



## A Study of Job Satisfaction of College Teachers in relation to their Emotional Intelligence

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**Abstract:** *The present research was conducted with the aim of studying the relationship between Job Satisfaction and Emotional Intelligence of college teachers. In this regard a sample of 200 college teachers was randomly selected. Two questionnaires were chosen in order to collect the data. The collected data was analysed through SPSS software and proper statistical methods like mean, t-test and Pearson Correlation coefficient were used. The results demonstrated that there is no significant difference in the job satisfaction mean scores of male and female college teachers i.e. both the groups measure similar on job satisfaction. The study also revealed that there is a significant correlation between the job satisfaction and emotional intelligence of college teachers which means that higher the job satisfaction, higher will be the emotional intelligence and vice versa.*

**Key Words:** *College Teachers, Emotional Intelligence, Intelligence, Job Satisfaction, Teachers*

### Background

Job satisfaction refers to the extent to which employees gain enjoyment from their efforts at the workplace (Fogarty, 1994:101) The most popular definition was provided by Locke (1976:207), where job satisfaction is simply a positive emotional state of feeling resulted from jobs, thus fulfil individuals' value towards their job. Practically, job satisfaction contains an affective component (emotional state) and cognitive component (appraisal) of job satisfaction. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. Lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction is a major factor in personal satisfaction, self-respect, self-esteem and self-development. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work

approach. A satisfied worker is creative, flexible, innovative and loyal. Job satisfaction is also linked to a healthier workforce and has been found to be a good indicator of longevity for a company. Job satisfaction is the amount of pleasure or contentment of an employee associated with a job (Andrew, 1988:14).

Job satisfaction is the extent to which an employee feels about his or her job (Odom, 1990:250). Job satisfaction is a combination of cognitive and affective reactions to the differential perceptions of what an employee wants to receive compared with what he or she actually receives. Job satisfaction is an employees' emotional state regarding the job, considering what they expected and what they actually got out of it (Cranny and Stone, 1992:73). The job satisfaction is the extent to which the workers are happy with their jobs (Agho and Price, 1993:04). The

level of job satisfaction depends upon the nature of job and fulfilment of the expectations of the employees in an organization. Practically, an employee with low expectations can be more satisfied with a certain job than someone who has high expectations.

Emotional intelligence is the ability to understand, express and control one's own emotions. The capability in understanding our own emotions makes us able to understand the emotions of others'. Some researchers advocate that emotional intelligence can be learned whereas some infer that it is an inborn characteristic. Salovey and Mayer (1990) have defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

Goleman (1995) described Emotional Intelligence as an ability that includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adeptness. Bernet (1996) operationalized emotional intelligence by focusing on optimal responses that result from the ability to attend rapidly appropriately and without effort to the experienced feelings an inability in this area leads to self-damaging emotions and behavior. In other words, Emotional Intelligence refers to the skillfulness with which one can regulate the emotions of oneself and others. Emotional Intelligence (EI) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and

strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance. Emotional Intelligence is not about being soft! It is a different way of being smart - having the skill to use his or her emotions to help them make choices in the moment and have more effective control over themselves and their impact on others.

Emotional intelligence, a construct that includes much of Gardner's theory, has emerged as key factor in research investigating a range of outcomes including academic achievement and employment success (Goleman, 1995, 1998; Salovey & Mayer, 1989- 1990). Emotional Intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. It is believed that Emotional Intelligence is the basis of all success in human life. Yale (1997) listed various jobs on the basis of the level of Emotional Intelligence requiring success and satisfaction. From the list it is clear that a teacher requires the very high level of Emotional Intelligence to deal with students as compared to a Botanist who may require a lower level of Emotional Intelligence.

The relationship between emotional intelligence has gained the attention of researchers as it is reported that emotional intelligence plays a pivotal role in predicting job satisfaction among employees (Ghoreishi et al., 2014). In a

recent study to examine the impact of emotional intelligence at the workplace on job satisfaction and turnover intentions of nursing staff working in hospitals, Trivellas et al. (2013) found that emotional intelligence exerts a significant impact on both job satisfaction and turnover intentions. Anari (2012) observed a positive significant relationship between emotional intelligence and both job satisfaction and organizational commitment. Emdady and Bagheri (2013) found a high positive correlation between emotional intelligence and job satisfaction among employees in Sama organization in Iran. However, no statistically significant gender difference on job satisfaction was reported among the respondents (Emdady & Bagheri, 2013).

There is a dearth of systematic research on the connection between emotional intelligence and job satisfaction among college teachers. Thus, this study is a correlational study focused on examining the relationship between emotional intelligence and job satisfaction among college teachers.

### **Need and Significance of the Study**

Now a days it can be easily noticed that there has been a drastic change and transformation in the global scenario – also true with the educational scenario. The teacher education has taken a new dimension in this context. Liberalization, privatization, and globalization have been the slogans of these days. Therefore, teacher education gains relevance only when it makes right responses to the demand of these slogans with its updated value and techniques.

It is important to identify the psychological resources and their relation with job satisfaction in order to overcome all challenges and to develop a fulfilling teaching career. A teachers' satisfaction

with his or her job may have strong implications for his or her emotional attachment to the organization (Meyer et al ,2002). The researchers in this study investigated whether there is any correlation between job satisfaction and emotional intelligence of college teachers. The researchers hoped that the findings of the study would contribute to an understanding that whether the emotional intelligence has a positive or negative influence on job satisfaction of college teachers.

Though there are a considerable number of research works done on effect of social intelligence, burn out on job satisfaction of teachers, both in India and abroad, but no attempt has been made by psychologists to assess the influence of emotional intelligence on college teachers. So, the present investigators studied the influence of emotional intelligence on job satisfaction of college teachers.

### **Statement of the Problem**

The problem selected for the purpose of the study reads as under:

*“A Study of Job Satisfaction of College Teachers in relation to their Emotional Intelligence”*

### **Objectives of the Study**

1. To study the Job satisfaction of college teachers with respect to gender.
2. To study the relationship between job satisfaction and emotional intelligence of college teachers.

### **Hypotheses of the Study**

The following hypotheses has been formulated for the study:

1. There is no significant difference in the Job

Satisfaction of male and female college teachers.

2. There is no significant correlation between Job Satisfaction and Emotional Intelligence of college teachers.

### Sample

The sample for the present study consisted of 200 college teachers selected randomly from the 4 colleges of district Srinagar in the year March 2019.

### Design of the Study

The present study is the descriptive study in nature. Such study describes and interprets the current conditions of the concerned subject; in meanwhile it also considers the past events and influences on the prevailing conditions. Emotional

**Table No. 1: Showing the comparison of Job Satisfaction mean scores of male and female college teachers**

Sample	N	Mean	SD	t-value	Level of Significance
Male	100	51.52	10.20	1.35*	0.05
Female	100	49.70	8.65		

*\*Insignificant at 0.05 level*

As indicated in the table no. 1, when the t-test is applied, 't' value computed is 1.24, p=.176 which is not significant at 0.05 level. This means that there is no significant difference between the job satisfaction of male and female college teachers, hence the null hypothesis no. 1 is accepted.

**Objective No. 2:** To study the relationship between Job Satisfaction and Emotional Intelligence of college teachers

Intelligence is the independent variable and Job Satisfaction is the dependent variable.

### Tools used

1. The Dixit Job Satisfaction Scale (DJSS) developed by Dr Meera Dixit
2. Emotional Intelligence Scale developed by Hyde, A., et al (2001)

### Analysis and interpretation of Data

**Objective No. 1:** To study the Job Satisfaction of college teachers with respect to gender.

**Hypothesis No H<sub>0</sub> 1:** *There is no significant difference in the Job Satisfaction of male and female college teachers.*

**Hypothesis No.H<sub>0</sub>2:** *There is no significant correlation between Job Satisfaction and Emotional Intelligence of college teachers.*

The results of the investigation on the relationship between Job Satisfaction and Emotional intelligence are listed in the following table:

**Table No. 2: Showing the correlation between Job Satisfaction and Emotional intelligence of college teachers**

Variables	N	r-value
<p><b>Job Satisfaction</b></p> <p style="text-align: center;">Vs</p> <p><b>Emotional Intelligence</b></p>	200	0.376

The above table (2) reveals that the obtained ‘r’- value is greater than the tabled value (0.254) at 0.1 level of significance. Therefore, null hypothesis 2 is rejected. It means that there is positive significant correlation between the job satisfaction and emotional intelligence of college teachers. This means that higher the level of emotional intelligence higher will be the level of job satisfaction. These findings are in consensus with the results of previous research studies relating to emotional intelligence and job satisfaction with different groups of employees (Wae ,2010; Ruestow,2008; Nezad and Bahramzade,2013)

**Conclusion**

From the above discussion, it can be concluded that male and female college teachers do not differ on job satisfaction i.e. both are having same level of job satisfaction. Emotional intelligence is the predictor of job satisfaction. A person’s emotional intelligence helps much in all spheres of life through various constituents or components namely, knowledge of one’s emotions i.e. self-awareness, managing the emotions of one self, recognising emotions in others that means empathy and handling relationship. The

achievement of the end results in terms of better handling of mutual relationship is quite useful for job satisfaction. Therefore, emotional intelligence training should be provided to the college teachers in order to enhance their level of job satisfaction.

**Educational Implications**

The present research study emphasizes on the relevance of emotional intelligence among college teachers. Findings indicated that by increasing emotional intelligence of college teachers, job satisfaction can be increased. Therefore, emotional training and developments programme should be organised for them. College teachers high on emotional intelligence are better able to identify and express their emotions than other. Individuals high on other’s emotional appraisal dimensions are better able to recognise and understand the emotions of other persons, they are more sensitive towards their feelings, ready to help others, and able to maintain cordial relationship with their colleagues and other persons which create the positive environment at the workplace.

**Suggestions**

1. The findings of the present study demonstrated that there is positive

correlation between job satisfaction and emotional intelligence of college teachers therefore, it is suggested that among the other tests of selection such as aptitude test, communication test, Emotional test should also be included in the selection procedure to find out the candidate with better EI score for potential hiring.

2. Suitable strategies should be implemented for the improvement of job satisfaction among college teachers.
3. College teachers should be encouraged to participate in emotional intelligence training programmes which will enhance their skills and abilities related to their career growth and work.

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