Research Paper Education

Study of Emotional Intelligence & Job Satisfaction of Higher Secondary School Teachers

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ABSTRACT

An attempt has been made to find out status of Emotional Intelligence and job satisfaction of Higher Secondary Teachers and correlation between Teaching effectiveness and job satisfaction. The sample for the present study comprised of 495 Higher Secondary Teachers (91 female, 404 male, 334 of Art & 161 of Science faculty) selected from various Higher Secondary schools located in of Dhulia district of North Maharashtra. Random sampling was used for selection of sample. Standardized test of Emotional Intelligence developed by Ankul haid & Sanjyot Pethe. Job satisfaction developed by Amarsing & T. R .Sharma was administered to the sample by investigator. The Independent variables were i) Gender ii) faculty (Art & science) and the dependent variable was i) Emotional Intelligence ii) Job satisfaction. For purpose of analysis and interpretation of data, descriptive and inferential statistical techniques like Mean, S.D., Skewness , kurtoisis ,correlation & t-test were used. The findings of the study were a) Emotional intelligence of higher sec. teachers of Dhulia district is of high level. b) 84.64% Teachers are found satisfied in their teaching job. c) Correlation between Emotional intelligence & job satisfaction of Higher Secondary Teachers is +ve but it is in slight proportion.

KEYWORDS Emotional Intelligence, Job satisfaction & Higher Secondary School Teachers

1.1 Background :-

Teaching is one of most influential profession in society. The importance of teacher in educational program of a country is too great. Teacher through teaching not only shaping to student but also shapes to behavior of human being , Society and nation. The teacher is called as 'architect of Nation' 'The maker of man' and the maker of history. No educational program can be success without the proper teaching of teacher. For effective teaching, teacher should posses so many qualities like command over subject and language, effective communication skills, good general knowledge. Along with this qualities attitude towards teaching profession is also plays key role in satisfaction.

Graduates with good academic record having wish to carrier in other field but Because of salary & security enters in teaching profession. Some teacher not having interest in teaching but comes in this field by using unauthorized tricks for way of secure earning source. It is right that person doing scared work of giving knowledge should be intellectually clever. But sometimes or somewhere it occurs intellectually clever teacher can't become popular in student or he teaches beyond student understanding power. While some teacher services so many years on without pay. In new opened school every regular have to work for 5 to 7 years on without or on very short payment. According to government new policy every teacher have to service for first four year as 'Shikshan Sevak' on some fix pay. After that period govt. starts full pay. In every academic year teachers have to do extra work for Totally 2 or 3 month like polling officer in elections or census while some have to do private works of management member. So how teachers will be self motivated to teaching.

After Daniel Golman's new concept of Emotional intelligence. Thinkers & Experts in Education field started thinking on emotional involvement of teacher in his job. Teachers having the qualities like self awareness, self motivation, Empathy, emotional stability and activity of managing relation can invoke inspiration to students and the teaching of them will be ideal for students and such teachers will be surely satisfied in their service.

Role of teacher teaching to adolescent student is very crucial. Only teaching & guidance related to syllabus is not expected from higher secondary school teacher; they have to understand their emotional, social and adult problem. Teacher who is satisfied in teaching job can handle these entire problems so researcher decided to do correlative study of teaching effectiveness & job satisfaction of higher secondary school teacher.

Need & Significance of the Study:-

Adolescent is very crucial period of life stage of human being. By considering age of children learning in higher secondary school; teacher who teaches to them should be clever not only by intellectually but also by emotionally. Involvement of higher secondary teacher in his job is very important for all round development of student.We are in a time when our prospects for the future are increasingly dependent on managing ourselves and handling our relationship more artfully. Even the persons with high intelligence cannot always be successful. Grades at school or high IQ cannot predict unerringly who will be successful and who will not be in real life. So it is necessary to find out relationship between Job satisfactions of primary teacher with respective to their Emotional intelligence.

This research will be helpful for following purpose.

1) It will helpful to know Emotional Intelligence of higher secondary teachers.
2) It will helpful for finding out correlation between Emotional intelligence and Job satisfaction of higher secondary teachers.
3) It will helpful for finding out correlation between Emotional intelligence and Job satisfaction of male higher secondary teachers
4) It will helpful for finding out correlation between Emotional intelligence and Job satisfaction of female higher secondary teachers.
5) It will helpful for finding out correlation between emotional intelligence and Job satisfaction of art & science faculty's higher secondary teachers.

Review of related Research: -

Pandit B.B.(2004) had founded in their short research that Emotional Intelligence of male & female Teachers is of low level due to which lack of Job satisfaction founds in them. lack of ten emotional prominant abilities / skills found in male & female teacher which impacts on Emotional Intelligence of them. Devendra Nath Dash & Narayan Prasad Behera (Nov.2004, journal of Indian Education) had founded that there is significant relationship between emotional In-

telligence & Teacher effectiveness but there is no significant relationship between emotional Intelligence & dimenssions of Teacher effectiveness like disciplinirian; Motivation, Professional Knowledge, Co-curricular activities & other. Pandit B.B. & Pathan Yunus (Dec. 2004 Edu. Track) had founded in their short research that Emotional Intelligence of secondary Teachers of Dhule districts is below than average. there is no Meaningful relationship between emotional Intelligence of male & female teacher and also no relation of age with emotional intelleigence. Balwinder Kaur(1986 Ph.D.) had founded that physical security, social status & satisfaction of all needs are cofactors of Job satisfaction.

From the finding of related review researcher noted that attitude, intelligence, sexuality, graduation level, creativity & intrest in teaching job are dimensions of Job satisfaction. Emotional intelligence also related with these dimensions. So review of related research proved beneficial for finalizing statement of research problem.

Statement of Problem:-
To Study Emotional Intelligence & Job satisfaction of higher secondary Teachers of Dhulia city.

Objectives:-
1) To Study distribution of Emotional Intelligence higher secondary Teachers.
2) To Study distribution of Job satisfaction of higher secondary Teachers.
3) To Study correlation between Emotional Intelligence & Job satisfaction of higher secondary Teachers.

Hypothesis:-
1) There is no significant relationship between Emotional Intelligence & Job satisfaction of higher secondary Teachers of Dhulia city .
2) There is no significant relationship between Emotional Intelligence & Job satisfaction of male higher secondary Teachers of Dhulia city .
3) There is no significant relationship between Emotional Intelligence & Job satisfaction of female higher secondary Teachers of Dhulia city.
4) There is no significant relationship between Emotional Intelligence & Job satisfaction of art faculty's higher secondary Teachers of Dhulia city.
5) There is no significant relationship between Emotional Intelligence & Job satisfaction of science faculty's higher secondary Teachers of Dhulia city

Operational Definitions:-
Higher secondary teacher:-
Teacher who teaches to the Students of age 12 to 19 years are Higher secondary teacher.

Emotional Intelligence: -
Score achieved by Higher secondary teacher. after filling test of Emotional Intelligence of Ankul haid & Sanjyot Pethe

Job satisfaction: -
Score achieved by Higher secondary teacher.after filling standardized test of Job satisfaction of Dr. Amarsing & Dr. T. R . Sharma.

Scope & Limitations:-
1) Present research is for a teacher who teaches to higher secondary level.
2) Present research is for all Categories higher secondary teachers
3) Results of Present research will be applicable only on higher secondary who teach to student of 11 th & 12 th std.
4) Results of Present research will be applicable only on higher secondary teacher of Dhulia district.

Methodology of the Study:-
Method: -
Normative survey method was used for collecting the data and cor relational method was used for finding correlation between Emotional Intelligence & Job satisfaction

Tools:-
Emotional Intelligence was measured with the help of emotional intelligence scale developed by Dr. Ankul haid & Sanjyot Pethe. Its reliability reported to be 0.88. Job satisfaction was measured with the help of Job satisfaction scale developed by Dr. Amarsing & Dr. T.R. Sharma its reliability reported to be 0.97

Sample: -
Present study was conducted on a sample of 495 higher secondary teachers belonging to higher secondary schools of Dhulia district of North Maharashtra. The sample was selected using stratified random sampling technique giving due representation to both sexes (404 male & 91 female),

Statistical Techniques used for analyzing the Data:-
The Major Statistical Techniques used in study are the following - Descriptive Statistic like Mean, Standard Deviation, kurtosis, & Skewness is worked out for the whole sample.

Pearson product moments coefficient of correlation followed by test of Significance.

Analysis, Findings and Discussions:-
Table No. - 1 Statistical scores of Emotional intelligence & Job satisfaction of higher secondary teacher:-

Group	N	Mean		S.d		Sk.		Ku	
		E.I.	J.S	E.I.	J.S	E.I.	J.S	E.I.	J.S
Whole	495	143.97	83.61	14.91	10.76	-0. 03	-0.122	0.285	0.266
Male	404	143.18	85.00	10.77	10.77	-0.025	-0.115	0.273	0.290
Female	91	147.46	83.30	12.66	11.33	-0.088	-0.063	0.159	0.655
Art	334	144.32	84.63	13.33	10.77	-0.027	-0.1	0.287	0.288
Science	161	142.88	81.42	10.31	9.99	0.168	-0.314	0.275	0.167

From table no.1 it is found that mean score of emotional intelligence of whole group of higher secondary Teachers is 143.97 & mean score of group of female higher secondary Teachers. is 147.46 which is highest in comparison with other group & mean score of group of higher sec. teacher of science faculty is 142.88 which is lowest with respective to other group. mean score of Job satisfaction of whole group of higher sec. teacher is 83.94 & mean score of group of male teacher is 85.30 which is highest & score of group science teacher is 81.42 which is lowest with respective to other group.

The group of science teacher is found homogenous with respective to emotional intelligence as the standard deviation of this group is 10.31 while the group of art teacher is found heterogeneous as the standard deviation of them is 13.33 . Considering distribution of the score of emotional intelligence regarding to kewness is found -ve. This means that proportion of higher sec. teacher having high emotional intelligence is more. in case of kurtosis it has been that kurtoisis distribution of whole group of higher sec. teacher with all other group is leptokurtic while in case of Job satisfaction distribution regarding to Skewness of higher sec. teacher of whole group,

Table No. 2 Correlation between Emotional Intelligence & Job satisfaction

Group	N	Co.of correlation
Whole	495	0.28*
Male	404	0.281 *
Female	91	0.279*
art	334	0254 *
science	161	0.309 *

***= Significant at 0.05 level**

From table no.2 it is found that the coefficient of correlation between emotional intelligence & job satisfaction of higher sec. teacher & subsample based on sex and categories is positive. Value is between 0.254 to 0.309 & significant at 0.05 levels. Its means that correlation is in slight proportion.

Testing of Hypothesis:-
Hypothesis no. 1 to 2 :-
There is no significant difference in emotional intelligence of

i) Male & female higher secondary teacher
ii) Art & science faculty's higher secondary teacher

Table No. 3

Group	N	Mean	S.D.	'T' Value
Female	91	147.46	12.61	2.447*
Male	404	143.97	10.77	
Art	334	144.32	13.33	1.310*
Science	161	142.89	10.31	

***= significant at 0.05 level**

When the mean score of the independent variable emotional intelligence of the subsample on sex & faculty was compared, significant difference was found in emotional intelligence of Male & female higher sec. teacher while no significant difference was found in teaching effectiveness of art & science faculty higher sec. teacher

Hypothesis no. 3 & 4:-
There is no significant difference in Job satisfaction of

i) Male & female higher sec. teacher
ii) Art & science faculty's higher sec. teacher

Table No. 4

Group	N	Mean	S.D.	'T' Value
Female	91	84.07	11.18	0.48*
Male	404	83.4	11.13	
Art	334	85.15	10.71	3.59*
Science	161	81.52	10.44	

***= significant at 0.05 level**

When the mean score of the independent variable Job satisfaction of the subsample on sex & faculty was compared, No significant difference was found in Job satisfaction of Male & female higher secondary teacher while significant difference was found in Job satisfaction of art & science faculty's higher secondary teacher.

General Conclusions:-
1) Emotional intelligence of higher sec. teachers of Dhulia district is of high level.
2) 84.64% higher secondary teachers of Dhulia district are satisfied in their Job.
3) Correlation between Emotional intelligence & job satisfaction of higher secondary teachers of Dhulia district is +ve. But it is in slight proportion.
4) Significant difference found in Emotional intelligence in male & female teachers of higher sec. schools of Dhulia district.
5) No significant difference found in Emotional intelligence in art & science faculty's teachers of higher secondary schools of Dhulia district.
6) No Significant difference in Job satisfaction in male & female teachers of higher secondary schools of Dhulia district.
7) Significant difference in Job satisfaction in art & science faculty's teachers of higher secondary schools of Dhulia district

Suggestions for further research:-
1) Similar study can also be taken for teachers of other district.
2) Similar study can also be taken for Secondary & primary teacher's.
3) Similar study can also be taken for groups like rural-urban, experienced-non experienced, married-unmarried teachers.

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