

Examining the Impact of Emotional Intelligence on the Job Satisfaction of Teachers

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Abstract - This paper examines the impact of emotional intelligence on job satisfaction. The relationship is examined through an empirical study involving 254 teachers from different under-graduate colleges of Kashmir province, using the linear regression analysis. The results provide that teachers' emotional intelligence has a positive and significant impact on their job satisfaction. The implications of these findings are discussed and suggestions for the future research are advanced.

Keywords: Emotional intelligence, Job satisfaction, Teachers, Colleges.

I. INTRODUCTION

Educational institutions exist for the people and by the people and their effectiveness depend on the behaviour and the performance of people constituting them. Employees working in educational institutions can be mainly divided into two groups: teachers, who are responsible for the academic activities of the institution and administrative staff, who are responsible for supporting the academic activities. Teachers shoulder the responsibility for all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc. and their productivity determines the quality of education provided by an educational institution. While numerous factors have been linked to teacher's productivity, job satisfaction is the most frequently cited, and therefore merits attention. Understanding the determinants of teachers' job satisfaction will help education practitioners make strategies to enhance the productivity of teachers. Past research has focused on the influence of factors like organizational policies, working time and job environment on job satisfaction but paid little attention to the linkage between emotional intelligence and job satisfaction. The present paper is an attempt to fill the gap in this field and provide a new perspective to the findings of previous studies on the subject of influence of emotional intelligence on job satisfaction.

A. Conceptual Development

Emotional Intelligence (EI) has its roots in the concept of "social intelligence" that was first identified by Thorndike in 1920. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations." Following Thorndike, Gardner (1993) included social intelligence as

one of the seven intelligence domains in his theory of multiple intelligences. According to Gardner, social intelligence is comprised of a person's interpersonal and intrapersonal intelligences. Intrapersonal intelligence relates to one's intelligence in dealing with oneself, and is the ability to "symbolize complex and highly differentiated sets of feelings." In contrast, interpersonal intelligence relates to one's intelligence in dealing with others and is the ability to "notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions" (p. 239). Mayer and Salovey (1990) were among the earliest to propose the name "emotional intelligence" to represent the ability of people to deal with their emotions. They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Mayer and Salovey's definition includes four core abilities: Identifying Emotions, Using Emotions, Understanding Emotions, and Managing Emotions. Identifying Emotions is ability to identify accurately one's own and others' emotions and feelings, as well as ability to express these emotions. Identifying emotions is composed of specific skills, including: emotional awareness, which allows individuals to distinguish different emotions; expression of emotion, involving ability to effectively communicate how one feels; reading other people's emotions, which entails reading accurately other's emotions from facial expressions and other behavioural cues; and reading between the lines, which involves identifying when emotions have been portrayed inaccurately, such as when a person expresses one emotion but feels another. Using Emotions involves enhancing the thinking process by using emotions to inform decisions. Using emotions is also composed of specific skills, including: paying attention which uses emotions to facilitate memory, decision making, planning, and problem solving; taking another's perspective, which involves both understanding others' points of view, but also being able to experience the world as the other person sees it; thinking differently and using emotions to problem solving, both involve using feelings to shift the thinking process, for example, being able to engage a positive mood to motivate oneself to tackle a complex problem or dilemma. Understanding Emotions is skill in comprehending complex emotions and how they operate in

the social world. A foundation of understanding emotions involves possessing an accurate vocabulary of emotions and being able to distinguish among them. In addition, emotionally competent individuals understand the cause and effect relationships of emotions, such as knowing that the expression of anger could elicit specific reactions like fear or reciprocal anger depending on the circumstances. This allows prediction of others' emotional reactions. In addition, understanding emotion includes the knowledge that different emotions can occur at the same time and the ability to differentiate them, as well as an understanding of the progression of emotions over time. Managing Emotions

involves both self-awareness of the emotions one is experiencing, the ability to harness emotions for purposes of motivation or inspiration, the ability to control emotions so that the emotions do not overwhelm the individual or govern inappropriate or undesired actions, and integrating feelings and actions. This aspect of the Mayer and Salovey emotional intelligence model is consistent with the growing body of work on emotional regulation. Goleman (1995) adopted Mayer and Salovey's definition, and proposed that EI involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships (Table 1).

TABLE I DIMENSIONS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence Dimension	Emotional Competencies
Personal competencies:	
Self-awareness	Emotional awareness, accurate self-assessment and self-confidence
Self-regulation	Self-control, trustworthiness, conscientiousness, adaptability and innovation
Motivation	Achievement drive, commitment, initiative and Optimism
Social competencies:	
Empathy	Developing others, Understanding others, service orientation, political awareness and leveraging diversity
Social skills	Influence, conflict management, communication, leadership, building bonds, change catalyst, cooperation & collaboration and team capabilities

B. Golemans Model Of Emotional Intelligence (1995)

Job satisfaction is an important attribute that enables an employee to perform to his/her full potential. Job satisfaction is linked to improved performance and productivity where as job dissatisfaction is linked to absenteeism and excessive turnover. Multiple researchers have put forward different definitions of job satisfaction.

However, one of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Job satisfaction is employee attitude ,including pay ,promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication" according to Spector (1985).

Smith et al. (1969) described in their "job description index" that working condition, co-workers, pay, promotion opportunities, supervision and work itself are some factors that affect the job satisfaction intensity of the teachers. Siddique et al. (2002) indicated that salaries, fringe benefits, security of service, chance of promotion and social status

are some factors that have relationship with the job satisfaction of the teachers. Some of them have significant while other have insignificant relation with the dependent variable that is job satisfaction.

Telman and Unsal (2004) recognized that the factors affecting job satisfaction are internal, external and personal. Internal factors include characteristics related to the basic nature of work. External factors are the conditions such as physical work, promotion conditions, relationships with superiors and co-workers, creativity, job security, organizational structure and culture. Personal factors include factors such as demographic characteristics (gender, age, length of service, educational level etc.), personality traits and incentive, knowledge and skills.

Job satisfaction is identified in terms of extrinsic values and intrinsic values. Extrinsic values include tangible aspects such as wages, work benefits, networks and bonuses. Intrinsic values include status, a sense of achievement, the ability to interact with others, self-worth, self-esteem, accumulation of knowledge/skills and the ability to utilize and express creativity

II. RESEARCH MODEL AND HYPOTHESES

This study proposes the research model shown in Figure 1. It asserts that the job Satisfaction is a function of emotional intelligence. The following subsection elaborates on this relationship and the theoretical underpinning of the hypothesis.

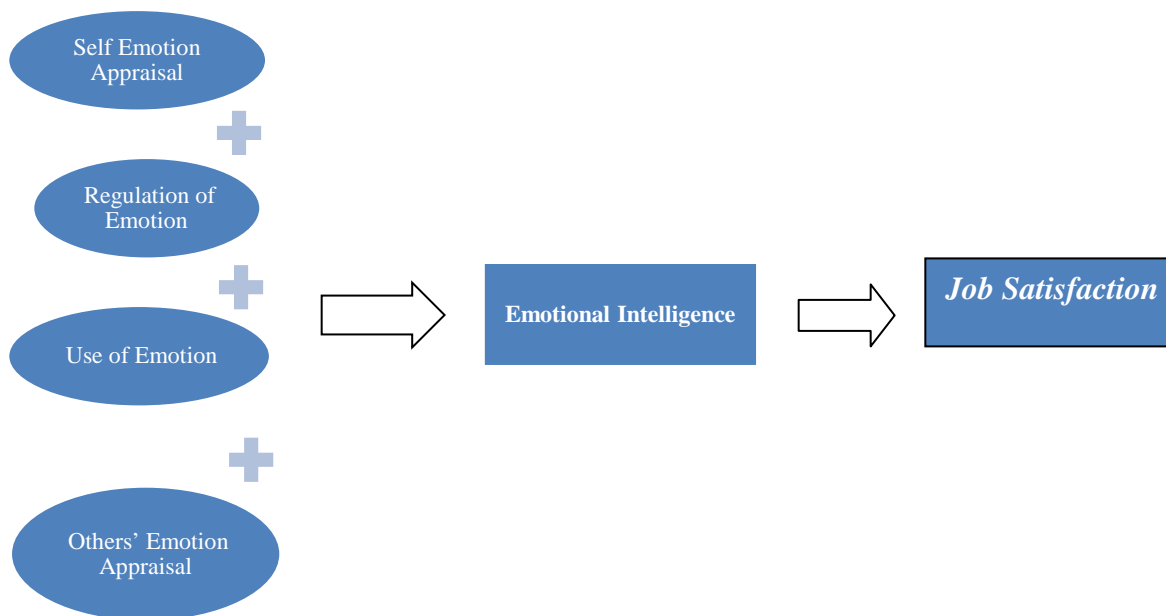


Fig.1 Research model

Several studies have probed the impact of emotional intelligence on job satisfaction. According to Cooper & Sawaf, (1997), employees with high EI may be better at identifying feelings of frustration and stress, and subsequently, regulating those emotions to reduce stress. Furthermore, employees with high EI are more resilient because they are able to understand the causes of stress and develop strategies and perseverance to deal with the negative consequences of stress and consequently have a better job satisfaction. Sy et al. (2006) found that there exists a positive association between emotional intelligence (EI) and job satisfaction. Lopes, Grewal, Kadis, Gall, and Salovey (2006) supported empirical evidence for the links between EI abilities and job satisfaction in a group of managers. Therefore, it is hypothesized that:

Hypothesis 1: Emotional intelligence has a significant and positive impact on job satisfaction

Furthermore, Job satisfaction is generally classified into two dimensions as intrinsic job satisfaction and extrinsic job satisfaction. It is further hypothesized that:

Hypothesis 1a: Emotional intelligence has a significant and positive impact on intrinsic job satisfaction

Hypothesis 1b: Emotional intelligence has a significant and positive impact on extrinsic job satisfaction

A. Research Instruments

The scale items for emotional intelligence were developed from the study of Wong and Law (2002). The scale items for job satisfaction were adapted from Weiss (1967). Each

item was measured on a five-point Likert-type scale ranging from “strongly disagree” to “strongly agree”. We performed a pre-test to validate the instrument. The pre-test involved ten respondents who had more than fifteen year experience of teaching. Respondents were asked to comment on the length of the instrument, the format, and wording of scales. Therefore, the instrument has confirmed the content validity.

B. Data Collection

Empirical data was collected by conducting a survey of teaching staff of six under-graduate colleges of Kashmir province. A total of 300 questionnaires were distributed, out of which 260 questionnaires were received. Of the 260 questionnaires returned, six responses were incomplete. The remaining 254 valid and complete questionnaires were used for the quantitative analysis. It represented a useable response rate of 84.66%. The questionnaire collected socio-demographics data including gender, age, marital status, level of education, and work experience. The respondents were 64.1% male. Most (21%) were aged between 40-50 years. Most had 8-15 years of work experience (26%).

C. Data Analysis

This study was conducted using SPSS as analysis tool. The data analysis method involved descriptive statistic, correlation analysis and regression analysis. The proposed model was tested using regression analysis. Table 2 summarizes the descriptive statistics for variables included in the model.

TABLE II DESCRIPTIVE STATISTICS

Construct	Dimension	Mean (N=254)	S.D
Emotional Intelligence	Self Emotion Appraisal	3.94	.75
	Regulation of Emotion	3.39	.95
	Use of Emotion	3.75	.86
	Others' Emotion Appraisal	3.51	.91
Job Satisfaction	Intrinsic	3.27	.72
	Extrinsic	3.87	.60

Source: Data compilation by the Authors for the present study

Inter-correlations are summarized in Table 3. According to the correlation results all variables have direct relationship between each other on a bivariate level. Furthermore, EI has

a strong and positive correlation with intrinsic job satisfaction, extrinsic job satisfaction as well as with the overall job satisfaction.

TABLE III CORRELATION ANALYSIS

Construct	1	2	3	4
Emotional Intelligence	1	.36	.32	.29
Intrinsic Job Satisfaction	.36	1	.65	.49
Extrinsic Job Satisfaction	.32	.65	1	.53
Overall Job Satisfaction	.29	.49	.53	1

Source: Data compilation by the Authors for the present study

In the first regression analysis, we investigated the impact of EI on intrinsic job satisfaction. The regression model is significant as a whole ($F=1.410$; $p < 0.01$); it explains 13 percent of the change in intrinsic job satisfaction (Table 4).

The findings show that emotional intelligence has positive and significant impact on intrinsic job satisfaction. Therefore, hypothesis H1a is empirically supported and hence accepted.

TABLE IV REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.36	.000
Dependent variable: Intrinsic Job satisfaction, $R^2 = 0.13$, $F = 1.410$		

Source: Data compilation by the Authors for the present study

In the second regression analysis, we investigated the impact of EI on extrinsic job satisfaction. The regression model is significant as a whole ($F=1.210$; $p < 0.01$); it explains 10 percent of the change in extrinsic job

satisfaction (Table 5). The findings show that emotional intelligence has positive and significant impact on extrinsic job satisfaction. Therefore, hypothesis H1b is empirically supported and hence accepted.

TABLE V REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.32	.000
Dependent variable: Extrinsic Job satisfaction, $R^2 = 0.10$, $F = 1.210$		

Source: Data Compilation By The Authors For The Present Study

Finally, we analysed the impact of EI on overall job satisfaction. The regression model is significant as a whole ($F=2.210$; $p < 0, 01$); it explains 9 percent of the change in overall job satisfaction (Table 6). The findings show that

emotional intelligence has positive and significant impact on extrinsic job satisfaction. Therefore, hypothesis H1 is empirically supported and hence accepted.

TABLE VI REGRESSION ANALYSIS

Independent variable	β	Sig
Emotional Intelligence	.29	.000
Dependent variable: Overall Job satisfaction, $R^2 = 0.09$, $F = 2.210$		

Source: Data compilation by the Authors for the present study

III. DISCUSSION

In our study, we aimed to analyze the impact of emotional intelligence on job satisfaction. We conducted a study on a sample of 254 teachers from six undergraduate colleges of Kashmir. The regression models were significant. The present study was able to explain a significant amount of variance in job satisfaction (9%). The result of the study revealed that emotional intelligence has a significant and positive impact on intrinsic, extrinsic as well as on overall job satisfaction. Therefore, the educational institution administrators should pay more attention to teacher's emotional intelligence. Moreover, we suggest that the educational institution practitioners should arrange for the teachers to participate in the course of emotional intelligence, in order to strengthen the ability of teacher emotional management and consequently enhance the job satisfaction.

IV. CONCLUSIONS

The objective of this paper has been to develop a model to explain teacher job satisfaction. The proposed model investigates role of emotional intelligence in providing a more comprehensive understanding of the job satisfaction. The results show that emotional intelligence has a positive influence on job satisfaction.

There are some limitations of the present study. First, this study was focused on educational institutions; the findings cannot therefore be generalized to all organisations. Future research can be conducted on various organisations from different sectors. Second, the research was focused on self-report measurements. The adopted cross-sectional research design, as opposed to a longitudinal or experimental methodology, does not allow affirmative causal explanations. With our cross-sectional data, we only took a snapshot of this model. A stricter test of our argument, however, would be to use longitudinal study to evaluate this aspect. By using a longitudinal study in the future, we could investigate our research model in different time periods and make comparisons, thus providing more insights into the

role of EI in job satisfaction. Future research could explore the influence of demographic factors on emotional intelligence and job satisfaction with a more diverse sample. Future studies should examine whether the results of this study hold true in both private and public educational institutions.

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