

A Study Of Responses of High And Low Job-Satisfaction of Teachers Belonging To High Emotional Intelligence

Neetu Singh Yadav

Research Scholar

Shri Venkateshwara University

Gajraula

Dr. Ritu Bhardwaj

Research Supervisor

Shri Venkateshwara University

Gajraula

INTRODUCTION:

Emotional intelligence is the capacity of an individual to ensure good relationships with others and with ourselves and bring out positive outcomes. Positive out-comes include joy, optimism and success in work, school and life. Increasing level of emotional intelligence (EQ) has been correlated with better results in leadership, academic performance, marriage, friendship, health and professional career. Emotional intelligence is defined as the skills to know how you weigh your thoughts, feelings and actions and facilitate the interaction with the society. In addition, it refers to a psychological construct that directs and transforms ones energy and skills to make a better sense of life. Feelings are a complex aspect of every person. There are eight 'core' feeling namely fear, joy, acceptance, anger, sorrow disgust, surprise and expectation. This fundamental of emotional intelligence help us sort out all of those feelings, name them and begin to understand their causes and effects. It also helps us understand how emotions function in our brain and bodies and the interaction of thoughts, feelings and actions. Emotional intelligence can therefore be regarded as a psychological state of mind, which is related to one's needs, desires and their satisfaction, fulfilled or unfulfilled ambitions and plays a determinant role in deriving satisfaction from the job or work a person does. Thus, envisaging the importance and significance of emotional intelligence and the potential possibility for research, the researcher became inquisitive to investigate the area of emotional intelligence in the context of some psychological variables like job satisfaction and under look the study.

LITERATURE REVIEW:

A New York writer named Daniel Go leman had been writing articles for the magazine 'Popular Psychology' and then later on New York Times Newspaper. Around 1994 and early 1995 he was planning to write a book about "Emotional Literacy". For that book he was visiting school to see what programme they had for developing emotions. He was also doing a lot of reading about emotions in general. In his reading he came upon the work of Mayer and Salovey. At some point it seems, Go leman and his publisher decided to change the title of his upcoming book to "Emotional Intelligence". So in 1995 the book "Emotional Intelligence" was published. The book made it to the cover of time magazine. The book becomes an international best seller. In this book he collected a lot of interesting information on the brain, emotions, and be haviour. Go leman offered very few of his own ideas, though he did share a few of his personal prejudice and beliefs. Mostly what he did was collect the work of many others, organize it and dramatize it.

The job is not a unitary phenomenon; it has large number of aspects or constituents. A person may have positive or negative attitudes towards each one of them, which ultimately reflects his level of satisfaction or dissatisfaction with the job. From measurement point of view it is not possible to include all the aspects of attitudes. Hence one has to select a few most important aspects of these and has to define-satisfaction as a function of these. For the purpose of this study job satisfaction has been, therefore, defined as a teachers' satisfy mg or dissatisfying attitudes & attitudes toward salary and fringe benefits, interpersonal relations with co-workers, teacher-principal relationship, teacher-student relationship, profession institution, working condition, workload, utilization of one's potential and abilities achievement, activity, family life, freedom,

supervision, community aspect, policies and practices, possibility of growth and development, library practices and policies, security recognition and status. These twenty aspects of job conditions and teachers' attitudes toward them constitute the various dimensions of their job-satisfaction.

STATEMENT OF THE PROBLEM:

"Study of Emotional Intelligence of School Teachers in Relation to Their Job Satisfaction"

OBJECTIVE:

To examine the difference between high and low job-satisfaction of teachers belonging to high emotional intelligence

HYPOTHESES:

There is no significant difference between high and low job satisfaction of teachers belonging to high Emotional Intelligence.

DELIMITATIONS OF THE STUDY:

The study was limited to the sample of about 400 teachers (male and female) teaching in primary school in Meerut district.

TOOL USED:

In this research paper the two tests were used to determine emotional intelligence and job satisfaction. The researcher developed the test of emotional intelligence himself, whereas for job-satisfaction, teachers' Job-satisfaction scale prepared by Dr. J.P. Sri vastava and Dr. S.P. Gupta has been used.

THE STATISTICAL TECHNIQUES USED:

In the present study mean standard deviation, coefficient of correlation have been used and comparisons between different groups were made on the basis of the 't' ratio with 0.05 and 0.01 levels of confidence considered significant.

ANALYSIS:

There is no significant difference between high and low Job-satisfaction of teachers belonging to high Emotional Intelligence.

This hypothesis was studied by applying t-test. The results are given in the below table.

THE RESPONSES OF HIGH AND LOW JOB-SATISFACTION OF TEACHERS BELONGING TO HIGH EMOTIONAL INTELUENCE:

The researcher analyses the data of 400 teachers on emotional intelligence scale and job-satisfaction scale from the sample of 400 teachers. The separated teachers of high emotional intelligence were separated. Group of teachers was further divided into two groups of high and low job-satisfaction of teachers and tried to determine the significance of difference between high and low job satisfaction of teachers of high emotional intelligence. Below table contain results obtained in this way.

MEAN, S.D. AND'T' VALUES FOR HIGH AND LOW JOB-SATISFACTION OF TEACHERS BELONGING TO HIGH EMOTIONAL INTELLIGENCE:

Job-Satisfaction	N	Mean	S.D.	't'
High	89	309.91	20.95	6.05
Low	04	208.00	33.17	

Level of significance at 0.05 = 1.99

Level of significance at 0.01 = 2.63

The table value revealed that the 't' value is 6.05, which is found significant at both the level of significance. The null hypothesis is rejected, which means that high and low groups of Job-satisfaction of teachers belonging to high Emotional Intelligence differ significantly.

The mean value for 89 teachers of high Job-satisfaction is 309.191 and the mean value for 04 teachers of low job satisfaction is 208.00 for the teachers belonging to high Emotional intelligence. The S.D. values are 20.95 and 33.17 for high and low Job-satisfaction respectively, for the teachers belonging to high Emotional Intelligence. The same results are represented by the Bar Diagram No.3. Thus the mean value and number of teachers of high Job-satisfaction is higher for teachers belonging to high Emotional Intelligence. It means that high Emotional Intelligence reflect

Thus generalization is that teachers belonging to high Emotional Intelligence show high level of Job-satisfaction.

FINDINGS:

This finding follows from the results shown in table 4.1. It clearly support that those who are high on emotional intelligence are found highly satisfied with their present job, and the number of those who are high on emotional intelligence but least satisfied with their job is quite small. A plausible explanation for this concrete relationship may be due to the fact that more intelligent people are possessed with more divergent techniques of adjustment with their environment and even have the capacity to mould some of the unfavorable circumstances in their own favour.

CONCLUSION:

The present _study was aimed at finding out the relationship between emotional intelligence and job-satisfaction at the primary school level or to see influence of emotional intelligence on the level of job-satisfaction. The findings of the study clearly reveal that female primary school teachers are better equipped with emotional intelligence than their male counterpart. Female teachers with high emotional intelligence show very high level of job-satisfaction while male teachers with low emotional intelligence show very low level of job satisfaction. However, both male and female teachers have shown almost equal concern on the job-satisfaction. The positive relationship between emotional intelligence and job-satisfaction must have important bearing on the school related variables being the most important.

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