
A STUDY ON EMOTIONAL INTELLIGENCE (EI) AND JOB SATISFACTION (JS) AMONG PRIMARY SCHOOL TEACHERS IN THANJAVUR DISTRICT

R.Sivannatham

(Ph.D. Research Scholar), Guest Teacher Educator, Government College of Education, Orathanad, Thanjavur

Abstract

In the present study the investigator has attempted to study the relationship between emotional intelligence and job satisfaction and primary school teachers. The present studies consist of 200 primary school teachers working in Thanjavur district. The investigator adopted the normative survey method. The findings reveal that there is significant relationship between emotional intelligence and job satisfaction and primary school teachers in respect in background variables.

Keywords: Emotional Intelligence, Job Satisfaction

Introduction

The two main roles a teacher has to play may be stated at those of a theorist and a practitioner. As a theorist, he has to play the role of an educational philosopher, an educational psychologist and an educational sociologist. Knowledge a pedagogical and theoretical foundation enables him to play these roles effectively. As a practitioner, he has to play the role of an instructor, a director, a motivator, an adviser, a counselor a career master and so on. More than this, he has to take up a number of responsibilities such as a diagnosis and remediation, evaluation of scholastic attainments, attending to health care of pupils, acting as a liaison between the school and the home and conducting action research required for solving problems in a scientific manner. The concept of education has been rapidly changing these days. As a result, the role of the teacher is also changing. Education has ceased to be teacher-centered process. It has become life-centered and child centered. Actively has taken up the place of subject content. The process of learning is considered more important than what is learned. He is compelled to take up a variety of roles and that too with a different style of action.

Definitions of Emotional Intelligence

Emotional intelligence enables one to learn to knowledge and understand feelings in ourselves and in others so that we appropriately respond to them, effectively applying the information and energies emotions in our daily life and work, Cooper and Sawafdefine (1997) emotional intelligence as the ability to sense, understand effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Definitions of Job Satisfaction

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and a attitude that job works (2002). Job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect emotion, beliefs and behavior's'. This definition suggests that we form attitudes towards our job by taking into account our feelings our beliefs and our behaviors'.

Need and Importance of the Problem

High quality teaching staff is the corner stone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions. However good teachers are difficult to be recruited and almost impossible to retain if the rewards of teaching do not out weight the possible frustration and human capital. Satisfaction with teaching as a career is not merely as a job is an important policy issue since it is associated with teacher qualities and surroundings and facilities. Therefore understating the various factors that contribute to teacher satisfaction is essential to improving the information case needed to support a successful educational system resource. The role of the teacher as an agent of change is increasingly recognized the people of the land are the enlarged if their teacher. Today teacher are expended to nature in their students, in addition to values, high level intellectual skills and the atelicity to learn independently tool.

Objectives of the study

The objectives listed below were framed for the present study.

- To assess the primary school teachers' emotional intelligence.
- To assess the primary school teachers' job satisfaction.
- To find out whether there is any significant difference between male and female teachers with respect to their emotional intelligence.
- To find out whether there is any significant difference between male and female teachers with respect to their job satisfaction.

Hypotheses of the study

- Primary school teachers' emotional intelligence is average.
- Primary school teachers have average job satisfaction.
- There is no significant difference between male and female teachers with respect to their emotional intelligence.
- There is no significant difference between male and female teachers with respect to their job satisfaction.

Methodology of the Study: Normative survey method has been used in the present study.

Tools Used in this Study

The following tools were administered for collecting the required data.

1. Emotional intelligence test developed by Dr.Dalip Singh (2002).
2. Job satisfaction scale developed by jayalakshmi Indiresan (1987).

Sample

The present studies consist of 200 primary school teachers working in Thanjavur District. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Statistical Techniques used

In the present investigation the following Statistical technique will be used.

a. Descriptive Analysis

Measures of central tendency (Mean)

Measures of variability (Standard deviation)

b. Differential Analysis

Independent sample 't' and 'f' test

Analysis and Findings

Hypotheses 1: Primary school teachers' emotional intelligence is average.

Table 1 The mean and standard deviation of emotional intelligence of Primary school teachers

Variables	Sub-sample	N	Mean	S.D
Gender	Male	100	143.78	13.73
	Female	100	138.32	11.37
Entire		200	141.05	12.55

Entire Sample

It is evident from the Table 1 the calculated mean score of entire sample was 141.05 and the standard deviation value is 12.55.

The mean score fall above 85, which and indicates that the emotional intelligence of primary school teachers is high.

Hypotheses 2

Primary school teachers have average job satisfaction

Table 2 The mean and standard deviation of job satisfaction of primary school teachers

Variables	Sub-sample	N	Mean	S.D
Gender	Male	100	94.75	10.56
	Female	100	94.13	10.70
Entire		200	94.44	10.63

Entire Sample

It is evident from the table 2 the calculated mean score of entire sample was 94.44 and the standard deviation value is 10.63. The mean

score fall above 94 which indicates that the job satisfaction of primary school teachers is high.

Hypotheses 3

There is no significant difference between male and female teachers with respect to their emotional intelligence.

Table 3 The mean and standard deviation of emotional intelligence scores based on Gender

Gender	N	Mean	SD	't' value	Level of significance
Male	100	143.78	13.73	3.06	0.01
Female	100	138.32	11.35		

It is evident from the table-3; the calculated 't' value is 3.06, which is significant at 0.01 level. Hence, the framed hypothesis no: 3 are rejected and research

hypothesis is retained. It is inferred that there is a significant difference between male and female teachers with respect to their emotional intelligence.

Hypotheses 4

There is no significant difference between male and female school teachers with respect to their job satisfaction.

Table 4 The mean and standard deviation of job satisfaction scores based on Gender

Gender	N	Mean	SD	't' value	Level of significance
Male	100	94.75	10.56	0.412	Significant
Female	100	94.13	10.70		

It evident for the table-4; the calculated 't' value is 0.421, which is not significant at 0.01 level. Hence, the framed hypothesis no.11 is retained. It

is inferred that there is no significant difference between male and female teachers' with respect to their job satisfaction.

Suggestion for Further Research

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

- Replica of the present study could be undertaken at various levels of school teachers.
- The present study could be undertaken at various states in India.
- A comparative study could be undertaken between Tamil Nadu and Kerala state.

Recommendations

- The present study gives a clear-cut view about the job satisfaction of the primary school teachers. Based on the important findings stated earlier the following recommendations have been made for the betterment school and society.
- The primary school teachers have high job satisfaction. Government should consider the present situation of teachers and provide incentives and training programs to enhance the satisfaction in their job.
- The findings of the present study reveal that government primary school teachers have high level of emotional intelligence. Therefore guidance and counseling and meditation practices can present better emotional intelligence.

Conclusion

The present study is made on the emotional intelligence and job satisfaction of the primary school teachers. The findings of the present study reveal that the primary school teachers have high level of emotional intelligence and job satisfaction. However, the school and government should find suitable measures to provide job satisfaction among of primary school teachers.

References

1. Alloway, B. M. (2004). Emotional Intelligence and extrinsic career success: A comparison of gender and management. Ph.D. Dissertation, Gannon University, United States-Pennsylvania.
2. Bar-On, R.(1997). The Emotional Intelligence Inventory (EQ-i): Technical manual. Toronto, Canada: Multi-Health Systems.

3. Saira Ijaz Ahmad, Samina Malik (2011). Job satisfaction of teachers at secondary school level. Vol 1. ISSN 1930-2940.
4. T Sargent, and E.Hannum, 2005 "Keeping Teachers Happy Job Satisfaction among Primary School Teachers in Rural Northwest China", Comparative Education Review, 49(2)