

Relationship between Elementary School Teachers' Emotional Intelligence and Job Satisfaction

*Shakeel Gill, **Dr. Ashi Zeeshan, ***Dr. Sajjad Ali Gill, ****Dr. Shaukat Ali Raza *****Syed Abir Hassan Naqvi

Abstract

This study aims at exploring the association between emotional intelligence and job satisfaction of elementary schools teachers in tehsil Sarai Alamgir District Gujrat. It was correlational research based on survey design. The population was consisted of 24 elementary schools and 267 elementary teachers in tehsil Sarai Alamgir. By using simple random sampling technique, 79 elementary school teachers were selected. Data was collected by self-developed questionnaire. There were three component of emotional intelligence scale (self-awareness, self-management, and social awareness) and two component of job satisfaction scale (job satisfaction and pay satisfaction) which were taken from Job Description Index (JDI). The collected data was arranged, coded and entered into computer. Data was analyzed through SPSS software by applying inferential and descriptive statistics. After analysis, it was found that there is significant positive relationship between emotional intelligence and job-satisfaction of the elementary schools teachers regarding their group of academic and professional qualification but the teacher who have B.A or B.Sc. their qualification had negative correlation. The result shows that significant positive relationship exist between emotive intellect, relation management, and occupation gratification and important moderate association exist between social consciousness and occupation gratification, while strong association exist between self-awareness and occupation gratification of elementary schools teachers. It was also found that according to teaching experience, there is negative relationship between emotional intelligence and job satisfaction of teachers who had less than 10 years of teaching experience. The teachers who had 11-20 years had moderate relationship and those teachers who had above than 20 years of teaching experience had strong relationship between emotional intelligence and job satisfaction.

Key Words: *Emotive Intellect, Occupation Fulfilment, Elementary Schools Teachers*

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Introduction

The manpower and the human resources are the prime pillar in achieving the goals of an organization. No doubt these can be regarded as the source of progress and prosperity of the organization. Hardworking and committed human recourses are the backbone of the educational organization. If the individuals of an educational organization are equipped with favorable working conditions and optimal opportunities to polish their hidden talents then no doubt they would leave no stone unturned in transforming the organization into an unparalleled one. The role of teacher in an educational unit is more domineering in nurturing learner's mindset with farsighted insight. Therefore, schools replete with effective and qualified teachers can be considered as a big wheel in serving society and humanity as well. In short, towering tool in implanting practical wisdom into the learner's brain is education which is largely imparted by the hands of teachers in streamlining

student's soft skills and repertoire. The presence of such witty teachers in schools is a great asset for students. How teachers can be afire with such enthusiasm to deliver more effectively and efficiently? The answer simply is motivation. (Mousavi, and Tarasi1, 2012). Teaching as a profession is not an easy task to opt for, one has to qualify the fourteen or the sixteen years education program coupled with relevant firsthand experience. Furthermore one has to undergo the class management skills while delivering before young learners in class room environment. Planning lesson, managing the discipline decorum in schools atmosphere is considered as a pre requisite to become a successful teacher. Assigning homework and assessing students' performances through different test items are the unique qualities of a teacher. Such is the hard toil a teacher has to perform during his daylong activities. Moreover the course items are too lengthy to deliver while putting their own

creativity into it. It might possible if the teacher would be intelligent. (Brien, 2006)

It has found in many researches that the teaching role strongly based on scope of emotional intelligence (Corcoran & Tormey, 2012). The teachers, who are capable to evaluate their own emotion, may recover their need in a better way and they have more grip on their emotion in order to improve their academic performance. They may pay more concern on their own feelings in order to improve their performance for the achievement of educational goals (George, 2011). The teachers who is able to assess the emotion of the others', can more concentrate on others need, get more cooperation to deliver them emotional support to gain mutual job to show good performance (Day & Carroll & Day, 2014). The profession of teaching is a field in which emotional changing always occurs (Erzarb, 2012). These emotional changes might be effective for performance of different cognitive everyday jobs. The teacher he/she who perform better who know how to use emotion to perform cognitive tasks, can encompasses any action or behaviours that helpful for the achievement of educational goals (Campbell, 2013). The person who has better skill of understanding emotion may perform well, and the good performer always remained satisfied by their profession or job by which they are related to (Wilson, 2015). There are researches that were conducted on the relationship between emotional intelligence and one's work performance, but still there is lack of research to study the emotional intelligence of the teachers at elementary school level. In this regard the present study was designed to explore the relationship between emotional intelligence and job satisfaction of elementary schools teacher in tehsil Sarai Alamgir, district Gujrat. (Wilson, 2016).

Objectives

The objectives of the research study were to:

- measure the correlation between job satisfaction and emotional intelligence of elementary schools teachers
- Find out the similarity or differences in the association between emotional intelligence and job satisfaction of elementary schools teachers regarding their demographic variable.

Null Hypothesis

H₀1: No statistical significant correlation exist between job satisfaction and emotional intelligence of elementary schools teachers

H₀2: No statistical significant relation exist between emotional intelligence and job

satisfaction of elementary schools teachers regarding their demographic variable.

Research Methodology

It was correlational research based on survey design. At the time when researcher conducted research, there were 24 elementary schools (Boys=10, Girls=24) in tehsil Sarai Alamgir, district Gujrat. So, for the present study, population was comprised of all (276) elementary schools teachers (M=129, Female=138). 79 (36 male and 43 female) elementary schools teachers were randomly selected for this study.

Research Instrument

Self-developed questionnaire was used by the researcher to gather information from the participants. There were three component of emotive intellect scale (self-management, social awareness, and self-awareness,) and two component of occupation gratification scale (job satisfaction and pay satisfaction) which were taken from Job Description Index (JDI). There were 10, 10 item to measure component of emotive intellect (self-management, social awareness, and self-awareness) and component of occupation gratification (job satisfaction and pay satisfaction). Items/statements in the questionnaire regarding emotive intellect and occupation gratification was created on five point Likert scale.

Pilot study of the Instrument

Research instrument was pilot tested to ensure its validity and reliability by 19 (10 male and 9 female) elementary schools teachers who were not included in the population. On the basis of feedback from the respondents, some changes were made before its final application. Cronbach's alpha was calculated as 0.93 and it was appropriate to conduct the study.

Procedure of the data Collection

Researcher visited CEO education office for collecting list of elementary schools which were situated in tehsil Sarai Alamgir and seeking permission form the CEO for collecting data from elementary schools. After collecting list of elementary schools and permission letter from the CEO, the researcher visited the elementary schools which were included in the sample. The researcher approached to headmasters, shows CEO's permission letter and share purpose of conducting research. Headmasters/headmistress called their teachers and introduced researcher. The researcher delivered questionnaires and explain it thoroughly. After explanation of the questionnaire, they filled it and researcher collected it on the spot. The researcher delivered 85 questionnaires and

collected 79 from the respondents. The response rate was 93%.

Analysis of the Data

The data which was gathered from the respondents/participants was organized, coded and move in computer for analysis. Data was analyzed

Table No. 1: Co-relational analysis to find out the relationship between emotive intellect and occupation gratification

Variable	R	Sig
Emotive intellect	.372*	.004
Job-satisfaction		

* $P \leq 0.05$, ** $P \leq 0.01$

The table displays that the computed r-value (.372) is statistically significant at critical value (0.05) level of significant. It shows that significant relationship exist between emotive intellect and occupation gratification of elementary schools teachers.

Correlation between Emotive intellect and its component and Occupation gratification of Elementary Schools Teachers

Table No.2: Correlational analysis to analyze the association between Emotive intellect and its component and Job Satisfaction of Elementary Schools Teachers

Variable	N	r	Sig
EI and JS	79	.296*	.000
Self-awareness and JS	79	.706*	.035
Social-awareness and JS	79	.436*	.029
Relation-management and Job Satisfaction	79	.239*	.040

* $P \leq 0.05$, ** $P \leq 0.01$ EI=emotional intelligence
JS=job satisfaction

The table displays that the computed r-value (.296) is statistically significant at critical value (0.05) level of significant. It shows that statistically significant positive relationship exist between emotive intellect and occupation gratification of elementary schools teachers. Moreover, computed r-value of component emotive intellect e.g. self-awareness, social awareness, and relation-management is statistically significant at critical value (0.05). It shows that significant positive relationship exist between emotive intellect, relation management, and occupation gratification. important moderate association exist between social consciousness and occupation gratification, while important strong association exist between self-awareness and occupation gratification of elementary schools teachers.

with help SPSS software by applying descriptive and inferential statistics. The result was shown in the following tables;

Association between emotive intellect and occupation gratification

Stepwise analysis to find association between components of Emotional and occupation gratification of elementary schools teacher

The following stepwise regression table displays that self-consciousness, social consciousness, and relation management are the variable which are predictor of occupation gratification of elementary schools teachers. So, in the initial step, self-consciousness predict that .716% teachers were satisfied by their job. In the second step, self-consciousness and social consciousness variables are predictor as their contribution calculated as 0.427 and .281. In the third step, the forecaster variables self-consciousness, social consciousness, and relation management goes in regression equation, their contribution calculate as .532, .410, and .298 respectively.

Table No.3: Regression analysis to analyze the association between the component of emotive intellect and occupation gratification of elementary schools teachers

Steps	Variable	B	Beta	t	Sig.
Step 1	Constant	70.869		5.891	.000
	Self-awareness	.398	.716	1.945	.054
Step 2	Constant	69.572		6.693	.000
	Self-awareness	.046	.427	.141	.857
	Social-Awareness	.504	.281	1.899	.061
Step3	Constant	55.679		6.378	.091

Steps	Variable	B	Beta	t	Sig.
	Self-awareness	3.041	.532	3.768	.000
	Social-Awareness	2.402	.410	4.435	.021
	Relation-management	1.984	.298	2.923	.000

* $P \leq 0.05$, ** $P \leq 0.01$

Stepwise regression to find out relationship between components of occupation gratification and emotive intellect of elementary schools teacher

The following stepwise regression table displays that occupation gratification and pay satisfaction are the variables which are predictors of

occupation gratification of elementary schools teachers. So, in the first step, occupation gratification predict.578% teachers were satisfied by their job. In the second step, occupation gratification and pay satisfaction variables are predictor as their calculated contribution is as 0.471 and .302 respectively.

Table No.4: Regression analysis to analyze the relationship between the components of occupation gratification and emotive intellect of elementary schools teachers

Steps	Variable	B	Beta	t	Sig.
Step 1	Constant	63.127		3.918	.000
	Job satisfaction	.401	.578	1.774	.034
Step 2	Constant	58.920		4.149	.000
	Job satisfaction	.031	.471	1.410	.047
	Pay satisfaction	.490	.302	1.204	.021

* $P \leq 0.05$, ** $P \leq 0.01$

Qualification wise differences in the correlation coefficient between emotive intellect and job satisfaction of elementary schools teachers

The following table displays that the computed Z-value (2.192) for variable of academic qualification of elementary teachers is significantly above than the table value (.9115) which shows that qualification (M.Sc., M.A., and

B.Sc.) wise statistically important positive association exist between emotive intellect and occupation gratification, but the computed r-value (-.078) for the teacher who were enjoying B.A qualification is significantly below from the mean which shows significantly negative correlation at critical value 0.05.

Table No.5: Fisher's test to analyze qualification wise association between Emotive intellect and Occupation gratification of elementary schools teachers.

Qualification	Correlation			Zr.
	R	P	N	
M.Sc.	.392	.012	17	2.192*
M.A	.621	.039	6	
B.Sc.	.312	.019	39	
B.A	-.078	.672	17	

* $P \leq 0.05$, ** $P \leq 0.01$,

Professional qualification wise differences in the correlation coefficient between emotive intellect and occupation gratification of elementary schools teachers

The following table displays that the computed Z-value (2.189) for variable of professional qualification of elementary schools teachers is

significantly above than the table value (.9115) which shows professional qualification (M.Ed., and B.S.Ed. /B.Ed.) wise positive relationship exist at critical value 0.05 level of significant.

Table No.6: Fisher's test to analyze qualification wise association between Emotive intellect and occupation gratification of elementary schools teachers.

Professional Qualification	Correlation			Zr
	R	P	N	
M.Ed.	.210	.002	5	2.189*
B.S.Ed.	.501	.000	36	
B.Ed.	.291	.043	38	

* $P \leq 0.05$, ** $P \leq 0.01$,

Experience wise differences in association between emotive intellect and occupation gratification of elementary schools teachers

The following table displays that the computed Z-value (2.910) for variable of teaching experience of the teachers who had above 20 year teaching experience is significantly above than the table value (.9115) and r-value (.603) which shows significant strong relationship at critical value 0.05. Z-value (2.100) for variable of teaching experience of the teachers who had 11-20 year teaching experience is significantly above than the

table value (.9115) and r-value (.481, .329) which shows significant positive but weak relationship at critical value 0.05. Z-value (.762) for variable of teaching experience of the teachers who had less than 10 year teaching experience is less than the table value (.9115) and r-value is (-.093, and -.203) which shows negative relationship that is not significant at critical value 0.05.

Table No.6: Fisher’s test to analyze experience wise association between Emotive intellect and occupation gratification of elementary schools teachers

Experience	Correlation			Zr
	R	P	N	
Above than 20 Year	.603	.003	10	2.910*
16-20 Year	.481	.041	11	2.100*
11-15 Year	.329	.030	22	
6-10 Year	-.093	.569	20	.762*
less than 5 Year	-.203	1.001	16	

* $P \leq 0.05$, ** $P \leq 0.01$

Conclusion and Discussion

Exploring the relationship between emotive intellect and occupation gratification of the elementary schools teachers in tehsil Sarai Alamgir district Gujrat, was the objective of the current research. After analyzing the data it was proved that statistically significant positive relationship exist between emotive intellect and occupation gratification of elementary schools teachers. It can be said that the more emotive intellect in the teachers, there may be the more their occupation gratification. If they would be more satisfied, they would be able to play very important role in the development of nation. They would be able to reshape the behaviour of the students so that they will be civilize and honest person of the society. Linda & Thomas (2006) also found that direct association between emotive intellect and occupation gratification of the employees. As the greater emotive intellect the more occupation gratification of the workers. Stought (2010) stated that one’s who is enjoying high level of emotive intellect is continually remained in behave in good manner, and enjoy high level of occupation gratification and happiness. Moreover, it is found in this research, the component of emotive intellect had positive relationship with occupation gratification, as moderate relationship was found between social consciousness and occupation gratification. In this way, strong relationship was found between self-

consciousness and occupation gratification. Livingstone (2011), in his study found that there is negative relationship between self-consciousness and self-control/self-management.

Furthermore, for being good in emotive intellect, qualification also play vital role. The present research found that as one’s got higher education, enjoy high degree of emotive intellect, and he/she who got lower education enjoy low degree of emotive intellect. On the other hand as high level of educational degree, the more relationship exist between emotive intellect and occupation gratification. It is also found in this research that the professional qualification of elementary schools teachers also had positive relationship between emotive intellect and occupation gratification. Faran, (2012) in his research prove that academic and professional qualification had positive relationship with emotive intellect and occupation gratification. Qurten, (2013) found positive correlation between qualification of the employees and their emotive intellect and occupation gratification as well. Every kind of job require intelligent employee to perform better. Therefore, teaching field also need highly emotional intelligent teachers to build good nation. The high level of emotional intelligent teacher can do good character building of the students to make them citizen for civilize nation. Qualified teacher also develop good behaviour, attitude, skills, and knowledge in the students which help them for

high career. It was also found in the present research that statistically significant relationship exist between teaching experience and emotive intellect and occupation gratification of the teachers. As the more teaching experience, the stronger relationship, and as low experience lead weak relationship between teacher emotive intellect and occupation gratification. It was found that the teachers who were enjoying above than 20 year teaching experience, proved strong relationship, and the teachers who were enjoying above 10 year to less than 20 year teaching experience, proved moderate and weak relationship. The teachers who had less than 10 year teaching experience, proved negative relationship between emotive intellect and occupation gratification.

Stepwise regression table displays that the variables of self-consciousness, social consciousness and relation management are predictor variable for explaining job-satisfaction of elementary schools teachers. Thus, in the first step, self-consciousness entered the equation and predicted that 21.6% of the teachers were satisfied by their job. In the second step, both self-consciousness and relation-management entered the model at the same time and its contribution was calculated as .027 and .281 respectively. In the third step, the forecaster variables self-consciousness, social consciousness, and relation management goes in regression equation, their contribution calculate as .532, .410, and .298 respectively.

Furthermore, in the present research it was found that there is significant relationship between self-consciousness and relation-management which are the component of emotive intellect and job-satisfaction of teacher. Strough and Dardner (2012) found that occupation gratification has significant strong relationship with component of emotive intellect e.g. self-consciousness and relation management of elementary schools teachers. It is found in the present research that there is positive relationship between emotive intellect and occupation gratification. So, government should arrange teacher training to improve teachers' emotive intellect to get fruitful result. It is also found in this research that self-consciousness and relation management are the good predictor of emotive intellect. Therefore, education department should also arrange such type of training in which self-consciousness and relation management develop which enable them to improve their efficacy and productivity.

Ultimately it will improve teacher's level of emotive intellect.

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