



**Emotional Intelligence of Women Teachers of Secondary Schools in
Relation to the Type of Institution, Professional Training and Their Level
of Job Satisfaction: An Exploration**

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Abstract: The teaching community which is one of the largest work forces in the country affects the lives of thousands of people. The children in the classroom are bricks and mortar that go into the building of a nation. However, it is the builder i.e. teacher behind the brick and mortar that matters most. It is she who moulds the children into proper shape, so as to enable them to lead successful life. The prime objectives were to study the emotional intelligence of women teachers working in secondary school and to find the difference in emotional intelligence of women teachers teaching in government and private schools. The researcher has selected a sample of 100 women teachers of secondary schools of Distt. Jammu and Kathua. After that she contacted the concerned authorities of the schools for proper permission. She finally got permission to collect the data from six schools on women teachers of secondary schools of District Jammu and Kathua. It is found that the difference in Emotional Intelligence of women teachers teaching in government and private schools is significant at .01 level. It was also found that the government schools women teachers have significantly higher emotional intelligence than the women teachers teaching in private secondary schools.

Keywords: *Emotional Intelligence, Women Teacher, Professional Training and Job Satisfaction.*

Introduction:

The teachers have to play a very important role in the improvement of education; therefore, it is necessary that best efforts be devoted to them, since there is no much flexibility in the work they require to do, and the manner in which they can do it. It is also acclaimed beyond doubt that teaching profession is noblest of all professions. The success in teaching profession in

mostly attributed to the attitude of the teacher. If the women teachers are highly qualified and well experience, they have a clear understanding of concepts, making the best use of illustrative aids, involving pupils in the lessons, aware of source materials of knowledge and new techniques of teaching. An emotional intelligence women teacher can perform effectively and do justice with the responsibilities assigned to her only when she is satisfied with the job. Most of the teachers are very much dissatisfied because of the large teachers pupil ratio, a syllabus which is beyond the reach of the ordinary students, too much of correction work, student indiscipline and the tendency of the parents to find fault with the teachers for the poor standard of their children. Others causes of dissatisfaction are : Lack of facilities in schools to carry out effective teaching or to take up innovative work, poor social tending enjoyed by the perform and a salary not cumonusirate with the work (Reddy 1978).

The teacher plays a great role in teaching learning process. She can bring miracle in the teaching learning condition. Since, teacher is the best medium of conditions emotionally intelligent women teacher has a complete control over her emotions. She never loses her emotional balance. She is professionally trained and makes use of effective teaching methods & innovative techniques to make the teaching learning process more effective she deals with her students with love and sympathy. Since, Teacher is the best medium of communication between the two. She teaches subjects to his pupil to whom one is to teach. Teaching is an art; every one cannot be a good teacher. It is rightly said that the whole system of education depend upon teacher.

Emotional Intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces. Emotional Intelligence plays an important role in the attainment of personal and professional goals. Studies show how emotional intelligence is an intrinsic component of success in school. The growing importance of emotional intelligence in professional goals. Studies show how emotional intelligence is an intrinsic component of success. All professionals who eventually hope to occupy positions in authority should make a point to develop their social and emotional intelligence skills, in addition to the competencies that are expressly required by the job. Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy, information, connection and influence. Until recently we led to believe that a person's general intelligence measured as I.Q or intelligence quotient is the greatest predictor of success in any walk of life-academic, social, vocational or professional consequently, the I.Q scores are often used for selection, classification and promotion of individuals in various programme, course and job placement.

Historically speaking the term Emotional Intelligence was introduced in 1990s by two American University Professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the difference in people's ability in the area of emotions.

Emotional Intelligence is that which gives a person a competitive edge to exceed in his life. It refers to the capacity for recognizing our own feelings and those of others, emotions well in ourselves and for in our relationship.

Pioneering model of Emotional Intelligence was proposed in the 1980's by Reuven Bar-On, an Israeli psychologist. His model describes personal, emotional and social abilities that influence one's ability to succeed in coping with environmental demands and pressures.

The fifteen key abilities fall into five general clusters.

1. Intra-personal capacities.
2. Inter-personal skills.
3. Adaptability.
4. Stress Management strategies.
5. Motivational and general mood factors.

However the main credit for popularizing the concept of emotional intelligence goes to another American Psychologist Daniel Goleman (1995) who not only defined Emotional Intelligence comprehensively but also evolved many other comprehensively but also evolved many other relevant issues pertaining to emotional intelligence.

Definitions:

1. John D. Mayer and Peter Salovey (1995) have emotional intelligence as "the capacity to reason with emotion in four areas : to perceive emotion, to integrate it in thought, to understand it and to manage it".
2. In the words of Reuven Bar-On (1997) "Emotional intelligence is an array of non-cognitive capabilities competencies and skills that influence one's abilities to succeed in coping with environmental demands and pressures".
3. Mayor and Cobb (2000) have rightly revealed that the emotional intelligence is the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and managements of emotions.

Dimensions of Emotional Intelligence

The concept of Emotional Intelligence way comprehensively analyzed in terms of three dimensions.

The broad areas which these three dimensions seem to cover are as under:

- 1. Emotional Competency:** It constitutes the capacity to respond tactfully to emotional stimuli by various situations having high self esteem and optimism, communication, tackling emotional upsets such as frustration, conflict and inferiority complex, enjoying emotional, doing what succeeds, ability to relate to others, emotional self-control capacity, to avoid emotional exhaustion such as stress, burn out, learning to avoid negativity of emotions, handling egoism etc.
- 2. Emotional Maturity:** Emotional maturity constitutes evaluating emotions of oneself and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating others point of view, developing others and delaying gratification of immediate psychological satisfaction.
- 3. Emotional Sensitivity:** Emotional sensitivity constitutes understanding threshold of emotional arousal managing the immediate environment, maintaining, rapport, harmony and comfort with others, and letting others feel comfortable in one's company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully realizing communicability of emotions moods and feelings having an insight into how others evaluate and relate to him.

Emotional intelligence constitutes three psychological dimensions Emotional Competency, Emotional Maturity and Emotional Sensitivity which motivates an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour. Emotional Intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in oneself and in others, most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations. In simple terms, we can say that Emotional Intelligence can be defined as knowing what feels good, what feels bad and how to get from bad to good.

Concept of Job Satisfaction

The concept of job satisfaction reveals interrelatedness of various elements at work, such as physical condition of work, working hours, rest hours, the phenomenon of monotony, fatigue, incentives, employees attitude etc. a person likes to work which is favourable to his attitudes and when he works like that, it is said that she is satisfied with her work.

The term job satisfaction is the combination of two words: Job and Satisfaction. Job necessarily means a piece of work labour undertaken at a sated piece, or paid for by the hour or day and turned to private advantage as in other words, we can say, a job refers to

collection of tasks, duties and responsibilities which as a whole is regarded as the establishment assignment to individual employee. The job satisfaction is the result of various emotions possessed by an employee towards his job that emotions are related to some specific factors such as wages, conditions of work, advancement, opportunities, prompt settlement of the grievances, fair treatment by other employers and other benefits.

According to Bullock (1952), "Job satisfaction may be defined as an attitude which results from balancing summation of many specific likes and dislikes experienced in connection with the job". According to Encyclopedia of Psychology (1972) job can be distinguished from work and occupation, job is a task and occupational activity performed by individual in return for a monetary reward. Job is a complex of interrelationship of tasks, roles, responsibilities, interaction incentives and rewards.

It is very difficult to define job satisfaction though it is very easy to feel satisfied at teacher job or otherwise. The satisfaction which people experience in their job is in large part the consequences of the extent to which the various aspects of their work situation tend to be relevant to their job related values systems. Job is the first requisite for proper adjustment in the modern society.

Job satisfaction includes two things:

1. Liking and enjoying the job
2. Going to one's work without anger, feeling of frustration, going to one's job which head erect and with all smiles.

Actually teaching is an important part of the process of education. Its special function is to impart knowledge, develop understanding and skill. Teaching is a relationship which is established among the teachers, students and the subject matter.

Rationale of the Study:

Teachers occupy a pivotal position in any nation as it is they who prepare the citizens of tomorrow, while as the quality of nation depends to a great extent on the quality of education. The quality of education depends upon the quality of teachers. Therefore, if the women teachers are trained for the job, they will be in a position to educate pupils in a proper way. The women teacher, play a key role in the teaching learning situations. The teachers effectiveness is very important to make the process of education successful. Job satisfaction is very vital of a women teacher to come out with desirable performance and lead for qualitative human relationship. This would make her to lead a quality professional life Job satisfaction and emotional intelligence are two different factors to a great extent to determine

the difference in the individuals. Various psychologists and educationists have initiated and conducted various studies on job satisfaction and emotional intelligence separately. Psychologists said that the person who show good emotions and has the capacity to reason with emotions and manage it in the different field of life, he is an intelligence person.

Happock (1953) conducted a study and found that less than 10% teachers he sampled were dissatisfied. He also reported that teachers who were satisfied in their job have better human relationship with associates and supervisors.

In description of emotional intelligence Salovey and Mayor (1990) say that emotional intelligence is a form 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 action.

There is a huge literature available on internet and also in the libraries, in the shape of M.Phil and Ph.D Thesis, books, magazines, articles etc. on job satisfaction and emotional intelligence separately, but nobody tried to conduct a study on emotional intelligence and job satisfaction of women teachers. So the investigator decided to conduct a study of job satisfaction and emotional intelligence of women teachers of secondary schools.

Objectives of the Study:

1. To study the emotional intelligence of women teachers working in secondary school.
2. To find the difference in emotional intelligence of women teachers teaching in government and private schools.
3. To study the difference in emotional intelligence of trained and untrained women teachers teaching in secondary schools.
4. To find the difference between emotional intelligence and job satisfaction of women teacher teaching in secondary schools.
5. To suggest some educational implication based on the conclusions drawn.

Hypotheses of the Study:

1. There will be no significant difference in emotional intelligence of women teachers teaching in government and private schools.
2. There will be no significant difference in emotional intelligence of trained and untrained women teachers teaching in secondary schools.
3. There will be no significant difference in the emotional intelligence of women teachers teaching in secondary schools with high and low level of job satisfaction.

Operational Terms Used in the Study:

1. **Job satisfaction:** Job satisfaction means when a person likes to work favourable to his attitude and he work like that, it is said that he is satisfied with his work.
2. **Emotional Intelligence:** Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.
3. **Teacher:** Teacher is a social fabric. He is motivated person. He plays a very key role in the teaching learning situation. Here the teacher is a person who works in the school and earns his livelihoods out of the profession.

Methods and Procedure:

Hence the researcher randomly selected sample from the population who represent whole-population. The researcher has selected a sample of 100 women teachers of secondary schools of Distt. Jammu and Kathua. After that she contacted the concerned authorities of the schools for proper permission. She finally got permission to collect the data from six schools on women teachers of secondary schools of District Jammu and Kathua. The women teachers were randomly selected which formed the sample

Selection of Tools and its Description:

In the study the investigator has used following tools

1. Mangal Emotional Intelligence Inventory
2. Job Satisfaction Questionnaire by Dr. Parmod Mutha.

Table A

Showing the Critical Ratio of Mean Scores of Emotional Intelligence of Women Teachers Teaching in Government and Private Schools

Variable		N	M	Σ	σ _m	σ _{DM}	CR	Result
Type of Institutions	Govt.	59	71.65	10.21	1.35	2.04	4.56*	Hyp. 1 rejected
	Private	46	62.34	10.25	1.51			
	Unmarried	40	77.81	12.90	2.17			
	Trained	60	68.63	9.61	1.22			Hyp. 2
	Untrained	45	66.08	10.98	1.81			

Professional Training	(more than 5 yrs)	50	68.93	8.21	1.16	2.23	1.61	accepted
Level of Job satisfaction	Low	37	68.27	9.89	1.69	2.43	2.08*	Hyp. 3 rejected
	High	30	73.34	9.53	159			

** Significant at 0.01 level

* Significant at .05 level Interpretation

a. Table A indicates that the difference in Emotional Intelligence of women teachers teaching in government and private schools is significant at .01 level. The value of critical ratio is 4.56 which is more than the table value of „t“ at .01 level is 2.58. Therefore it may be analysed that Emotional Intelligence of women teachers teaching in Govt. school is more than private school teachers. Hence the null hypothesis stated that “there will be no significant difference in emotional intelligence of women teachers teaching in government and private schools” is rejected. This findings is in agreement with Dash & Behera (2002).

It is also be inferred from the table that the women teachers working in government schools have higher level of emotional intelligence (M = 71.65) than the women teachers working in private schools (M = 62.34).

b. Table indicates that the difference in Emotional Intelligence of trained and untrained women teachers teaching in secondary schools is not significant even at .05 level. The value of critical ratio is 1.61 which is less than the table value of (t = 1.96) at .05 level. Therefore it may be analyzed that the trained and untrained women teachers teaching have no significant difference in Emotional Intelligence. Hence the null hypothesis is stated that “there will be no significant difference in emotional intelligence of trained and untrained women teachers teaching in secondary schools” is accepted.

c. Table indicates that the difference in Emotional Intelligence of Low and High Job Satisfied women teachers is significant at .05 level. The value of critical ratio is 2.08 which is more than the table value (t = 1.96) at .05 level. Therefore it may be analysed that the women who is higher in job satisfaction will have higher level of emotional intelligence. Hence the null hypothesis is rejected. It can be further said that high job-satisfied women teachers have high emotional intelligence & the low job-satisfied women teacher have low emotional intelligence.

Conclusions:

The purpose of any research work is to come out with some concrete solution pertaining to the problem taken in hand by using different stages of research.

In the light of the analysis and interpretation of data mentioned in the previous chapter the following conclusion were drawn:

1. There is a significant difference in the emotional intelligence of govt. and private women teachers teaching in secondary schools.
2. The government schools women teachers have significantly higher emotional intelligence than the women teachers teaching in private secondary schools.
3. There is no significant difference in the emotional intelligence of trained and untrained women teachers teaching in secondary schools.
4. There is a significant difference in the emotional intelligence of women teachers teaching in secondary schools with high and low level of job satisfaction.
5. The highly job satisfied women teachers have higher level emotional intelligence and the low job satisfied women teachers of secondary schools.

Educational Implications of the Present Study

The significant results of the study may be very fruitful to the women teachers. This study can guide the teachers in a proper way to improve their emotional intelligence. The findings are in the agreement of the fact that emotional intelligence leads to higher level of job satisfaction. The findings of the study also provide guideline to the administrators heading the secondary schools to look after the welfare of the employees so that they feel satisfied. The teacher is a nation builder. The study shows that the job satisfaction of the teachers is directly related to their emotional intelligence. This study proves helpful for a teachers to shape their personality in such a way that they would be able to stable their emotional intelligence. The present study reveals that the quantum of emotional intelligence among women teachers is higher among the government school women teacher than those working in private institutions and the upper edge of government institutions is directly attributed to the basic infrastructure and the teaching aids provided by government.

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