

A STUDY OF JOB SATISFACTION IN RELATION TO EMOTIONAL INTELLIGENCE AMONG THE TEACHER EDUCATORS

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Abstract

The aim of the present investigation is to study job satisfaction in relation to emotional intelligence, with four A's, viz. awareness, acceptance, attitude and action. Data was collected from 150 teacher educators from 4 government colleges and 8 government -aided colleges of education in Punjab, using scale of Teacher Job Satisfaction Questionnaire (Kumar and Mutha, 1996), Emotional Intelligence inventory (Mangal and Mangal, 2008) were used as tools for data collection. The collected data was analyzed by t-test and product moment coefficient of correlation (r). A statistically significant positive correlation was found between job satisfaction and emotional intelligence of teacher educators. There exists no significant difference between job satisfaction of government college and government -aided college teacher educators on their higher level of emotional intelligence and exists a significant difference on their lower level emotional intelligence. There exists no significant difference between job satisfaction of male and female teacher educators on their higher level and lower level of emotional intelligence.

INTRODUCTION

Henry Adams (2008) "A teacher affects eternity; he can never tell where his influence stops". From the emergence of human beings and consequent evolution of human society in the world, teacher has ever been a constructive up bringer of the young generation. The teachers play an important role in shaping and molding the habits, tastes, manners and above all the character of students. If a teacher is satisfied, fit and free from stress and strain, he will teach effectively in the class room. The individuality of the teacher has many facets. The man has been educating the young ones to lead a good socio- economic life and create cultures and civilizations. It is the teacher who has been doing this role. He has always been respected in the society by all.

Teaching is an art. This art has to be learnt by undergoing a specific training. Teaching is a highly skilled job and cannot be done satisfactorily without a sound preparation for it. The Education Commission (1966) has observed in this context, "Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions." The parents, planners, managers and administrators of education cannot afford to ignore these fundamental beliefs of Indian society.

It is an accepted fact that teachers can work with efficiency if they are provided with good working environment, which provides satisfaction in the performance of their abilities. A

teacher should be emotionally intelligent in the midst of hectic life prevailing in the modern world. If teachers are emotionally balanced, the entire nation is benefitted.

NEED AND IMPORTANCE OF THE STUDY

No system of education, how so ever perfect, could hope to succeed without meeting the challenge of effective teaching. Among all the different factors, which influence the quality of education and its contribution to national development, competence and character of teachers are undoubtedly the most significant. So, teaching is considered as one of the noblest professions and a teacher is of paramount importance in the field of education.

Teachers play an important role in the process of education. The aims, curriculum, methods of teaching and text books are all useless, unless the teachers are committed towards their task. So, the whole process of education depends largely upon the teachers. But the teacher can play his role effectively if he is satisfied with his job.

Job satisfaction is one of the most crucial issues in today's job oriented society. It is based upon personal factors like age, sex, experience, intelligence, occupational level, anxiety level, work, security of life, opportunity for advancement, wages, social aspect, responsibilities, working conditions, human relationships etc. A well satisfied teacher is a source of inspiration for his students and a boon to the society. The challenge faced by the present society is how to improve our present education system. If teachers are satisfied with their teaching jobs, they can do a lot for uplifting the standards of education. But if they are dissatisfied they will do more harm than any good. It is the need of the hour to satisfy the teachers. The area of job satisfaction among school teachers has been widely studied but the job satisfaction of teacher educators is somewhat ignored.

Teacher educators are source of inspiration for the 'would be teachers'. In teacher training institutions, teacher educators greatly influence and shape the value patterns of the 'would be teachers'. Most of the work done on job satisfaction of teachers so far has been restricted to school teachers only. (Joseph and Keung 1996, Chen 2010). Recently, few studies on job satisfaction of college teachers and teacher educators (Kaur 2001, Grewal 2004, Siroha 2004) have been conducted. Even then there is a need of more research on teacher educators as it is very crucial and important area. To fill the gap, this study has been proposed for the job satisfaction of teacher educators in relation to their emotional intelligence.

OBJECTIVES

The main objectives of the study are:

1. To study the job satisfaction of teacher educators.
2. To study the emotional intelligence of teacher educators.
3. To study the relationship between job satisfaction and emotional intelligence among teacher educators.
4. To study the significance of difference between government college and government-aided college teacher educators on their job satisfaction in relation to emotional intelligence.
5. To study the significance of difference between male and female teacher educators on their job satisfaction in relation to emotional intelligence.

HYPOTHESES

Directed towards the objectives of the studies, the following hypotheses are formulated for verification.

1. There is a positive correlation between job satisfaction and emotional intelligence among teacher educators.
2. There is no significant difference in job satisfaction between government college and government-aided college teacher educators in relation to emotional intelligence.
3. There is no significant difference in job satisfaction between male and female teacher educators in relation to emotional intelligence.

OPERATIONAL DEFINITIONS

1. **Job Satisfaction:** Job satisfaction refers to the contentment the teacher receives from the job and the job situation in the school/educational institutions covered under the sub areas, namely, job prospects, teacher-principal relationship, teacher-teacher relationship and opportunities for self expression etc.
2. **Emotional Intelligence:** Emotional intelligence used in this study covers 4 areas or aspects for emotional intelligence viz. Intra-personal Awareness (knowing about one's own emotions), Inter-personal Awareness (knowing about others' emotions), Intra-personal Management (Managing one's own emotions), and Inter-personal Management (Managing others emotions) respectively.
3. **Teacher Educators:** Teacher educators connote teachers teaching in teacher training institutions, all (4) government colleges and (8) government aided colleges (regular teacher educators), in the state of Punjab.

DELIMITATIONS

The present study was delimited in the following manner:

1. The job satisfaction of teacher educators depends upon so many factors, but in the present study only emotional intelligence factor has been taken.
2. The study was delimited to the teacher educators of government colleges and government-aided colleges of education, Punjab only.
3. The study was delimited only to the regular teacher educators.

METHODOLOGY

The present investigation was an exploratory descriptive study. Ex-post-facto design was followed as the researcher aimed to study the independent variable retrospectively for its possible effect on, or relatively, to the dependent variable.

DESIGN OF THE STUDY

Out of all (186) colleges of education situated in the state of Punjab, all (4) government colleges of education, (8) government-aided colleges of education were taken by simple random sampling. Finally, 150 regular teacher educators were selected by cluster sampling.

TOOLS USED

1. Teacher Job Satisfaction Questionnaire (TJSQ) by Parmod Kumar, D.N. Mutha (1996).
2. Emotional Intelligence Inventory (EII) by S.K. Mangal, Shubhra Mangal (2008).

SCORING AND TABULATION OF DATA

The researcher personally administered tools, viz. Scale of Teacher Job Satisfaction Questionnaire and Emotional Intelligence Inventory to teacher educators by visiting

randomly selected educational colleges of Punjab and seeking permission for the same from their respective principals.

APPROACH TO ANALYSIS

For extracting meaningful inferences, the data was subjected to compute the mean, median, mode, SD, product movement correlation coefficient (r), t-ratio.

THE RESULTS

Table 1: Coefficient of Correlation between Job Satisfaction and Emotional Intelligence of Teacher Educators

Category	N	Correlation	Sig./Not Sig.
Teacher Educators	150	0.45	sig. at 0.01 level

For the verification of hypothesis 1 i.e., there is a positive correlation between job satisfaction and emotional intelligence among teacher educators, the product moment correlation was computed.

The coefficient of correlation between job satisfaction and emotional intelligence of teacher educators is 0.45 which is positive and significant at 0.01 level of confidence. This shows that a positive and significant relationship exists between job satisfaction and emotional intelligence of teacher educators. Therefore hypothesis 1 stating, "There is positive correlation between job satisfaction and emotional intelligence among teacher educators", stands accepted.

Table 2: Showing Difference between Job Satisfaction of Government and Government-Aided Teacher Educators in Case of Higher Level of Emotional Intelligence

Group	N	Mean	SD	t-ratio	Sig./ Not Sig.
Govt. College Teachers (higher level of emotional intelligence)	19	24.684	2.325	0.542	Not Sig. at 0.01 level
Govt.-Aided College Teachers (higher level of emotional intelligence)	57	24.35	2.313		

For the partial verification of hypothesis 2, i.e., there is no significant difference between job satisfaction of government college and government-aided college teacher educators in case of their higher level of emotional intelligence, t-test was employed as shown in table 2. The computed t-ratio is 0.542, which is not significant at 0.01 level (table value being 2.64 for this level).

It indicates that there exists no significant difference between government college and government-aided college teacher educators on their job satisfaction as far as their higher level of emotional intelligence is concerned. Therefore hypothesis 2 stating, "There is no significant difference in job satisfaction between government college and government-aided college teacher educators in relation to emotional intelligence", stands accepted in case of teacher educators with higher level of emotional intelligence.

Table 3: Showing Difference between Job Satisfaction of Government and Government-Aided Teacher Educators in Case of Lower Level of Emotional Intelligence

Group	N	Mean	SD	t-ratio	Sig./Not Sig.
Govt. College Teachers (lower level of emotional intelligence)	18	26.5	1.641	5.519	Sig. at 0.01 level
Govt.-Aided College Teachers (lower level of emotional intelligence)	56	23.536	2.804		

For the partial verification of hypothesis 2, i.e., there is significant difference between job satisfaction of government college and government-aided college teacher educators on their lower level of emotional intelligence, t-test was employed as shown in table 3. The computed t-ratio is 5.519, which is significant at 0.01 level (table value being 2.64 for this level).

It indicates that there exists a significant difference between government college and government-aided college teacher educators on their job satisfaction as far as their lower level of emotional intelligence is concerned. Therefore hypothesis 2 stating, "There is no significant difference in job satisfaction between government college and government-aided college teacher educators in relation to emotional intelligence", is rejected in case of teacher educators with lower level of emotional intelligence.

To conclude, in case of hypothesis 2, it is partially accepted. This hypothesis is true in case of teacher educators having higher emotional intelligence and not true in case of teacher educators having lower level of emotional intelligence.

Table 4: Showing Difference between Job Satisfaction of Male and Female Teacher Educators in Case of Higher Level of Emotional Intelligence

Group	N	Mean	SD	t-ratio	Sig./Not Sig.
Male College Teachers (higher level of emotional intelligence)	16	25.375	1.833	1.901	Not Sig. at 0.01 level
Female College Teachers (higher level of emotional intelligence)	60	24.316	2.484		

For the partial verification of hypothesis 3, i.e., there is no significant difference between job satisfaction of male and female teacher educators in case of higher level of emotional intelligence. The obtained t-ratio is 1.901, which is not significant at 0.01 level (table value being 2.64 for this level).

It indicates that there exists no significant difference between male and female teacher educators on their job satisfaction as far as their higher emotional intelligence is concerned. Therefore hypothesis 3 stating, "There is no significant difference between male and female teacher educators in relation to emotional intelligence", stands accepted in case of teacher educators with higher level of emotional intelligence.

Table 5: Showing Difference between Job Satisfaction of Male and Female Teacher Educators in Case of Lower Level of Emotional Intelligence

Group	N	Mean	SD	t-ratio	Sig./Not Sig.
Male College Teachers(lower level of emotional intelligence)	15	25.333	2.357	0.693	Not Sig. at 0.01 level
Female College Teachers(lower level of emotional intelligence)	59	24.83	3.038		

For the partial verification of hypothesis 3, i.e., there is no significant difference between job satisfaction of male and female teacher educators on their lower level of emotional intelligence, the computed t-ratio is 0.639 which is significant at 0.01 level (table value being 2.64 for this level).

It indicates that there exists no significant difference between male and female teacher educators on their job satisfaction as far as their lower level of emotional intelligence is concerned. Therefore hypothesis 3 stating, "There is no significant difference between male and female teacher educators in relation to emotional intelligence", stands accepted in case of teacher educators with higher level of emotional intelligence.

To conclude, in case of hypothesis 3, it is completely accepted. This hypothesis is true in case of teacher educators having higher emotional intelligence and lower emotional intelligence.

CONCLUSION

1. A significant positive relationship exists between job satisfaction and emotional intelligence of teacher educators.
2. There exists no significant difference between job satisfaction of government college and government-aided college teacher educators on their higher level of emotional intelligence.
3. There exists a significant difference between job satisfaction of government college and government-aided college teacher educators on their lower level of emotional intelligence.
4. There exists no significant difference between job satisfaction of male and female teacher educators on their higher level of emotional intelligence.
5. There exists no significant difference between job satisfaction of male and female teacher educators on their lower level of job satisfaction of emotional intelligence.

EDUCATIONAL IMPLICATIONS

1. Notable countries belonging to the G8 (the richest countries club) such as the United States and the United Kingdom have begun to understand that being one of the eight most industrialized, richest and most influential countries on the planet does not guarantee that the citizens are satisfied with their lives or are happy.
2. In the context of Malaysia, the aspect of emotional intelligence is primarily focused in the National Philosophy of Education. Spain finds itself at an excellent moment to make educational policies and investment similar to United States, United Kingdom and Malaysia. Each of these countries is pursuing emotional intelligence in their own way.

3. The role of teacher educators is of prime importance for effective implementation of teacher education curriculum; they need to be given suitable in-service and orientation education.
4. Teacher educators as a specialized professional group within education create their own specific identity and their own specific professional development needs.
5. There is an urgent need for policy makers to recognize the fact that educational quality is largely related to teacher job satisfaction. Teachers are not technicians but rounded professionals with complex and various needs.
6. It is often assumed that "happier teachers are better teachers". Thus an objective of any ministry of education should be to maximize dissatisfaction not only for the benefit of teachers themselves but for the sake of students as well.
7. Academic administrators could also make their educators workforce highly satisfied and committed by optimal provision of intrinsic and extrinsic job rewards.

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