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An Investigation of Relationship between Emotional Intelligence and Job Satisfaction among Female Secondary School Teachers in Private Schools of Rawalpindi

Nadia Akhtar, M.A. and Shazia Naureen, Ph.D.

ABSTRACT

The present research was designed to investigate the relationship between Emotional intelligence and Job satisfaction among the female secondary school teachers. The major objective of the study was to find out the relationship between emotional intelligence and job satisfaction.

The sample of the study consisted of 100 female secondary school teachers of Rawalpindi region. In order to carry out the research two standardized scales were used namely Bar- on Emotional Quotient inventory (EQ-i) and job satisfaction scale. Data were analyzed using Microsoft Excel (2007 version), and the finding of the study was that there exists a positive correlation between emotional intelligence and job satisfaction, Language in India www.languageinindia.com

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a correlation value of ($r = .42$, $P < 0.05$) was obtained using Pearson product moment correlation formula. The relationship between the two is significant which leads to conclusion that emotional intelligence does play a role in an individual's job satisfaction.

Major recommendations of the study were that for imparting quality education and to enhance the level of the system of education in Pakistan, it is the time to identify the causes leading to satisfaction of teachers (the nation builders), so that they could impart education in a better way. Keeping in view the importance of emotional intelligence and its role in organizations teachers should be equipped with the necessary tool of managing theirs' and others' emotions to have a positive effect on themselves as well on others.

Key Words: Emotional Intelligence, Job Satisfaction and Secondary School Teachers

INTRODUCTION

The term emotional intelligence was introduced in 1990 by two university professors of America Dr. Mayer and Dr. Salovey in their attempt to develop scientific measures for understanding variations in people's aptitude in areas of emotions. Emotional Intelligence was well-defined as the ability to critically analyze emotions in four fields: to perceive emotions, to indulge it in the thinking process, to comprehend it and cope with it. Thus, it may be said the emotional intelligence is not only to comprehend one's own emotions but others' as well (Salovey and Mayer, 1990).

Many Researches in Pakistan have covered the area to explore the impact of emotional intelligence not only in academic settings but also in work setting. Fatima (2005) investigated the relationship of emotional intelligence with the wellbeing of the Language in India www.languageinindia.com

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mental health; Zafar (2005) explored the relationship of self-sufficiency and emotional intelligence of teachers at university level; Kiani (2003) discover the correlation of emotional intelligence with conflict management at work place; and Aslam (2004) studied informational technology professionals and explored the relationship of emotional intelligence with occupational stress. Another study explored that service quality in banking sector is highly associated with emotional intelligence (Humayon, Saif and Khalil, 2008). Another research, conducted on 246 students, pointed out that better academic performance is shown by the students with high emotional intelligence (Farooq, 2003).

Research in the field of Teacher's Satisfaction has become of prime importance. Two significant reasons are that number of teachers leaving the profession is growing and decreased productivity of teachers. Forced and centralized structure, accountability, absence of qualified self-government, persistently forced fluctuations, continuous media criticism, lack of resources and low pay scale are the reasons why teachers are dissatisfied with their profession (Vandenberghe, 1999). Teaching as a profession is facing a lot of problems because of reduced job satisfaction, lack of resources to meet students' needs, increased absenteeism and stress related disability (Farber, 1991 & Troman, 2000). There are many other factors negatively affecting teachers' job satisfaction.

Emotional intelligence plays a vital role in performing job as well as various situations one might encounter. Organizational effectiveness is related to higher emotional intelligence. Work places, today, are changing rapidly. These changes will be rapid in the new era. Emotional intelligence works as a vaccine that helps in the

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maintenance of health and its growth. Organizations are same as living organisms; they start, progress and die. Many organizations die after sometime and those who last have people with high emotional intelligence. (Goleman, 1995)

Researchers have proved that emotional intelligence is an ability that increases performance at work. The emotional intelligence of the boss or peer helps the work force of an organization to use their potential to the effective functioning of the organization (Goleman, 1995).

Goleman investigated the practical application of emotional intelligence in various areas as organization setting, school as well as brought up of children. Thus Emotional intelligence is almost applicable in all walks of life. It has a massive scope. Studies have brought into limelight the importance of emotional intelligence in the achievements of students academically (Farooq, 2003).

An investigation was carried out that revealed that emotional intelligence is linked with higher achievements of individuals. The study indicated the role of emotional intelligence in the wellbeing of individuals (Carmeli, 2009).

Another study explained that emotional intelligence is associated with the effective functioning of leadership roles. Within public organization emotional intelligence has great influence on job performance including the conflict management styles (Shih, 2010).

Job satisfaction is highly linked with the work itself. Same concept works when it comes to job dissatisfaction. Many causes of job dissatisfaction are work relations; fatigue etc. emotional intelligence is also an internal factor of job dissatisfaction (Nias, 1981).

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A study explored the impact of apparent emotional intelligence of school heads and their leadership approaches impacting job satisfaction of instructors in a college setting. The research showed that for a school to stretch its complete prospective, instructors essentially be bare to functioning in a collegiate environment, they must be contented with their occupations and must be encouraged and fostered by principals' with an applicable emotional intelligence level (Jacob, 2008).

Recent studies have point out the significance and worth of emotional intelligence in teacher groundwork programs. Teachers could advantage from using emotional intelligence abilities for ones' own self and specialized growth. Investigations have confirmed that whichever efficacious modification that is to take place at the school level is unshakably associated to the expertise and aptitude of the instructors, the classroom setting they create for themselves and their schoolchildren significantly affect the learning procedure (Hammond, 1996 & Bass, 2003). The worth of schooling is rightly interrelated to the excellence of teaching in the classroom and secondary school teachers all over the world have to play a noteworthy and pivotal role in continuance of the purpose of education (Rehman, 2004).

Keeping in view the above researches and interests of the researchers on emotional intelligence the present study was designed to find out the relationship of emotional intelligence with job satisfaction of teachers in Rawalpindi region.

STATEMENT OF THE PROBLEM

This research was an investigation of the relationship between emotional intelligence and job satisfaction among female secondary school teachers of private schools in Rawalpindi, Pakistan.

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OBJECTIVES OF THE STUDY

The major objectives of the study were as follows:

1. To find out the level of emotional intelligence of female teachers;
2. To find out job satisfaction level of female teachers and;
3. To find out the relationship between emotional intelligence and job satisfaction.

SIGNIFICANCE OF THE STUDY

The study will be of great significance for the school administrators to identify the factors leading to job satisfaction of their employees. If the reasons are being low scores of the teachers on emotional intelligence scale it will help administrators to enhance and to train them on emotional intelligence level; when teachers may be more satisfied and productive which will ultimately help in achieving organizational objectives and goals.

The study will contribute towards enhancing capacity of teachers not only at cognitive level but also at emotional intelligence level by giving them an insight into importance of one's emotional intelligence at work. This study will help to understand factors contributing to job satisfaction of the employees.

METHODOLOGY

The study was a correlation study and survey method was used to carry out the research.

All the female secondary school teachers of private schools in Rawalpindi were the population for this study. The sample was selected conveniently.

SNO	Sample of the Study	
1.	Total Number of Private Schools	1179
2.	Total Number of Teachers	13468
3.	Number of School Selected	10
4.	Number of Teachers Selected	100

To carry out the research two standardized scales were selected. These scales have been used in Pakistan. The researcher obtained permission of using the scales from National institute of psychology (NIP) testing and resource centre, Quaid-e-Azam University Islamabad. Following scales were used;

1. Bar-on emotional quotient inventory (EQ- i) to calculate the scores on emotional intelligence level of female teachers.
2. Job satisfaction scale to calculate scores on level of job satisfaction of teachers.

The two variables in the study were emotional intelligence (X-Variable) and Job satisfaction (Y-variable). The data were collected by the researchers themselves. Researchers distributed the scales to the school heads and they were given brief description about the research and necessary instructions regarding the fill up of scales. An instruction page was also attached to each copy of the scale for the understanding of individual respondent. Completed filled scales were taken back from head of the schools. Raw Scores of the two scales i.e. Bar -On Emotional Quotient Inventory (EQ-I) and Job satisfaction scale were tabulated manually. The mean and standard deviation was calculated and then correlation value between emotional intelligence and job satisfaction was found. Correlation value of two scores was obtained by using the statistical formula Pearson product moment correlation, with the help of Microsoft Excel (2007 version).

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ANALYSIS OF DATA

After the data collection it was tabulated and analyzed in the following manner. Two set of scores were obtained from the scales Bar on EQ-i and job satisfaction scale. Each item of the scales was manually scored, thus obtaining total scores. After that Mean and the standard deviation of the two scores were obtained and following values was found.

Table 1.2: Mean and Standard Deviation of Emotional Intelligence scale

SCALE	MEAN VALUE	STANDARD DEVIATION
Emotional Intelligence	393.05	56.104

The above table shows the Mean and Standard Deviation of Bar-On Emotional Quotient inventory. The scale was scored on 5 point rating scale, the total no. of statements were 117, hence out of 585 total score, most of the respondents scored high on the scale as the mean value is 393.05, showing that most of the teachers had high level of emotional intelligence and the dispersion was 56.104.

Table 1.3: Mean and Standard Deviation of Job satisfaction scale

SCALE	MEAN VALUE	STANDARD DEVIATION
Job satisfaction scale	138.9	34.75

The table shows the mean and the standard deviation of the job satisfaction scale. The total score value was 205 of total 41 items. The mean value of the scores obtained by

the respondents is 138.9 showing that most of the teachers had high level of satisfaction and the variance is 34.75.

Table 1.4: Significance of correlation between emotional intelligence EQ- i and job Satisfaction

N	r	p
100	.42	<0.01

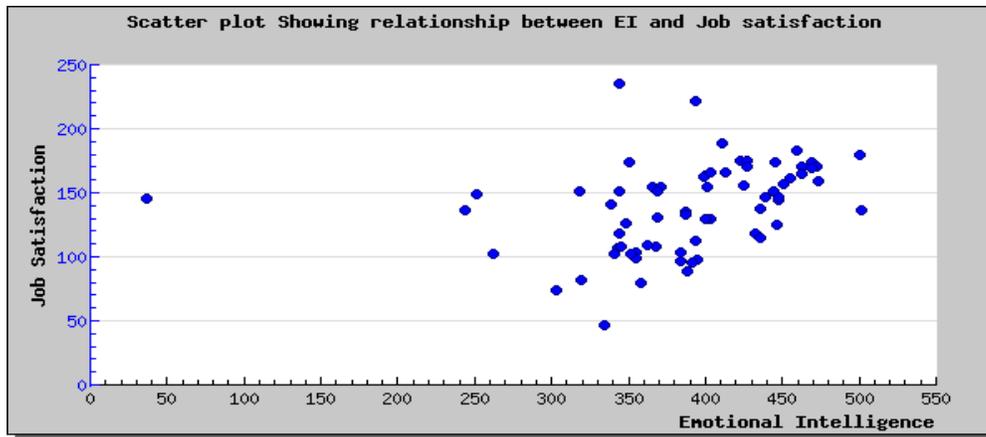
df = 98

p =<0.05 (.1946)

The table shows the significance of the correlation between the two scales. When Pearson product moment correlation formula was applied to the above scores following value was obtained $r = .42732$ which is positive and significant.

The results shows that correlation between the two is highly significant because correlation value is not only higher than the table value which is given at 0.05 level but also much higher than table value at $P \leq .001$ level. Therefore emotional intelligence and job satisfaction are associated with one another.

Fig.2: Graphical Representation of the Result.



Above is the bivariate plot of Emotional Intelligence and Job satisfaction. The bivariate plot shows that the relationship between the variables is a positive one. If we draw a single straight line through the dots it would have a positive slope or move from left to right which means that relationship is positive.

CONCLUSION

On the basis of the results and findings of the study it was concluded that emotional intelligence does play a role in satisfaction of teachers towards their job. There exists a positive and high correlation between emotional intelligence and job satisfaction and thus two variables are associated with each other.

RECOMMENDATIONS

Following are the recommendations for the study and research.

1. Teachers should be trained besides professional training to enhance their level of emotional intelligence.

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2. On job satisfaction of teachers leads to their commitment to the profession. It would also promote their passion for the professionalism.
3. The positive relationship between emotional intelligence and job satisfaction will be ultimately beneficial for the individual and organization.
4. Further research in the field is required to find out other factors leading to job satisfaction.

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