IMPACT OF EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING ON JOB SATISFACTION

Dr. Ramesh sandhu
Associate Professor, C R College of Education, Hisar

ABSTRACT

The objective of the Study was to find out the impact of type of college, gender, age, teaching experience, emotional intelligence and attitude towards teaching on the job-satisfaction of teacher educators. The investigators chose this problem because the teacher is the most important factor in the contemplated educational reconstruction. The quality of teachers can be enhanced by increasing his/her job satisfaction level. A sample of 200 teacher educators was selected and data was collected through random sampling technique. Survey method was adopted for conducting the research. The results reveal that there is significant positive impact of type of college, gender, age, teaching experience, emotional intelligence and attitude towards teaching on the job-satisfaction of teacher educators. Teacher educators of government aided colleges, females, senior teachers, high emotionally intelligent and teachers with favourable attitude towards teaching were found to possess higher job-satisfaction level.

Key words:- Job-satisfaction, type of college, emotional intelligence, attitude towards teaching.
INTRODUCTION

Educational quality is determined by the quality of teacher which in turn is determined by teacher training programme, Indian Education commission (1964) has rightly stated "A sound programme of professional education of teachers' is essential for the qualitative improvement of education. There is a need of proper education of teachers for the success of an educational programme. The secondary education commission rightly observe, “we are, however, convinced that the most factor in the contemplated educational reconstruction is the teacher, his personal quality, his educational qualification, his professional training and place that he occupies in the school as well as the community”. Teacher education plays an important role in the preparation of human capital, teacher has an important role in any educational programme. Adequate number of quality teachers can implement the educational process through which the desired development of the students is achieved (Naaz, I, 2014). The quality of the teacher, to a large extent, depends on the quality of teacher education received by him/her (NCTE, 1998). Teacher education programme should be organised on the basis of evidence obtainable from researches such as teacher behaviour, job satisfaction, attitude towards teaching etc. Organisational psychologists have given importance to the investigation of job satisfaction since the early 1900s. Taylor's (1911) studies of scientific management focused on increasing worker productivity, job satisfaction. Several studies have argued that job satisfied workers are generally happier, enjoy better health, suffer fewer accidents and injuries and are less likely to seek other employment than unsatisfied workers.(Craney, Smith & Stone, 1992; Oshagbemi, 2013; schokkaert, Ootegem & Verhofstad, 2009; van Saane Sluiter, verbeck & Frings-Dresen, 2003). Oshagbemi (2013), author of Job Satisfaction in Higher Education, a frequently cited study of job satisfaction among university faculty, suggested that employer concern with employee job satisfaction should be a moral responsibility, not only in academia, but in the general workplace. Spector(1997) described the job Satisfaction as an attitudinal value that indicates how people feel about their job. Syptak, Marsland & Ulmer (1999) defined job satisfaction as peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering. More specifically, teacher job satisfaction was a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness (Shann, 1998). Locke(1976) describes it a pleasurable or positive emotional state resulting from the appraisal of one's job experience.
Mondal (2014) describes job satisfaction as the perception of an employee about his job. It is a psychological phenomenon of an employee which describes the feelings and thoughts towards his job. Schubert-Irasterza and Fabry (2014) reached the consensus that satisfied workers provide economic advantages to their employers by decreasing absenteeism, reducing medical expenses, cutting turnover, and minimizing the need for new-employee training expenses. Moorman (1993) and Rose (2001) suggested that job satisfaction is a bi-dimensional concept consisting of intrinsic (affective) and extrinsic (cognitive) satisfaction dimensions. Intrinsic job satisfaction is the one-dimensional emotional feeling individuals have about their job as a whole, which reflects the degree of pleasure and enjoyment they experience in the workplace. Examples of extrinsic rewards are opportunities to be innovative or creative, finding joy in learning new skills, or the excitement of discovery (Schubert-Irastorza & Fabry 2014). Extrinsic satisfaction focuses on such multiple work-related factors as the work itself, pay and working conditions, and the behaviour of supervisors and co-workers. An employee decides whether these factors are satisfactory or unsatisfactory in terms of their expectations and/or in comparison with other jobs. As Oshagbemi (2013) noted, "An individual's needs may be fulfilled, but any feeling of satisfaction will still depend upon whether he sees his position as comparing satisfactorily with others "(p--4).

REVIEW OF LITERATURE

During the last 50 years, several investigators have studied many factors which influence worker behaviour and how the behaviour impacts job performance (Cabrita & Perista, 2006; Judge, Thorensen, Bono & Patton, 2001; Smith, Kendall & Hulin, 1969; Spector, 1997). Over the last two decades many researchers have tried to identify sources of teachers' satisfaction and dissatisfaction (Farber, 1991; Friedman & Faber, 1992; Newby, 1999; Ali & Akhtar, 2009). Lortie, 1975; Birmingham, 1985; Newby 1999 and Ali & Akhtar 2009) found that female teachers are more satisfied towards teaching job than their male counterparts while Galloway, Boswell, K., Panckhurst, Baswell, C., and Green (1985) showed that male teachers were more satisfied than female with professional autonomy. Gruenberg (1979) indicated that highly educated teacher is less satisfied as compared to less educated teacher whereas Gurbez (2007), and Ali & Akhtar (2009) found positive high correlation between education level and job satisfaction. Grossman (2006) indicated that teachers in independent and privately managed schools exhibited the highest satisfaction levels while those in foundation schools
exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

Boglar (2001) pointed out that teachers' occupation perceptions strongly affected their satisfaction, Gius (2013) found that teachers who received merit pay were more satisfied overall with their jobs than were teachers who did not receive pay. Machumu and Kaitila (2014) described that level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools and commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools. Northouse (2010) believed that "a teacher's" job satisfaction may serve to influence their morale, motivation and general willingness to maximise their teaching potential." Principal’s transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Mondal (2014) shows that the effect of gender, level of education and residence is insignificant on the level of job satisfaction. Schubert-Irastorza and Fabry (2014) concluded that researchers involved in job-satisfaction, burnout and worker engagement studies seem to agree that certain personality traits or personal resources, such as self-efficacy, self-esteem, both general and workplace related, resilience and optimism, have a significant influence on work performance. Suvarna (2014) revealed a significant relationship between locus of control and job satisfaction of college teachers. Among male and female teachers, male teachers with high job satisfaction possess a better locus of control as compared to female college teachers with high job satisfaction. Garret (1999) found that what little research had been done in developing countries was based on a set of theoretical assumptions that have been developed from findings in developed countries. Thus there is a need to study the aspect of job satisfaction in Indian context. Therefore, the necessity for such research is evident.

**OBJECTIVES**

1. To study the level of job satisfaction of teacher educators.
2. To study the effect of type of college on the job satisfaction of teacher educators.
3. To study the effect of gender, age and teaching experience on the job satisfaction.
4. To study the effect of emotional intelligence on the job satisfaction.
5. To study the effect of attitude towards teaching on the job satisfaction.
HYPOTHESES

1. There may exist significant level of job satisfaction among teacher educators.
2. There may exist significant effect of type of college on job satisfaction.
3. There may exist significant effect of gender, age and teaching experience on the job satisfaction.
4. There may exist significant effect of emotional intelligence on the job satisfaction.
5. There may exist significant effect of attitude towards teaching on the job satisfaction.

RESEARCH METHODOLOGY

Research method is a style of conducting research through a scientific procedure. There are several research methods, one of them is the descriptive research or survey method which is used to investigate the present circumstances. Keeping in view the objectives and hypothesis of the problem, the investigator decided to adopt survey method for investigating the impact of various factors on the job-satisfaction of teacher educators.

Population and Sample

Teacher educators working in grant-in-aided colleges and self-financing colleges constitute the population of the study. A sample of 200 teacher educators were taken from different colleges of Haryana. The investigator selected equal numbers of teacher educators from each district. The data was collected by stratified random sampling techniques taking into consideration various factors like gender, age, teaching experience and type of college.

Tools:

The investigator used three tools for collecting the data.

(i) Job satisfaction scale by Parmod and Mutha
(ii) Teacher's attitude towards teaching scale by Sujata Mishra
(iii) Emotional Intelligence scale by Dhar.

The description of these scales are given below.

i) Job-satisfaction scale:

This scale was constructed and standardised for assessing the job-satisfaction of teachers in Indian context, The Scale consists of 29 items which are concerned with his work and working conditions, salary, job security, emotional satisfaction, promotion and social security etc, Some of them are related with plan and policies of the institution and government, satisfaction with authority etc. The response of the items is taken in yes or no. Reliability of the Scale was assessed by test retest method, The reliability coefficient came out to be 0.75
which is a significant figure to declare the scale reliable. Face validity was judged by various expert and content validity was also judged by the experts. Both types of validities were found high. Moreover, high level of reliability also indicates high validity which was calculated as 0.86.

**Teacher's attitude towards teaching:**

Teacher’s attitude towards teaching scale was constructed and standardised for measuring teachers’ attitude towards teaching. It consists of 46 items related to various aspects of attitude related to teaching. This is Likert type five point scale. The responses are in the form of strongly agree, agree, undecided, disagree and strongly disagree. The reliability and validity of the scale are high and came out to be 0.82 and 0.91 respectively.

(iii) **Emotional intelligence scale**

This scale consists of 34 items related to various aspects/components of emotional intelligence. This scale is used to measure the emotional intelligence of teacher educators. The reliability of the scale was determined by split half reliability method which was found to be 0.88. The face and content validity were judged by a panel of experts and found high. Validity as calculated from reliability index was 0.93 which is high and significant value.

**Statistical techniques used:**

Mean, S.D. and t-test

**Analysis and Interpretation**

The data was analysed and interpreted according to objectives and hypothesis.

**Objective 1:** To study the level of job satisfaction of teacher educators.

The mean value of job satisfaction score of the whole sample was found to be 16.22. It shows that job satisfaction level of teacher educators is average. It indicates that teacher educators have neither high level nor low level of job satisfaction. The mean value of job satisfaction score was found different for different category of teacher educators.

The mean values are shown in the table given below:

**Table 1:** Mean score value of Job Satisfaction of

<table>
<thead>
<tr>
<th>Govt. Aided Colleges</th>
<th>Self-Financed Colleges</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Teaching Experience upto 5 years</th>
<th>Teaching Experience more than 20 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.41</td>
<td>12.23</td>
<td>13.34</td>
<td>18.91</td>
<td>12.83</td>
<td>19.21</td>
</tr>
</tbody>
</table>
It was found that teacher educators belonging to govt. aided colleges and teachers with more than 20 years of teaching experience and female teachers have above average job-satisfaction level while the teachers belonging to self financing colleges, male teachers and teaching experience up to 5 years teachers have below average job-satisfaction level.

**Table 2**: Mean score value of Job Satisfaction of

<table>
<thead>
<tr>
<th>Teachers having high Emotional Intelligence</th>
<th>Teachers having low Emotional Intelligence</th>
<th>Teachers with Favourable Attitude</th>
<th>Teachers with Unfavourable Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.98</td>
<td>13.41</td>
<td>20.13</td>
<td>12.67</td>
</tr>
</tbody>
</table>

The table shows that teachers having emotional intelligence and with high attitude towards teaching possess high level of jobs satisfaction while teachers having low emotional intelligence and with low attitude towards teaching possess below average level of job-satisfaction.

**Objective 2 – 5**:  
Mean difference in job - satisfaction score between various categories of teacher educator:

EI Means emotional intelligence.

1. The value of t-ratio is significant at 0.01 level of significance between teacher educators belonging to Govt. aided and self financing colleges. Teacher educators of Govt. aided colleges were found to have greater job satisfaction level as compared to self financing colleges.

2. The t-ratio between male and female teacher educators was found significant at 0.01 level of significance. It indicates that there is significant difference in the job satisfaction level between male and female teachers. Female were found to have higher job-satisfaction level than males.

3. The value of t-ratio was found significant at 0.01 level of significance for the job-satisfaction level between the teacher educators belonging to age less than 35 years and age more than 50 years. It shows that there is significant difference in the job-satisfaction level between the two. Senior teacher educators having age more than 50 years were found to possess higher level of job-satisfaction than the junior teacher educators having age less than 35 years.
<table>
<thead>
<tr>
<th>Category of teacher educators</th>
<th>Mean job satisfaction level score</th>
<th>S.D.</th>
<th>N</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Aided colleges</td>
<td>19.41</td>
<td>4.31</td>
<td>90</td>
<td>9.32</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Self-Financed colleges</td>
<td>12.23</td>
<td>6.53</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13.34</td>
<td>5.62</td>
<td>85</td>
<td>7.09</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Female</td>
<td>18.91</td>
<td>5.10</td>
<td>115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age less than 35 Years</td>
<td>13.45</td>
<td>7.13</td>
<td>35</td>
<td>4.39</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Age more than 50 Years</td>
<td>19.73</td>
<td>4.54</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Experience up to 5 Years</td>
<td>12.83</td>
<td>7.43</td>
<td>35</td>
<td>4.35</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Teaching Experience more than 20 Years</td>
<td>19.12</td>
<td>4.71</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High E. I.</td>
<td>19.98</td>
<td>4.34</td>
<td>65</td>
<td>6.08</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Low E. I.</td>
<td>13.41</td>
<td>7.54</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourable Attitude</td>
<td>20.13</td>
<td>4.13</td>
<td>65</td>
<td>6.78</td>
<td>Significant at 0.0 level</td>
</tr>
<tr>
<td>Unfavourable Attitude</td>
<td>12.67</td>
<td>7.87</td>
<td>65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The calculated value of t-ratio was found significant at 0.01 level of significance between the teachers having more than 20 years of teaching experience and less than 5 years of teaching experience. Similarly more experienced teacher educators show more job satisfaction level than less experienced teacher educators.

5. The calculated t-ratio is significant at 0.01 level between high EI teacher educators and low EI teacher educators. High EI teacher educators have higher level of job satisfaction as compared to low EI teacher educators. Thus there is significant effect of emotional intelligence on job-satisfaction level of teacher educators.

6. The t-ratio is significant at 0.01 level between teacher educators having favourable and unfavourable attitude towards teaching. The teacher educators having favourable attitude towards teaching possess greater job-satisfaction level than teacher educators with
unfavourable attitude towards teaching. It shows that attitude towards teaching have significant impact on job satisfaction level of teacher educators.

DISCUSSION OF RESULTS AND IMPLICATIONS OF THE STUDY

The results show that teachers educators serving in govt-aided colleges have higher level of job satisfaction than that of self financed colleges. This may be due to job-security, better pay scales, good social status and better teaching learning environment in the government aided colleges as compared to self-financed colleges in Haryana. Such aspects should also be taken care of in self financing college so as to provide better training to the students. Female teacher educators were more satisfied with their jobs as compared to males. This may be due to availing more time for the household activities and family responsibilities along with teaching profession while males wants to earn more, therefore, they are in search of more profitable profession. The results are in conformity with the results of research conducted by Mondal(2014). Senior teacher educators shows more more job satisfaction level than juniors. This may be due to better opportunities for shifting in more remunerative and better socially reputed profession in the early years choosing or adopting a profession. This kind of uncertainty lowers their job satisfaction level. Many research studies have shown significant effect of emotional intelligence on the performance level of an employee. This research study is also in conformity with earlier studies. The result show that emotional intelligence has significant impact on the job satisfaction level. Therefore, we should manage the development of emotional intelligence among teachers. Further, the results revealed that attitude towards teaching have significant positive impact on job-satisfaction level. Thus, there is need to develop favourable and positive attitude among the teachers.

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