. Results also showed that level of EI significantly affected the job satisfaction of primary school teachers. However, there is no significant difference between male and female teachers regarding the level of job satisfaction.

Statement of the Study

A study of emotional intelligence and job Satisfaction of secondary teachers of Jaipur district.

Objective of the study

- To study the emotional intelligence of secondary teachers in relation to their gender, locale and type of school.
- To study the job satisfaction of secondary teachers in relation to their gender, locale and type of school.

Hypotheses of the study

- The emotional intelligence of secondary teachers is not differ significantly in relation to their gender.
- The emotional intelligence of secondary teachers is not differ significantly in relation to their locale.
- The emotional intelligence of secondary teachers is not differ significantly in relation to their type of school.
- The job satisfaction of secondary teachers is not differ significantly in relation to their gender.
- The job satisfaction of secondary teachers is not differ significantly in relation to their locale.
- The job satisfaction of secondary teachers is not differ significantly in relation to their type of school.

Research Methodology

The study was designed on descriptive survey methodology. All the secondary school teachers of Jaipur district have been taken as the population of the study. A sample of 240 secondary teachers were selected by simple random sampling. Emotional Intelligence Scale created by Dr.ShubhraMangal and Job Satisfaction Scale created by Dr.Pramod Kumar and D.N. Mutha were used to collect the data for this study. Data was analysed by using mean, standard deviation and t-test.

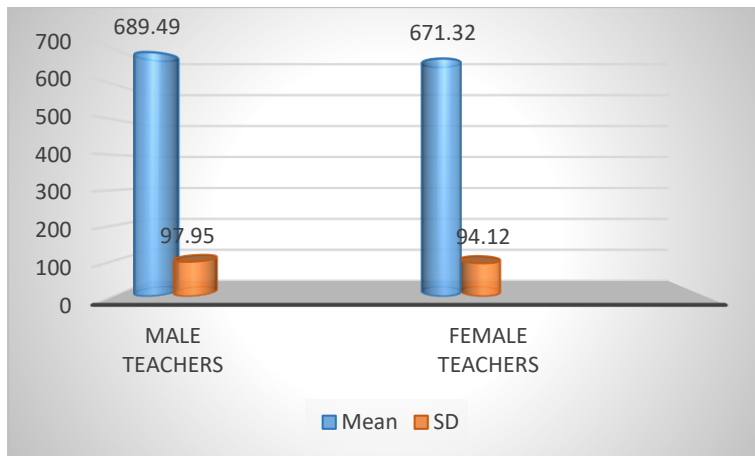
Analysis and Interpretation

1- The emotional intelligence of secondary teachers is not differ significantly in relation to their gender.

Table : 1 mean and SD of emotional intelligence of secondary teachers in relation to their gender

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Male Teachers	120	238	689.49	97.95	1.46	1.98	0.05	Accepted
Female Teachers	120		671.32	94.12				

The above table indicates that the mean score of emotional intelligence of male and female secondary teachers are 689.49 and 671.32. The Standard deviation is 97.95 and 94.12. The tabulated value of 't' at 0.05 level of significance is 1.98 whereas, the calculated value of 't' is 1.46, which is less than the tabulated value. It shows that the emotional intelligence of secondary teachers is not differ significantly. Hence, the null hypothesis "The emotional intelligence of secondary teachers is not differ significantly in relation to their gender" is accepted.

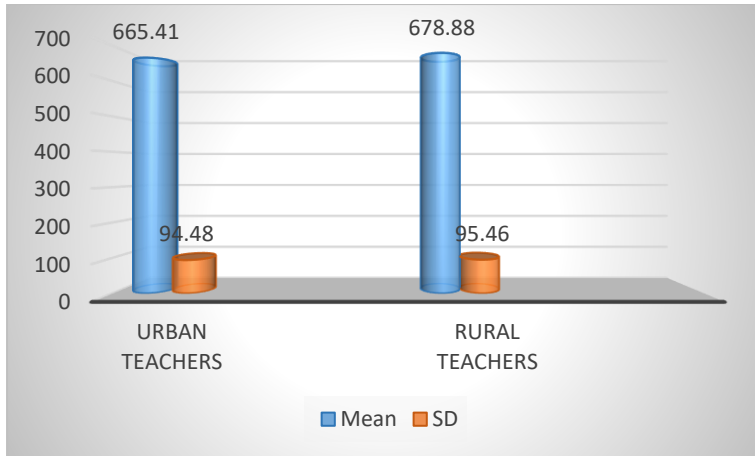


2- The emotional intelligence of secondary teachers is not differ significantly in relation to their locale.

Table : 2 mean and SD of emotional intelligence of secondary teachers in relation to their locale

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Urban Teachers	160	238	665.41	94.48	1.03	1.98	0.05	Accepted
Rural Teachers	80		678.88	95.46				

The above table indicates that the mean score of emotional intelligence of urban and rural secondary teachers are 665.41 and 678.88. The Standard deviation is 94.48 and 95.46. The tabulated value of 't' at 0.05 level of significance is 1.98 whereas, the calculated value of 't' is 1.03, which is less than the tabulated value. It shows that the emotional intelligence of secondary teachers is not differ significantly. Hence, the null hypothesis "The emotional intelligence of secondary teachers is not differ significantly in relation to their locale" is accepted.

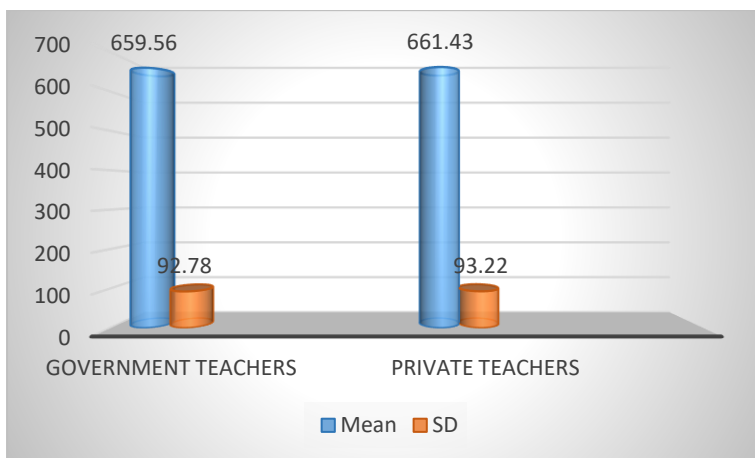


3- The emotional intelligence of secondary teachers is not differ significantly in relation to their type of school.

Table : 3 mean and SD of emotional intelligence of secondary teachers in relation to their type of school

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Government Teachers	140	238	659.56	92.78	0.51	1.98	0.05	Accepted
Private Teachers	100		661.43	93.22				

The above table indicates that the mean score of emotional intelligence of Government and Private secondary teachers are 659.56 and 661.43. The Standard deviation is 92.78 and 93.22. The tabulated value of 't' at 0.05 level of significance is 1.98 whereas, the calculated value of 't' is 0.51, which is less than the tabulated value. It shows that the emotional intelligence of secondary teachers is not differ significantly. Hence, the null hypothesis "The emotional intelligence of secondary teachers is not differ significantly in relation to their type of school" is accepted.

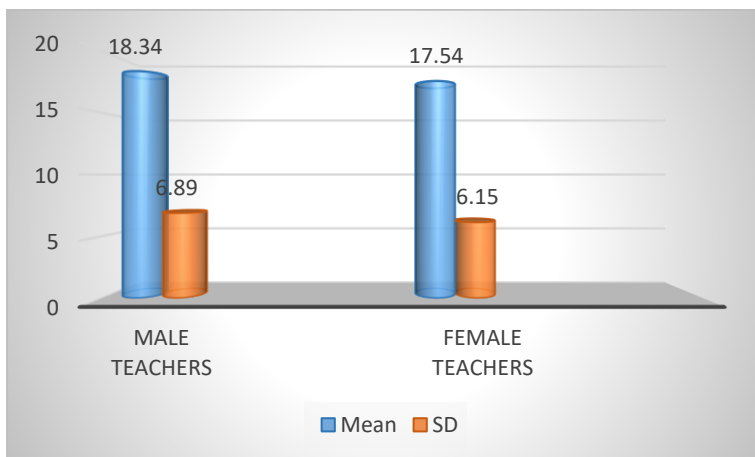


4- The job satisfaction of secondary teachers is not differ significantly in relation to their gender.

Table :4 mean and SD of job satisfaction of secondary teachersin relation to their gender

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Male Teachers	120	238	18.34	6.89	0.94	1.98	0.05	Accepted
Female Teachers	120		17.54	6.15				

The above table indicates that the mean score of job satisfaction of male and female secondary teachers are 18.34 and 17.54. The Standard deviation is 6.89 and 6.15. The tabulated value of 't' at 0.05 level of significance is 1.98 whereas, the calculated value of 't' is 0.94, which is less than the tabulated value. It shows that the job satisfaction of secondary teachers isnot differ significantly. Hence, the null hypothesis "The job satisfaction of secondary teachers is not differ significantly in relation to their gender" is accepted.



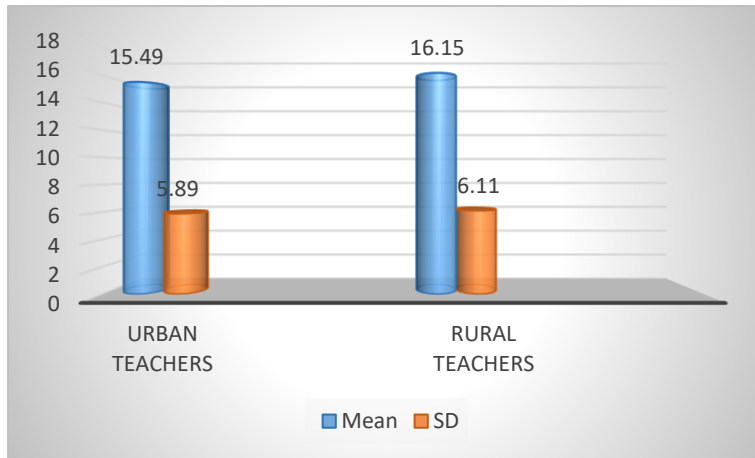
5- The job satisfaction of secondary teachers is not differ significantly in relation to their locale.

Table :5 mean and SD of job satisfaction of secondary teachersin relation to their locale

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Urban Teachers	160	238	15.49	5.89	0.79	1.98	0.05	Accepted
Rural Teachers	80		16.15	6.11				

The above table indicates that the mean score of job satisfaction of urban and rural secondary teachers are 15.49 and 16.15. The Standard deviation is 5.89 and 6.11. The tabulated value of 't' at 0.05 level of significance is 1.98 whereas, the calculated value of 't' is 0.79, which is less than the tabulated value. It shows that the job satisfaction of

secondary teachers is not differ significantly. Hence, the null hypothesis “The job satisfaction of secondary teachers is not differ significantly in relation to their locale” is accepted.

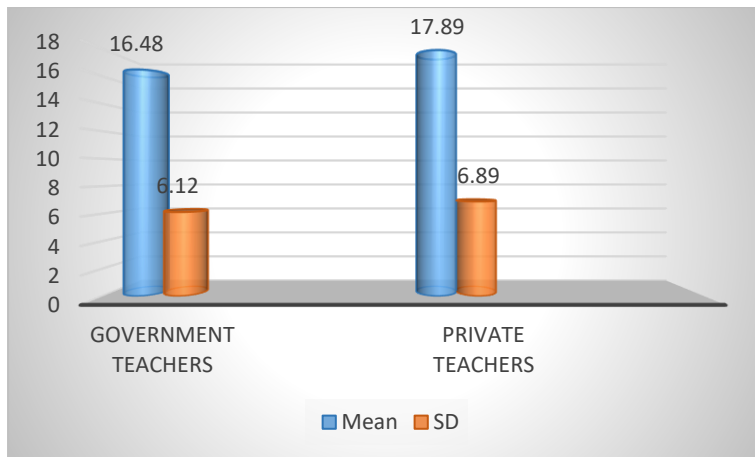


6- The job satisfaction of secondary teachers is not differ significantly in relation to their type of school.

Table : 6 mean and SD of job satisfaction of secondary teachers in relation to their type of school

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Government Teachers	140	238	16.48	6.12	1.62	1.98	0.05	Accepted
Private Teachers	100		17.89	6.98				

The above table indicates that the mean score of job satisfaction of government and private secondary teachers are 16.48 and 17.89. The Standard deviation is 6.12 and 6.89. The tabulated value of ‘t’ at 0.05 level of significance is 1.98 whereas, the calculated value of ‘t’ is 1.62, which is less than the tabulated value. It shows that the job satisfaction of secondary teachers is not differ significantly. Hence, the null hypothesis “The job satisfaction of secondary teachers is not differ significantly in relation to their type of school” is accepted.



Conclusion

Through the present research study, the researcher has known the emotional intelligence and job satisfaction of the teachers of higher secondary school. Which is useful for teachers, students, administrators, and parents. The study found that the emotional intelligence and job satisfaction of secondary teachers is not different significantly. If the teacher is humble, happy, sensitive to his work and responsibilities, he will be able to complete his work on time, then he will also be satisfied with his work and it will definitely affect the students studying. It is very important for a teacher to be emotionally enlightened, only then he will be able to participate in the programs of the school and will be able to have a motivated and positive attitude towards the teaching work.

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