

A Study of Job Satisfaction of Senior Secondary School Teachers in Relation to Their Emotional Intelligence

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Abstract — Teachers play a central role in shaping the academic, emotional and social development of students. A frustrated teacher is capable of producing numerous frustrated citizens. Job satisfaction is one of the most important indicators of teacher professional well-being and helping in to produce good citizens. A satisfied teacher is more motivated, committed and productive, whereas dissatisfaction may lead to stress, burnout, absenteeism and poor performance. Job satisfaction is very much related to emotional. Emotional intelligence plays a crucial role because teachers constantly engage in emotional interaction with students, colleagues, parents and administrators. Teacher with high emotional intelligence tend to experience higher job satisfaction. The present study examines the relationship between job satisfaction and emotional intelligence of senior secondary school teachers in District Yamunanagar. The insight gained from the study are anticipated to highlight the relationship is important for improving teacher well-being, enhancing teaching effectiveness and creating a positive educational environment.

Keywords— Job satisfaction, emotional intelligence, senior secondary school teachers, motivation.

I. INTRODUCTION

Learning requires the man being darkness to light; it can an individual capable of making the livelihood of his and produces interpersonal conciseness. The success of an educational institution depends heavily on the job satisfaction of its staff. Teachers are no longer just information givers; they are emotional anchors, mentors and managers. However, teaching at the senior secondary level involves high-stakes pressure, adolescent behavioral challenges, and rigorous curriculum demands.

Education is a dynamic and evolving process, and teachers play a central role in shaping the academic, emotional, and social development of students. In contemporary educational system, senior secondary school teachers are entrusted with significant responsibilities, as they prepare students for higher education and professional life. Their effectiveness largely depends on their psychological wellbeing and satisfaction with their profession.

Job satisfaction is hopeful situation than an individual has towards his job. According to educational psychologist, job satisfaction includes satisfaction with working conditions, salary, job security, recognition, interpersonal relationships, autonomy and opportunities for professional growth. In

teaching profession, job satisfaction is closely linked with classroom experience, student behavior, administrative support, workload and societal respect.

According to Indian Education Commission(1964-66) have suggested that in order to attract and retain the young men and women of superior ability in the teaching profession, the salary scale should be enhanced in the principle of priority in remuneration to all the teachers of same qualifications and work should be adhered to as the commission recommended that the social and economic status of teachers and school administration be raised because socially and economically dissatisfied person cannot become efficient. Job satisfaction is very much related to emotional intelligence.

Emotional intelligence has emerged as a vital psychological construct in understanding human behavior at the workplace. Emotional intelligence refers to the ability to recognize, understand, manage and use emotions effectively in oneself and others. In teaching profession, emotional intelligence plays a crucial role. Teachers with high emotional intelligence are better equipped to handle the emotional demands of the classroom, build strong interpersonal relationships, manage conflict between students occurring at senior secondary level and remain

composed under stress. Emotional intelligence enhances their ability to understand student's educational needs, respond with empathy and create a supportive learning atmosphere. According to Daniel Goleman, emotional intelligence consists of five major components:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills

In honorable profession like teaching, all the time individuals are heard saying that there is no status for teacher in present time. Their status is going to down day by day. The teacher of present time is not regarded a lot.

In recent years, teachers have been facing increasing challenges such as heavy workload, curriculum pressure, classroom management issues, and administrative demands which directly influence their level of job satisfaction. If we are talking about Rural area Schools in District Yamunanagar there is no standard and norms for teacher in respect of their educational background, language and behavior. It affects the rest of teacher who are well qualified and deserving. In many schools—whether in rural or urban areas—good teachers often face dirty politics. This can stem from issues regarding their teaching methods, false accusations leveled against them, or the behavior of their superiors; there are many such matters that remain hidden behind the facade of a school's fabricated reputation and publicity. This environment puts pressure on the teacher's emotional intelligence, and they are unable to find satisfaction in their job.

II. REVIEW OF RELATED LITERATURE

Job satisfaction

Sharma and Sharma (2007)

Their study investigated the determinants of job satisfaction. The 12 independent variables used in the study included 3 personal traits, 7 task characteristics and 2 dimensions of organizational climate. The results revealed that 4 out of 12 independent variables could explain only 29 percent of variance in job satisfaction. These 4 included 2 tasks related and 2 organizational related characteristics.

Pankaj Deshwal (2011)

Pankaj deshwal investigated the level of Job Satisfaction among engineering faculty members in engineering colleges of technical Universities in Uttar Pradesh and also examined the effects of the dimensions of the job on level of Job Satisfaction

among them. The study revealed that the faculty members were found to be neutral with Organization policies, independence, and promotional opportunity and satisfied with work variety, creativity, compensation and social status of Job, Job security, achievement but the faculty members dissatisfied with working conditions and recognition.

Thapliyal and Joshi (2014)

Thapliyal and Joshi have studied job satisfaction of senior secondary school teachers in relation to emotional intelligence. The study found a statistically significant positive relationship between emotional intelligence and job satisfaction.

Emotional intelligence Singh (2012)

The study examined emotional intelligence among secondary school teachers. The study highlighted the importance of teacher's emotional abilities in professional adjustment and classroom functioning.

Anjum and Swati (2017)

The study examined emotional intelligence in relation to occupational stress. Their findings indicated that emotional intelligence was associated with occupational stress among teachers. The study suggests that emotionally competent teachers may be better able to manage stressful professional situations.

Significance of the Problem

In teaching profession involves many academic, administrative and interpersonal responsibilities. Teachers have to manage classroom situations, relationships with students and colleagues, school authorities and different professional pressures. These experiences may influence their Emotional Intelligence and Job Satisfaction. The researcher developed an interest in the present topic after observing various professional and emotional challenges faced by teachers in the school environment. During the researcher's experience in the school, it was observed that some teachers appeared hesitant to express their actual feelings about their workplace situations. These experiences motivated the researcher to understand teachers' Emotional Intelligence and Job Satisfaction in a systematic and scientific manner. The present study therefore attempts to examine the relationship between Emotional Intelligence and Job Satisfaction among Senior Secondary School Teachers. The findings may be useful to teachers, school administrators and teacher educators in understanding teachers' professional and emotional needs and in developing a supportive school environment. It addresses teacher well-being, a critical issue in the current educational climate. It highlights the psychological and emotional dimensions of teacher performance. It supports evidence-based interventions, such as emotional intelligence

training, that can improve teacher satisfaction and effectiveness. It may inform policy changes related to teacher recruitment, development, and support systems.

III. STATEMENT OF THE PROBLEM

On the basis of above discussion, the problem was framed as under:

“A Study of Job Satisfaction of Senior Secondary School Teachers in Relation to Their Emotional Intelligence”

Objectives the Study

- To study the job satisfaction among senior secondary school teachers.
- To study the emotional intelligence among senior secondary school teachers.
- To study the relationship between job satisfaction and emotional intelligence among senior secondary school teachers.

Delimitations of the Study

- The study is delimited to District Yamunanagar.
- The study is delimited to senior secondary school teachers.
- The study is delimited to senior secondary school teachers from private schools.

IV. HYPOTHESIS OF THE STUDY

Null Hypothesis

There is no significant relationship between job satisfaction and emotional intelligence among senior secondary school teachers.

Research Method

To achieve these objectives, the descriptive survey method was used.

Population and Sample

As it was not possible to encompass the entire population, research was conducted by the means of sample drawn from the target population on the basis of which generalization was drawn and made applicable to the population as whole. In order to achieve the objective of the present study, the investigator selected 60 teachers of the private Senior secondary schools of district Yamuna Nagar.

Tools Used

In the present study, investigator used the following tools for collection of required data:

- Emotional intelligence scale by Anukool Hyde and Sanjot Pethe (2001) and Upinder Dhar.
- Job satisfaction Scale for adults by Meera Dixit, National Psychological Corporation (NPC), Agra

Procedure Followed for Data Collection

After selection of the sample and determination of the method of data collection, the researcher made all necessary arrangements for administering the test in the selected schools. The researcher herself visited the selected schools of the Yamuna Nagar District of Haryana for the collection of data. Prior permission was taken from the principals of the respective schools, and the objective of the study was also explained to them. All the arrangements for administration of the test were discussed, and suitable dates and timings were decided in consultation with the school authorities. On the appointed dates, the test was administered to the selected Senior secondary school teachers after giving them proper instructions and directions.

V. STATISTICAL TECHNIQUES USED

To analyze the data researcher used only one statistical technique ‘Coefficient of Correlation’ method in which “Pearson’s Product Moment Method” (r) are used for analysis of collect data.

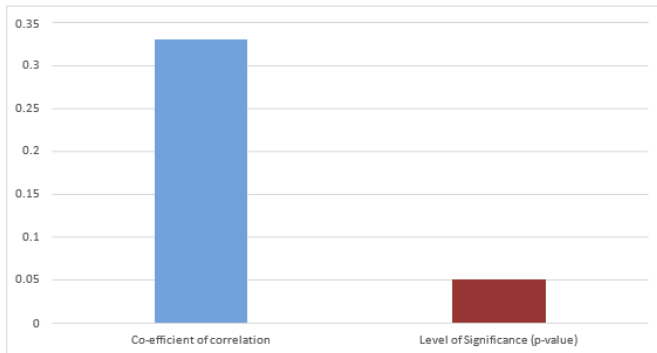
Analysis and Interpretation of Data

The analysis gives a general picture of the correlation between the two major variables of this research study. To do so the Pearson Product Moment Correlation Coefficient (r) was calculated. The r- value shows us if there is a positive or negative relationship between the two variables here, and the p-value shows us the level of significance of this relation.

Table-1 Correlation Between job satisfaction and Emotional intelligence

Variables	N	r-value	p-value	Result
Job-satisfaction and Emotional intelligence	120	0.33	0.005	Significant

Table 1 reveals that the coefficient of correlation between Emotional Intelligence and Job Satisfaction of senior secondary school teachers is $r = 0.33$. The obtained correlation is positive and statistically significant at the 0.05 level ($p < 0.05$). Therefore, the null hypothesis stating that there is no significant relationship between Emotional



Intelligence and Job Satisfaction among senior secondary school teachers is rejected. Further, the more emotionally intelligent senior secondary school teachers were found to be satisfied with their job.

Main Findings

A statistically significant positive relationship was found between Emotional Intelligence and Job Satisfaction among Senior Secondary School Teachers ($r = 0.33$, $p < 0.05$). The positive correlation indicates that higher Emotional Intelligence scores tended to be associated with higher Job Satisfaction scores among the teachers included in the study.

Implications of the Study

The findings of the present study have important implications for education. Since Emotional Intelligence was found to have a positive relationship with Job Satisfaction, schools should provide opportunities for teachers to develop emotional skills such as self-awareness, emotional stability, empathy and better interpersonal relationships. School administrators should create a supportive and friendly working environment where teachers can express their problems and feelings freely. Workshops, counselling and professional development programmes may be organized to help teachers manage stress and workplace challenges. Special attention may also be given to factors affecting the Job Satisfaction of female teachers, as a significant gender difference was found in Job Satisfaction in the present study. Overall, improving teachers' emotional well-being and providing a positive school environment may help in improving their professional satisfaction and effectiveness.

Suggestions for Further Studies

- Similar studies may be conducted with a larger sample size to obtain more reliable results. The study may be conducted in different districts and states to make the findings more general.

- Future studies may include teachers from both government and private schools. A comparative study may be conducted between urban and rural school teachers.
- Future researchers may study other variables such as age, teaching experience, educational qualification, workload and school environment. Further research may examine the effect of Emotional Intelligence training programs on teachers' Job Satisfaction.
- Interviews or other methods of data collection may be used along with questionnaires to understand teachers' actual experiences and problems in greater detail. Similar studies may be conducted with primary, middle and college teachers to compare different levels of the teaching profession.
- Future researchers may study the relationship of Emotional Intelligence and Job Satisfaction with teacher performance and professional effectiveness. Further studies may be conducted to identify the factors responsible for low Job Satisfaction among teachers and suggest suitable measures for improvement.

VI. CONCLUSION

The present study concludes that Emotional Intelligence is an important aspect of teachers' professional life. A positive relationship was found between Emotional Intelligence and Job Satisfaction among Senior Secondary School Teachers. Most of the teachers in the present sample showed a high level of Emotional Intelligence and Job Satisfaction. The findings should be understood in the context of the selected sample and the self-report nature of the tools. During data collection, some teachers appeared hesitant to express their actual feelings because of the pressure and circumstances in their workplace. Therefore, the possibility of response bias or socially desirable responses cannot be completely ruled out. Further studies with larger samples and more confidential methods of data collection may provide a broader understanding of teachers' Emotional Intelligence and Job Satisfaction.

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