

Assessing the Impact of Emotional Intelligence on Job Satisfaction among Private School Teachers of Hyderabad, India

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Abstract--*The purpose of the study is to assess the level of emotional intelligence (EI) and Job Satisfaction (JS) among high school teachers of private schools in Hyderabad. The survey method was used to collect primary data from a sample of 221 teachers from selected private schools in Warasiguda, Musheerabad, Chilkaiguda, Ambernagar and Ramnagar areas of Hyderabad. The standardized scales adopted for measuring the emotional intelligence (Sungouh, 2006) and job satisfaction (Pestonjee, 2002) comprise 20-item level of EI based on a five-point rating system of 1 to 5, and 80-item on-the-job and off-the-job factors of JS respectively. The reliability and validity of both the scales are within the acceptable norms. The findings establish that school teachers had moderate levels of job satisfaction and emotional intelligence. Even though emotional intelligence has a significant impact on job-related aspects of job satisfaction, it has no impact on the management, personal adjustment and social relation aspects of job satisfaction. Nevertheless, the overall result shows that there is a significant correlation between emotional intelligence and job satisfaction among teachers in executing their jobs in the private high schools surveyed.*

Keywords--*Emotional intelligence, job satisfaction, private high school education, teachers*

I. INTRODUCTION

Emotional intelligence is considered as a significant indicator of key organizational outcomes which include job satisfaction. Nowadays, to understand emotions at workplace is becoming a determining factor for analyzing response and attitude of an individual towards his/her workplace. Teachers, confronted with a lot of duties and responsibilities such as workload (administrative as well as academic), stressful longer working hours and others, tend to be affected in terms of their level of job satisfaction and performance. In this regard, emotional intelligence is relevant and plays a leading role in mediating the emotions of teachers, enabling them to manage and control their tasks appropriately. Also, they are able to manage the emotions of others including their students to perform better. More importantly, they will be able to raise their propensity to overcome physiological and psychological stresses in performing their jobs, leading to a higher level of job performance and satisfaction. Thus, in the educational sector where teachers thrive, the emotional intelligence of education-delivery employees is one of the most dominant domains of study that continues to entice research for practical solutions in enhancing teacher-school job satisfaction and improved performance on-the job.

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II. EMOTIONAL INTELLIGENCE

Emotional intelligence is a type of intelligence conceptualized as an individual's awareness and control of his/her own feelings to execute appropriate behavioral action under varying circumstances. More elaborately, according to Salovey, Bedell, Detweiler, and Mayer (2000), emotional intelligence has been defined as the ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth and well-being. The three theories/models that have generated the most interest in terms of research and application are the *Ability Model*, *Trait Model* and *Emotional and Social competencies* model.

According to the *Ability model*, emotional intelligence comprises of four dimensions. Firstly, the appraisal and expression of emotion in the self. Secondly, appraisal and recognition of emotion in others. Thirdly, regulation of emotion in the self. And lastly, use of emotion to facilitate performance.

The *Trait model* defines emotional intelligence in terms of an array of traits and abilities related to emotional and social knowledge that influence one's overall ability to effectively cope with environmental demands. The recent approach to emotional intelligence – the *Emotional and Social Competencies model* – formulated it in terms of a theory of performance suggested four major emotional intelligence domains: *Self-Awareness*, *Self-Management*, *Social Awareness*, and *Relationship Management*. Twenty competencies have been identified that underlie these four emotional intelligence domains or clusters.

Job Satisfaction

It is very difficult for an organization to manage its workforce because of the uncertainties in the work environment due to many factors, one of which is job satisfaction at different levels. This is particularly evident in the educational sector where job satisfaction becomes an important factor for the teachers whose disposition of job dissatisfaction tends to affect the teaching-learning process which, in turn, further impacts on their other roles in and outside the classroom and school contexts. The classic job satisfaction, however, points to the aspirational disposition of a person towards his/her job. Two types of factors, according to Szecsenyiet al, (2011) are considered to dominate job satisfaction. These are intrinsic and extrinsic factors:

- Intrinsic factors cover recognition, tasks and responsibility. The inner impulse of performing any activity pertains to intrinsic job satisfaction; and it is concerned with satisfaction with a relation to inner motivation of a person.
- Extrinsic factors cover working conditions, company policies and salary, representing the outermost comfort (i.e. physical and tangible elements) provided to the employees by their organization. Money, good scores and other rewards are other examples of extrinsic factors.

Job satisfaction is an emotional response that occurs as a result of the interaction between the employee's values concerning his/her job and the profits he/she gained from the job. It is the state of pleasure the employee

gains from his job and his job experience and this can be conceptualized as the overall feelings or attitudes about the job they perform. According to another definition, job satisfaction is an attitude but the objects of cognitive evaluation which are affecting (emotion), beliefs and behaviors should be clearly distinguished. This definition suggests that one forms attitudes towards one's job by taking into account one's feelings, beliefs and behaviors. According to a study in Malaysian context (Hossain et al., 2018) found that Generation Y emphasizes to having a perfect Work Life Balance and expects to have flexibility and freedom in performing their job which leads to job satisfaction and decrease the job hopping tendency.

Limitations of the Study

1. The study involves only high school teachers of private schools in Hyderabad. The outcomes may not be applicable for teachers teaching in other states and faculty members teaching at colleges, and universities.
2. The study has not included administrative staff working in schools. The outcomes and recommendations may not be relevant for administrative staff of schools in Hyderabad.
3. Demographic aspects were not taken into consideration for this research study.

III. LITERATURE REVIEW

Geetha and Sripirabaa (2017) studied the impact of emotional intelligence and self-efficacy on job satisfaction among the faculty members working in B-schools of Coimbatore in Tamil Nadu, India. Trait Emotional Intelligence scale -(TEI Que-SF) developed by Petrides and Furnham (2006) containing 30 questions and is measured on 5-point Likert scale, Albert Bandura's Teacher Self-Efficacy scale developed in (2006) having 29 questions with 7 factors and Minnesota Satisfaction scales having 20 questions have been used for the data collection. The findings of the study revealed that emotional intelligence is positively correlated with job satisfaction of the faculty working in B-schools of Coimbatore. And the demographic variables positively influence their level of emotional intelligence. Moreover, it has been found that self-efficacy affects the job satisfaction level and there is no significant difference between demographic variables and job satisfaction level of faculty members. Furthermore, the results revealed the existence of positive relationships between emotional intelligence, self-efficacy and job satisfaction among B-school faculty members.

Singh and Kumar (2016), in their study on "effect of emotional intelligence and gender on job satisfaction of primary school teachers," had a total of 300 respondent teachers in India where 150 males and 150 females' teachers were randomly selected for the study. The resultant data, collected using the emotional intelligence scale and teacher job satisfaction scale for measuring the impact of emotional intelligence and gender on job satisfaction, showed that there is a significant relationship between emotional intelligence and job satisfaction. Furthermore, the study revealed that emotional management and maturity significantly predicted the job satisfaction. Although the study also showed that job satisfaction is significantly affected by the emotional intelligence yet there was no gender significant difference between male and female teachers in terms of their job satisfaction. Also, the study showed that there were other factors affecting job satisfaction but the role of emotional intelligence cannot be ignored and that the emotional intelligence level can be taken into consideration in order to select the best teacher.

Liu (2016) studied the effect of social support on the relationship between emotional intelligence and job satisfaction among 355 employees in China. The data has been collected through emotional intelligence, job satisfaction and social support questionnaires to measure the three constructs. Structural equation modeling and bootstrap methods have been used to test and measure the mediating effect and magnitude of direct and indirect effects by the researcher. The results of the study revealed that social support played a mediating role between effect of emotional intelligence and job satisfaction and emotional intelligence and social support was found to be significantly correlated with job satisfaction. Moreover, it has been found that social support mediated the relationship between emotional intelligence and job satisfaction of employees.

Objectives of Study

1. To examine the effect of emotional intelligence on Job Satisfaction.
2. To evaluate the relationship between Emotional Intelligence and Job Satisfaction.

Hypotheses

First Hypothesis

H₀₁: There is no effect of emotional intelligence on Job satisfaction

H₁: There is an effect of emotional intelligence on Job satisfaction

Second Hypothesis

H₀₂: There is no correlation between emotional intelligence and job satisfaction of teachers

H₂: There is a correlation between emotional intelligence and job satisfaction of teachers

IV. RESEARCH METHODOLOGY

The present study is a correlational investigation to examine the impact of emotional intelligence and its components on job satisfaction amongst the teachers of privateschools in Hyderabad city. Emotional intelligence and its components are the independent variables with job satisfaction as the dependent variable.

Method of Research

Based on the objectives, hypotheses and the nature of the data collection, the survey method was used for the collection of primary data.

Population of the Study

The respondents were high school teachers teaching in private schools of Hyderabad at Warasiguda, Chilkalguda, Musheerabad, Ambernagar, and Ramnagar areas of Hyderabad District.

The Sample of Study

The schools were selected on a purposive sampling basis and within each institution simple random sampling method was used to select the respondents. 300 teachers were provided with the questionnaire, out of which 221 respondents returned the complete-filled questionnaire.

Research Instruments

For emotional intelligence, the Sungouh (2006) scale was used. The scale had 20 items based on a five-point rating system out of which 12 items showed positive statements and 8 items represented negative statements checked on the 5-point scale. The Pestonjee (2002) Job Satisfaction Scale was used for job satisfaction. The scale comprised of 80 items which dealt with various on-the-job and off-the-job factors of job satisfaction.

Tools of Analysis

The data were analyzed through SPSS Statistics 25. The items were analyzed using descriptive tools, t test, regression, correlation, and ANOVA. For regression analysis between emotional intelligence and job satisfaction, emotional intelligence was considered as an independent variable and job satisfaction was considered as a dependent variable. Regression was performed separately for each component of job satisfaction.

Data Analysis

Demographic Profile of Teachers

There were 221 teachers. 150 (68%) teachers were females and 71 (32%) were males as shown in Table 1 below.

Table 1: Gender of Teachers

S.No.	Gender	Frequency	Percentage
1	Male	71	32.13
2	Female	150	67.87
		221	100

Table 2: Qualification of Teachers

S. No.	Qualification	Frequency	Percentage
1	Non M.Ed.	155	70.14
2	M.Ed.	66	29.86
		221	100

It was found that 66 (29.86%) teachers had M.Ed. degrees and 155 (70.14%) were non-M.Ed. teachers, as shown in Table 2.

Table 3: Experience of Teachers

S.No.	Experience	Frequency	Percentage
1	Low (< 5 years)	88	39.82

2	High (> 5 years)	133	60.18
		221	100

It was observed that 60% teachers had high experience and 40% teachers had low experience, as shown in Table 3.

Status of Job Satisfaction and Emotional Intelligence of Teachers

The teachers have moderate level of job satisfaction and emotional intelligence. Total satisfaction score obtained was 50.63 and emotional intelligence score was 46. Thus, teachers demonstrated moderate level of emotional intelligence and job satisfaction. Personal adjustment and Job-related items showed higher level of satisfaction as compared to management items and social relation. The personal adjustment score was 20.92 and job-related items showed a score of 16.14. Teachers were not satisfied with management items (score 8.29) and social relation (score 4.72) aspects of their job.

With reference to Objective 1 above, the level of emotional intelligence and job satisfaction were analyzed; and the conclusion is that teachers had moderate level of overall job satisfaction and emotional intelligence, as shown in Tables 4 and 5 below.

Table 4:Status of Job Satisfaction among Teachers

	N	Min.	Max.	Mean	SD
Job Items	221	12	20	16.14	2.11
Management Items	221	5	10	8.29	1.04
Personal Adjustment	221	10	29	20.92	4.11
Social Relations	221	2	8	4.72	1.58
Total Satisfaction	221	37	66	50.63	5.17

Table 5:Status of Emotional Intelligence among Teachers

	N	Min.	Max.	Mean	SD
Emotional Intelligence	221	27	70	46	8.11

Correlation of Different Aspects of Job Satisfaction with Overall Satisfaction

It is seen from Table 6 below that Personal Adjustment showed the highest positive correlation (Pearson Correlation Coefficient: 0.761, P value 0.000) with Total Satisfaction. Job-related items showed second highest positive correlation (Pearson Correlation Coefficient: 0.376, P value 0.000) with Total Satisfaction. Social relations showed Pearson correlation coefficient of 0.259 (P value: 0.000) while Management aspects showed weakest correlation (Pearson Correlation Coefficient: 0.249, P value 0.000) with Total Satisfaction. All the four aspects showed significant correlation (P value <0.05) with Total Satisfaction.

Table 6:Correlation of Different Aspects of Job Satisfaction with Total Satisfaction

	Correlation with Total Satisfaction	P Value
Job Items	0.376**	0.000
Management Items	0.249**	0.000
Personal Adjustment	0.761**	0.000
Social Relations	0.259**	0.000
** . Correlation is significant at 0.01 level (2-tailed).		

Impact of Emotional Intelligence on Job Satisfaction of Teachers

To analyze the impact of emotional intelligence on job satisfaction, regression test is used. Regression test is performed separately on each component of job satisfaction, job items, management items, personal adjustment, and social relations aspect. The summary of results and regression analysis are shown in Tables 7 and 8 respectively below.

Table 7:Model Summary Job Items of Job Satisfaction and Emotional Intelligence

Model Summary^b				
Model	R	R²	Adjusted R²	Std. Error of the Estimate
1	.143^a	.020	.016	2.101
a. Predictors:Constant, (Emotional Intelligence)				
b. Dependent variable: Job Items				

Table 8:ANOVA Output of Job Items of Job Satisfaction and Emotional Intelligence

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	44.384	1	44.384	8.978	.002 ^a
	Residual	2099.543	219			
	Total	2143.927	220			
a. Predictors: Constant, (Emotional Intelligence)						
b. Dependent variable: Job Items						

The R square was obtained as 2%, p value was obtained as 0.002. The emotional intelligence explains 2% variation in job related items of job satisfaction. The regression equation is obtained as: $Y = 14.243 + 0.027X$. The independent variable (emotional intelligence) has a coefficient of 0.027 and p value of 0.002, thus it is concluded that emotional intelligence is significantly related with job related items of job satisfaction.

Similarly, The R square in case of emotional intelligence and management items was obtained as 0.2% and p-value was obtained as 0.412. The emotional intelligence explains 0.2% variation in management related items of satisfaction. The independent variable (emotional intelligence) has a coefficient of -0.004 and p value of 0.412 (>0.05), thus it is concluded that emotional intelligence has no significant effect on management related aspect of satisfaction.

The R square in case of emotional intelligence and social relations was obtained as 0%. The emotional intelligence explains 0% variation in social relation related items of satisfaction. The independent variable (emotional intelligence) has a coefficient of -0.003 and p value of 0.614 (>0.05), thus it is concluded that emotional intelligence has no significant effect on social relation aspect of satisfaction.

The R square in case of emotional intelligence and overall satisfaction was obtained as 0.27%, p value was obtained as 0.212. The emotional intelligence explains 0.27% variation in overall satisfaction. The independent variable (emotional intelligence) has a coefficient of 0.034 and p value of 0.212 (>0.05), hence it is concluded that emotional intelligence has no significant effect on overall satisfaction of teachers working at private schools in Hyderabad.

The First Hypothesis of the study was:

H_{01} : There is no effect of emotional intelligence on job satisfaction

H_{11} : There is an effect of emotional intelligence on job satisfaction

The results of regression showed that there is no effect of emotional intelligence on job satisfaction of teachers except job-related aspect of satisfaction. All the individual components of job satisfaction as well as total satisfaction had very low R square and all the P value of coefficients were more than 0.05. Thus, the **null hypothesis**

is accepted (alternative hypothesis, i.e., H_1 is rejected); and it is concluded that there is no effect of emotional intelligence on management-related aspect, personal adjustment, social relations, and overall satisfaction of teachers working in private schools in Hyderabad. Based on p value ($<.05$) for job-related aspect of job satisfaction, it is concluded that job-related aspect of job satisfaction is significantly affected by emotional intelligence.

Correlation between Job Satisfaction and Emotional Intelligence

The objective has been accomplished by evaluating the relation between job satisfaction and emotional intelligence. Correlation has been done separately for each component of job satisfaction with emotional intelligence, as shown in Table 9 below.

Table 9: Correlation between Job Satisfaction and Emotional Intelligence

Variables	Pearson Correlation with Emotional Intelligence	P Value
Job Items	0.127	0.021
Management Items	-0.086	0.079
Personal Adjustment	0.029	0.512
Social Relations	-0.04	0.32
Total Satisfaction	0.039	0.387

A weak positive correlation was found between personal adjustment, total satisfaction and emotional intelligence; whereas a weak negative correlation was found between management items, social relation and emotional intelligence. Only job related items showed significant correlation as P value was below 0.05 and other items did not show significant correlation. Correlation exists between job satisfaction and emotional intelligence for all teachers. Job items showed significant positive correlation with emotional intelligence (P value 0.021). Other variables of job satisfaction (management items, personal adjustment, social relations, and overall satisfaction) showed no significant correlation with emotional intelligence. Management items had a Pearson correlation coefficient of -0.086, Personal Adjustment had Pearson correlation coefficient of 0.029, and social relations had a Pearson correlation coefficient of -0.04. The total satisfaction had a Pearson correlation of 0.039.

The second hypothesis of the study was:

H_{02} : There is no correlation between emotional intelligence and job satisfaction of teachers

H_2 : There is a correlation between emotional intelligence and job satisfaction of teachers

With reference to Objective 2, it has been examined with the help of correlation test. And it is observed that some components of job satisfaction had a significant correlation with emotional intelligence, thus the null hypothesis is rejected (alternative hypothesis, i.e., H_2 is accepted) at 5% level of significance. It is therefore concluded that there is a significant correlation between job satisfaction and emotional intelligence.

V. CONCLUSION

It was found that teachers are moderately satisfied with their job. Teachers were more satisfied with personal adjustment and job related aspects, and not satisfied with management aspect and social relations aspect of satisfaction. The Emotional Intelligence (EI) of the teachers was found to be moderate. And a moderate level of emotional intelligence among teachers is a cause of concern.

The first objective of the study was to examine the effect of emotional intelligence on job satisfaction. The effect of emotional intelligence on job satisfaction was examined with the help of regression. On the one hand, it was found that emotional intelligence had a significant effect on job- related aspect of job satisfaction. On the other hand it was found that emotional intelligence had no significant effect on management aspects, personal adjustment aspect, and social relation aspect of job satisfaction and overall satisfaction.

The second objective of the study was to evaluate the relationship between the emotional intelligence and job satisfaction. For this, correlation test was employed to evaluate the relationship between emotional intelligence and job satisfaction. It was found that job aspects of job satisfaction had significant correlation with emotional intelligence, whereas management aspect, personal adjustment aspect, social relation aspect and overall satisfaction had no significant correlation with emotional intelligence.

Recommendations

- The performance evaluation should be based on 360 degree appraisal, rather than the traditional pattern which focuses on length of service.
- The job satisfaction of teachers can be enhanced by addressing their needs and aspirations. The teachers should be supported to develop their skills by providing them incentives to participate in workshops and seminars. They should also be provided support to enhance their qualification by pursuing higher qualifications.
- The administration of the educational institutions needs to adopt measures to improve the job satisfaction and emotional intelligence of teachers. Better emotional intelligence and job satisfaction would lead to better productivity and satisfaction of staff.

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