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Assessing job satisfaction and emotional intelligence in public school teachers

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Abstract---Education is a profession that has been particularly prone to teacher turnover. Educators in today's educational system face a slew of unreasonable demands and expectations, including increasing responsibility, a lack of funding, parental disengagement, a lack of positive student attitudes, a low regard for their profession, and meagre compensation. Many instructors are dissatisfied with their jobs as a result of the pressures they are under. 50 percent of new instructors quit during the first five years, according to Colbert and Wolff (1992). Emotional intelligence, according to Daniel Goleman's latest writings (1995, 1998), is a predictor of success and contentment in the workplace. Emotional intelligence and teacher work satisfaction have not been studied to date. This study invited instructors to take Baron EQ-i Self Report Scale, Job Descriptive Index (JDI) in order to examine this phenomenon in the context of teachers. The questionnaires were sent out to 101 teachers, and a total of 101 responses were received. Emotional intelligence plays a factor in teachers' self-reported job satisfaction, according to data analysis. did confirm linked to job satisfaction and the number of years of teaching experience. There are several ideas for future research that are brought forward.

Keywords---job satisfaction, emotional intelligence, public school, teachers.

Introduction

Several members of the school staff expressed worry about the level of work satisfaction among teachers. There are several reasons why instructors leave the profession. Teachers' job satisfaction suffered as a result of their dissatisfaction with society's low regard for their profession, increased demands and accountability, and a mounting amount of stress (Latham, 1998). People who

become teachers do so because they want to serve others and gain a sense of self-actualization and accomplishment in the process (Latham, 1998). For teachers, the potential to make a difference in the lives of young people was the number one reason for their devotion. The majority of teachers also said that they found teaching to be a fulfilling career because it allowed them to help others while also making a difference in society (Jones).

Attending school is mandatory for all children who are of school age. In spite of this, because teachers were expected to do more than merely educate kids, they found their work tough. According to teachers, so far so good (Latham, 1998). If you want to teach in Kentucky, you need a bachelor's degree and either a master's or post-baccalaureate degree in addition to your undergraduate one. As soon as they had finished their education, teachers had to take on a variety of roles in the school, including managing classroom discipline, completing paperwork, acting as bus or cafeteria monitors, and keeping an eye on the hallways. They also had to participate in professional development training, consult with parents, teach at a level where students could do well on high stakes tests, and work with administrators.

Emotional intelligence

Emotional intelligence has been linked to success and enjoyment in the workplace, according to other academics. Going back to Goleman's theory of performance based on emotional intelligence, we were able to predict success in a wide range of fields, from sales to management (Goleman, 1998). According to psychologist Daniel Goleman, improving one's emotional intelligence can lead to personal and professional success. It is said that Goleman has altered the Mayer and Salovey (1993) model of emotional intelligence in order to better predict people's performance at work and in leadership roles. Goleman Using a framework provided by Goleman, one can effectively evolve as an individual at work. According to Goleman, a person's ability to master self-awareness, self-management, social awareness, and interpersonal relationships is essential to their professional success.

Literature Review

It is estimated that half of all new teachers leave the profession during the first five years of their employment. As the enthusiasm waned, there appeared to be a number of reasons. Teachers were found to be dissatisfied with their professions due to a variety of issues, according to a number of studies. Teacher job satisfaction was impacted by a variety of stressors. Job satisfaction plummeted in situations characterised by high levels of negative stress (Bavendam Research, Inc., 2000). Employees reported higher levels of stress at work when their constant cause of anxiety and worry. Employers encouraged and provided role models for striking a work-life balance in order to reduce employee stress. As a result, the number of interruptions enforced during teaching was kept to a minimum.

Another element that had an impact on job satisfaction was the leadership of the organisation. Trained and qualified principals were rated highly by teachers as

effective leaders who inspired their colleagues to strive for excellence. indicated that administrators who were trustworthy and inspired them to attain important goals were more responsive and effective in their communication (Iwanicki, 2001). Four items were used to gauge how happy instructors were with their jobs and how likely they were to stay in the same position in the future. A 6-point scale ranged from 1 (certainly wouldn't work there again) to 6 for one of the items, while the other three used the same 7-point scale as the motivational items. Among the 697 instructors who said they were content with their jobs in response to the first question, a p-value of .64 was found. Second, $\chi^2(1, N = 683) = .89$; $p = .35$, there were no gender differences in the replies to the second question. More than a third of teachers stated that they would not be teaching again. When asked if they considered that teachers in general were driven, 74% of instructors said yes, with no statistically significant difference across genders. Five to six teachers, on average, showed a lack of desire in the survey's fourth question

Work satisfaction was measured using a two-way ANOVA to see if there were gender or experience disparities. The study had 1,848 participants in all. According to the results of the two-way ANOVAs, there was no statistically significant interaction between gender and years of teaching experience. When it came to compensation, advancement, autonomy/decision-making and general work conditions and student contact, gender and teaching experience had no statistically significant impact. On both measurements, all of the items were rated from 1 (strongly disapprove) to 5 (strongly agree) (strongly disagree). Reverse scoring was necessary in a few instances. The students I teach are a joy to work with." A one-way ANOVA was used to examine the work and personal lives of three groups of instructors. Teacher work satisfaction differed significantly between general education and special education. One group of teachers' responses was significantly different from the other group's because the target group was more precisely defined and responders were assured anonymity, according to Stempien and Loeb (2002) With just 58% participation, the vast range of disabilities among children served by the two groups. A look into teachers' happiness and emotional intelligence will follow in the next sections.

Awareness of one's feelings

Emotional intelligence is the ability to recognise and regulate one's own feelings and thoughts, as well as to allow those feelings to influence one's thoughts (Mayer, 2001). A person's personal and professional success, on the other hand, was considered as a direct result of their ability to manage their emotions. There are various connections between professional success and one's ability to manage one's emotions. Self-awareness and self-management as well as social awareness and relational awareness formed the cornerstone of Goleman's (1998) concept of emotional intelligence. Businesses and organisations have shown that employees with high levels of emotional intelligence outperform those with low levels. Emotional self-awareness, self-assessment, and self-confidence were all part of the self-awareness cluster. These researchers were able to pick up on patients' emotional states better than their less sensitive colleagues (Goleman, 1998). The best sales teams included individuals who were able to listen to the concerns of their customers while also expressing their own opinions in order to help them make a decision that was favourable to both the consumer and the company. For this study, we

came up with these hypotheses: Emotional intelligence will have a favourable impact on the vendor (Goleman, 1998).

Summary

Teacher job satisfaction was found to be an issue after a study of the relevant literature. Specifically, teacher discontent was a major factor in the exodus of educators from the field. Teachers' job satisfaction has been the subject of numerous research; nevertheless, these studies have focused on workplace circumstances, leadership, job stress, motivation, gender, and teaching demographic disparities. Having shown a link between job satisfaction and a teacher's level of emotional intelligence, the current study sought to see if there were any links between the three variables.

Hypotheses

Impact on teachers' job satisfaction; Emotional intelligence and job happiness in teachers will increase with more teaching experience.

Method

Participants

Included in this study were public school instructors who are currently employed. Participants in this study included Western Kentucky University's graduate students and instructors from south central Kentucky who volunteered to participate. For the most part, people are happy with the way they're being treated at work, including their pay and promotion chances. A person's level of happiness at work is referred to as their level of job satisfaction. The perceived disparity between what employees expected and what they received was used to measure their thoughts on remuneration.

The Job Descriptive Index's validity and reliability

To ensure consistency, stratified random samples were used to collect data across all participants. Based on a survey of 1,737 workers from a wide range of professions, the standards were derived. Convergent and discriminant validity were found in this test's results. Emotional well-being at work must be distinguished from financial well-being, and this must be done separately from other factors of job satisfaction.

Emotional Intelligence test

People's emotional intelligence can be assessed with the help of this scale. It is possible to utilise this test to measure a person's overall emotional intelligence, emotional health potential, and current psychological well-being (BarOn, 2000). The better one does in dealing with external stressors, the higher one's score. On this scale, someone with a mental health problem is more likely to have a score below 85 than a person who is healthy. It was determined whether or not

someone's ability to cope with their surroundings had been affected by stress tolerance and impulse control, reality testing and problem solving.

Authenticity and Reliability

More than 4,000 people from around North America took part in the 1997 study, which served as a basis for standardising the scale's measurement units (BarOn, 2000). Discrepancy Index, Positive Impression, and Negative Impression were all included in the scale's validity indications (the tendency to give an exaggerated negative response). Based on the results of the Positive and Negative Impression Scales, the scale's scores were automatically changed. No scales were left unchecked in this inquiry.

Procedure

Students could either pick up or have a package given to them in order to administer the BarOn EQ-i Self Report Scale. Western Kentucky Institution's Human Subjects Review Board approved the experiment in advance, and researchers from the university informed each teacher that the equipment's instruction manuals were given in full. Teacher-led research teams completed their project and then handed over all of their instruments to the original researcher.

Result

Descriptive Statistics

Women outnumbered men in the sample of 101 teachers ($N = 92$). Teachers of colour made about 14 percent of the school's total staff. There were more suburban teachers ($n = 74$) than rural teachers ($n = 22$) or city teachers ($n = 5$). Every teacher ($n = 100$) worked in a school district, except for one ($n = 1$). Participants in the study included 62 educators from elementary schools, 4 educators from middle schools, and 35 educators from high schools. Some 60 participants were normal educators, followed by 29 special educators; One hundred and sixty-six people applied for the position. 15 were content; 17 were somewhat pleased; 13 were unsure; 13 claimed they weren't sure; and 11 were a little dissatisfied. Teacher satisfaction was higher than that of any other group in the classroom ($n = 49$). ($p .05$).

Discussion

The association between teachers' job satisfaction and their level of emotional intelligence has not been studied, as far as we know. This study focused on emotional intelligence to see if teachers' feelings of job satisfaction and retention were influenced by it. Research on the association between teachers' job satisfaction and their emotional intelligence has grown significantly in the last several years. Self-reported measures of job satisfaction have been proven to be positively correlated with an individual's level of emotional intelligence. These data suggest that a teacher's level of emotional intelligence correlates with their level of teaching experience. These findings show that instructors who plan to

remain in the classroom for a longer period of time than their peers may have greater levels of emotional intelligence. A general pattern emerges from the data, however there is no evidence that years of teaching experience are associated with greater job contentment.

Self-reported measures of job contentment

Teachers with high emotional intelligence also report a high level of teaching pleasure, which is noteworthy, according to this study's findings. As far as I'm concerned this is sound reasoning. When it comes to their work environment and current circumstances, teachers with high levels of emotional intelligence are more likely to be positive. A high level of emotional intelligence may result in teachers having a greater sense of satisfaction with what they do. Teachers with more experience, the survey finds, are also happier with their coworkers. In order to gain a deeper understanding of the educational system, teachers who work in the same school building for an extended length of time may form closer relationships with their coworkers. Employee satisfaction should rise as a result of these positive connections.

According to this report, middle school teachers are more satisfied with their pay than elementary and high school teachers. Educators in middle schools may think they are fairly compensated for the work they perform. It's possible that elementary and high school teachers perceive that they are overworked and underpaid because of their distinct roles. Many elementary school teachers describe themselves as "caregivers" rather than "teachers" because of this. Students who are sick, for example, must be cleaned up, taken to the bathroom multiple times, walked in a single file line, and monitored at recess by their teachers. Students' attitudes may also be a problem for high school teachers. Due to the fact that teenagers are considered young adults, they may have a hard time following authority people' orders.

Teachers' emotional intelligence and job satisfaction were the study's key goals, and the results were presented in an exploratory and global fashion. Teachers' self-perceptions of their jobs were found to be significantly influenced by their level of emotional intelligence, as measured by this study. A remedial programme or in-service trainings can be conducted if teachers' emotional intelligence is low, and this will lead to a higher level of job satisfaction. Public school teachers who thrive may be more likely to stay in their positions if these tactics are used (BarOn, 1997).

The study has a lot to offer

This study has a number of advantages. Until yet, no studies have been done on the topic. The fact that this study was done in the first place speaks eloquently about the importance of teachers' emotional intelligence and job satisfaction. Administrators of public schools have access to a plethora of information that can aid in the retention of teachers in their ranks. This study was also educational for the participants. Teachers who participated in this study have a better understanding of the value of emotional intelligence in their profession and personal well-being as a result of their involvement. An additional advantage of

the study is that it employs a 100% response rate, as well as dependable and valid scales.

The findings of this study could lead to an increase in educators' lifetime learning. Teachers may be interested in ways to participate in remedial and retraining programmes that could increase their emotional intelligence in view of the association between job satisfaction and emotional intelligence. There are some drawbacks to this study. While there are several flaws to this study, it is nonetheless worthwhile. Because only nine men, 14 African-Americans, five urban teachers, and four middle school teachers took part in this study, its findings were severely limited in their usefulness and impact. As a result, the results for each group may have been different if more people from each group had been included in the sample. On both measures, the professors may have been dishonest in their answers. Emotional intelligence is likely to be higher among teachers who participated in this study because they gave up their time and effort to do so. It is therefore impossible to draw conclusions about all public school teachers based on this sample.

Putting One's Faith in the Future

Despite the fact that the study only included one private school teacher, there are some implications for forthcoming research. When it comes to private school teachers, it's interesting to see if the findings of the current study hold true as well. Teacher retirees with at least two years of classroom experience could be included in this study in the future. People's ability to identify and respond to their own emotions is measured by emotional intelligence. Emotional intelligence among teachers who are mentored for their first year of teaching and opt to remain in the field would be intriguing. For those teachers who have low levels of emotional intelligence, it will be interesting to find out if workshops and in-service trainings designed to improve their emotional intelligence make a significant difference. It will also be investigated in the future to see which EQ subscales are more prevalent in teachers at different stages in their careers and to discover trends in how these changes over the course of their careers. To what extent is it typical for primary school teachers to begin their careers with greater levels of adaptability EQ, including optimism and happiness, before gradually shifting toward a more problem-solving, testing of reality, and flexible EQ as their careers progress? It would be fascinating to see whether there are any commonalities among professor.

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