



Impact Of Emotional Intelligence On Teacher Job Satisfaction In Primary Schools

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Abstract:

This study focused on the investigation of emotional intelligence and its impact on job satisfaction of primary school teachers. Major research objectives to were assess emotional intelligence of primary schools teachers, to asses levels of job satisfaction of primary school teachers and to correlate emotional intelligence and teacher job satisfaction primary schools teachers. . Random sampling technique was used for gathering quantitative data using survey questionnaire. Population of the present study was comprised of all primary school teachers of district Mardan. The entire sample drawn from the whole population size is 348 teachers from 201 schools of elementary and secondary education department District Mardan. The research findings shows that the elements of self-emotions appraisal have a high mean value, while the use of emotion has a low mean value, and on an overall scale, most teachers have high emotional intelligence.

Key words: Emotional intelligence, job satisfaction, emotions, primary school, Teacher.

Background and Aim:

Over the last few decades, research on emotional intelligence indicated that it is one of the most important aspects in both professional and personal success. According to previous studies, persons with strong emotional intelligence are more productive and focused on the department in which they work. The goal of this study was to explore the impact of emotional intelligence on teacher job satisfaction in primary schools.

Methods:

Quantitative methodology was used for the present study. Random sampling technique was used for gathering quantitative data using survey questionnaire. Population of the present study was comprised of all primary school teachers of district Mardan. The entire sample drawn from the whole population size is 348 teachers from 201 schools of elementary and secondary education department District Mardan. For data collection of emotional intelligence WLEIS (WONG AND LAW EMOTIONAL INTELLIGENCE SCALE) (wong and law emotional intelligence scale) and for job satisfaction short Minnesota job satisfaction tool was used. Inferential and descriptive statistics was used for analysis of quantitative data.

Results:

The research findings shows that the elements of self-emotions appraisal have a high mean value, while the use of emotion has a low mean value, and on an overall scale, most teachers have high emotional intelligence. Similarly, in terms of job satisfaction, most teachers have the highest mean value for love and belongingness needs, although relatively few teachers are satisfied with their jobs overall. The link between emotional intelligence and teacher job satisfaction reveals that several aspects of emotional intelligence are significantly related to facets of job satisfaction.

Conclusion:

From the finding of this study it can be concluded that most of the teacher has overall high emotional intelligence. In contrary very few teachers has very high emotional intelligence. In general, relatively few teachers are satisfied with their jobs. In contrast, the majority of respondents are quite dissatisfied with their physiological needs. On overall job satisfaction, very few teachers are dissatisfied with their jobs and the majority of respondents cannot decide. On overall job satisfaction and emotional intelligence are significantly correlated with each other.

Introduction:

Today's profession of teaching was become a challenging job. It covers most of the fields of life. In modern age of internet, computer, social media and information technology it is need of today to develop and enhance student according to the modern age and needs of today's world. The world becomes a global village by the use of internet. The schedule of teachers become very busy despite of the above discussion primary teachers have been focused on different works, i.e. attend workshop, attend different meeting within school regarding enhancement of the students performance, students' attendance, books distributions, co-curricular activities, prepare lectures and outside from the school premises i.e. attends different workshops like induction training, professional development day, data collection from the locality within districts for voting, election training. All the above mentioned duties outside from the school are not part of the basic job the teachers. Due to the above mentioned duties teachers usually feel unsatisfactory and disappointed because the duties which they

were performed are very difficult but at the same time from the undersigned many other duties were also assigned to teachers like admission campaign and students enrollment which also effect the performance of the teachers and emotionally teachers do not feel well and satisfactory.

An emotional intelligence person does not mean that he will good at all fields of life. A person which is not good at emotional intelligence may have great and best ideas, he may think analytically well, his mind may perform well at different situations but it is necessary for a best leader to have emotional intelligence. The basic concept of emotional intelligence was begin in 1930s, at that time researchers were tried to define non-intelligence as “social intelligence”. (Salovey & Mayer, 1990) has defined emotional intelligence for the first time “ The part of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to differentiate among them and to use this information to guide one’s thinking and actions”(Mayer & Salovey, 1997). They also expanded the definition of emotional intelligence and included that “ the verbal and non-verbal expressions of intelligence, emotions within self and others, to utilize emotions to solve problems” processing of information and cognition (Cooper & Sawaf, 1998).In simple, emotional intelligence may be defined as a group of skills people they use to understand, read and react effectively to the signals of emotional that sent by others and itself (Mayer & Salovey, 1997) Thus it was clear that the skills i.e. problem solving, self-awareness, self-control, empathy, react and reflect to different environmental situation are relevant to emotional intelligence.

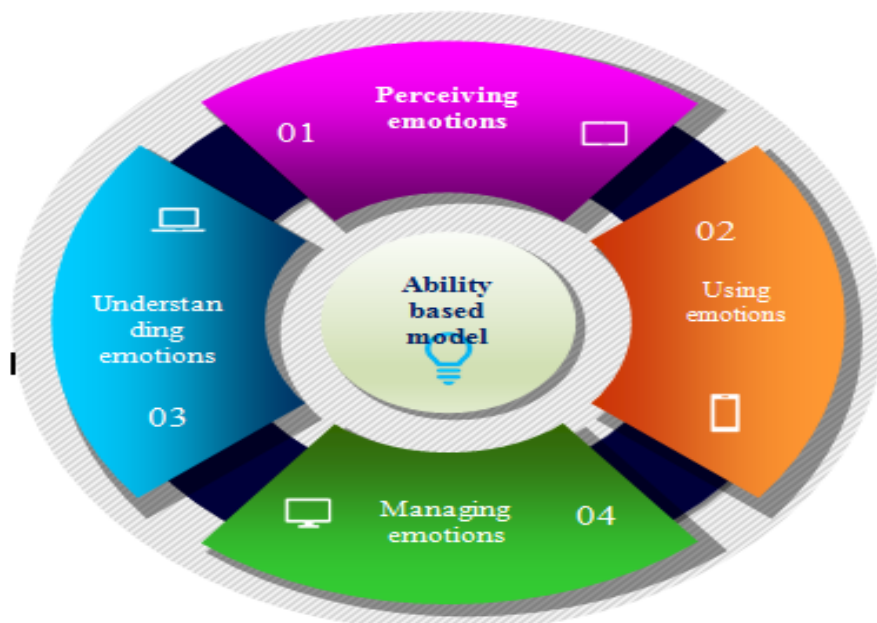


Figure 1 ability model

(Goleman, 1998) was defined emotional literacy in light of emotional. Emotional intelligence has a capability to communicate and relate to others with empathy and companion, social skills are required to use the emotional awareness to judge their acts and behaviors.



Figure 2. Goleman Model

With the passage of time advancement and growth in information technology improvements in education, in this modern era educational institutions have faced many certain and uncertain problems and challenges. These problems and challenges were come from different areas i.e. policy maker, educationist, funds, environment, language, parents, students, due to lack of quality education, workload on teachers, teachers involvement in different government projects outside education department, lack of technology at school, non-availability of basic facilities in schools, uneducated parents, poverty, cheating in examinations, access to educationist. These problems may take a long time to overcome due to lack of interest of government and parents. Solutions to these problems are not much difficult but emotional intelligence, performance of teachers were required to perform well and overcome these problems with the help of parents, government departments and policy makers. Before going to the main topic it is needful to discuss why teachers performance are effecting, though one of the basic problem is the pressure on teachers during duty time from the undersigned to attend school fix at the time which was fixed by the government. Government have appointed IMU (independent monitoring unit) to enhance performance of the teachers, they also keep check and balance on the teachers and all the other staff but there is a problem and challenge for teacher is that when a teacher attend the school whole month and on the day which the IMU officer visit to school when the teacher found absent,

they mark it and send result to the undersigned. Salary of teachers is another big problem and emotionally disturbing thing that a teacher faced. Non-cooperation of parents with teachers is another big issue it may be resolved when the parents properly met with the teachers and ask about their children weaknesses and problem. If teachers laid efforts to develop students socially and emotionally strong the handling of the above mentioned problems & challenges are very easy to solve. Social emotional intelligence is a tool which is used to manage EI of the society and students problems and to deal with their emotions. (Beilock & Ramirez, 2011) according to them emotional intelligence is highly related to social skills, interpersonal skills, career domain, effect of positive work. According to Fact Company, 2000 as referenced in (Cote & Miners, 2006) many organizations provide emotional intelligence and career development training to their employees since emotional intelligence is positively associated to job satisfaction (Bavendam, 2000; Spector, 1985). However, very little study has been conducted in the education sector to determine that the aspect of emotional intelligence is significantly correlated with the aspects of job satisfaction of teachers, particularly in the education sector of Pakistan.

Objective of the study:

- To assess Emotional intelligence of primary schools teachers.
- To asses levels of job satisfaction of primary school teachers.
- To correlate emotional intelligence and teacher job satisfaction primary schools teachers.

Methods:

The current Research is quantitative in nature. The statistical population for this research included overall 803 schools and 3652 teacher's primary school teachers working in elementary and secondary education District Mardan from which 348 teachers were selected from 201 schools using random sampling Technique for data collection. The data was collected using questionnaire survey methodology. Data was analyzed using Descriptive and inferential Statistical Techniques. Descriptive analysis was used to find out Percentage and Mean score. Correlation Technique was used for inferential statistics. SPSS 26th version was used for data analysis.

Research tools:

WLEIS (Wong and Law Emotional Intelligence Scale) emotional intelligence scale:

WLEIS (Wong and Law Emotional Intelligence Scale) emotional intelligence scale was used for gathering data of emotional intelligence from teachers working in primary schools. WLEIS (Wong and Law Emotional Intelligence Scale) is based on the (Davies, Stankov, & Roberts, 1998) theoretical assumptions. WLEIS (Wong and Law Emotional Intelligence Scale) measure four facets and dimension of EI (emotional intelligence). These include the

ability to express and understand one's own emotions, the capacity to make use of one's emotions, the ability to manage and harmonize one's emotions, and the ability to detect and understand the emotions of others (Kafetsios & Zampetakis, 2008; Karim, 2009). Each of the tools' four faces has four items, for a total of 16 items (Karim, 2009). It is ideal for gathering survey data because it is a brief tool (Hur, 2009). Furthermore, the study (Law et al., 2008; Law et al., 2004; Libbrecht, Lievens, & Schollaert, 2010; Song et al., 2010; Wong & Law, 2002) demonstrates that EI, as assessed by the WLEIS (Wong And Law Emotional Intelligence Scale), is related to job satisfaction and performance in a number of settings, including education (Kafetsios & Zampetakis, 2008). It has also been demonstrated that the WLEIS (Wong And Law Emotional Intelligence Scale) is significant in predicting life satisfaction and academic performance (Law et al., 2008; Song et al., 2010; Wong & Law, 2002). Pilot testing was done for checking validity and reliability of WLEIS (Wong And Law Emotional Intelligence Scale). Reliability for 16 items were .797 recorded using cronbach's alpha.

‘Short Form of Minnesota Job Satisfaction Scale’:

Short form of Minnesota job satisfaction (Worrell, 2004) (Spector, 1985) is the most often used standardized questionnaire since the 1960s and is freely used for educational purposes. Some sections of the Minnesota job satisfaction questionnaire were reorganized by the researcher. The researcher separated the twenty questions into five sections based on the Maslow need hierarchy theory and restructured the questions considerably based on the Maslow need hierarchy theory. Each aspect of Maslow's hierarchy of needs theory is made up of four questions from the Minnesota job satisfaction questionnaire. For validity and reliability pilot testing were done for 20 items .770 reliability were recorded using cronbach's alpha.

Results:

Table 1 Overall percentage analysis of EI (Emotional intelligence)

| | | Very Low | Low | Moderate | High | Very High |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Self-emotion appraisal | Level | 0.9% | 15.5% | 23.9% | 41.4% | 18.4% |
| | Frequency | 03 | 54 | 83 | 144 | 64 |
| | Total | 0.9% | 15.5% | 23.9% | 41.4% | 18.4% |
| Others' emotion appraisal | Level | 4.6% | 14.4% | 18.4% | 46.8% | 15.8% |
| | Frequency | 16 | 50 | 64 | 163 | 55 |
| | Total | 4.6% | 14.4% | 18.4% | 46.8% | 15.8% |
| Use of emotion | Level | 13.8% | 6.6% | 21.3% | 41.7% | 16.7% |
| | Frequency | 48 | 23 | 74 | 145 | 58 |
| | Total | 13.8% | 6.6% | 21.3% | 41.7% | 16.7% |
| Regulation of emotion | Level | 8.6% | 7.5% | 18.1% | 52.0% | 13.8% |
| | Frequency | 30 | 26 | 63 | 181 | 48 |

| | | | | | | |
|--------------------------------|--------------|-------------|--------------|--------------|--------------|--------------|
| | Total | 8.6% | 7.5% | 18.1% | 52.0% | 13.8% |
| Overall emotional intelligence | Level | 1.4% | 14.4% | 20.1% | 48.3% | 15.8% |
| | Frequency | 5 | 50 | 70 | 168 | 55 |
| | Total | 1.4% | 14.4% | 20.1% | 48.3% | 15.8% |

Table 1 shows the distribution of emotional intelligence of the primary schools Teacher of District Mardan. Most of the Teacher was superior at regulation of emotion appraisal (**13.8 %** very high and **52.0%** high) dimensions. On-overall emotional intelligence scale a little number of teachers (**15.8%**) was very high on overall emotional intelligence scale. whereas most of the teachers have high level (**48.3%**) of emotional intelligence. Comparatively (**15.5%**) Teachers were very low at self emotion appraisal dimensions and respectively (13.8%) of the teachers were very low at the use of emotion appraisal Dimensions. Respectively on overall emotional appraisal (**14.4%**) of the teacher has low emotional intelligence while (**1.4%**) the teachers have very low emotional intelligence accordingly.

Mean Distribution Analysis of EI

Mean score was calculated for the 'overall EI' dimensions as well as for other facets of emotional intelligence.

Table 2 Overall Mean Distribution of EI

| | | Self-emotion appraisal | Others Emotion Appraisal | Use of emotion | Regulation of emotion | Overall EI |
|----------|---------|------------------------|--------------------------|----------------|-----------------------|-------------|
| Teachers | Mean | 3.61 | 3.55 | 3.41 | 3.55 | 3.63 |
| | Std Dev | .985 | 1.063 | 1.241 | 1.093 | .962 |
| Total | Mean | 3.61 | 3.55 | 3.41 | 3.55 | 3.63 |
| | Std Dev | .985 | 1.063 | 1.241 | 1.093 | .962 |

The table 2 shows that highest Mean of emotional intelligence were recorded at Self emotion appraisal having values of (Mean=3.61, SD=.985) lowest mean score were recorded at Use of emotion having values of (Mean= 3.41, SD=1.241). While the mean score of (Mean=3.63, SD=.9632) were recorded for overall emotion appraisal.

Overall percentage analysis of Minnesota job satisfaction

Overall percentage analysis is calculated for job satisfaction as well as for every facet of job satisfaction individually also.

Table 3 Overall Percentage Analysis of Teacher job satisfaction

| | | Very Satisfied | Satisfied | Cannot decide | Very Dissatisfied | Dissatisfied |
|--------------------------|--------------|----------------|--------------|---------------|-------------------|--------------|
| Physiological Needs | Level | 4.6% | 19.8% | 33.6% | 35.9% | 6.0% |
| | Frequency | 16 | 69 | 117 | 125 | 21 |
| | Total | 4.6% | 19.8% | 33.6% | 35.9% | 6.0% |
| Safety Needs | Level | 4.9% | 10.3% | 49.1% | 31.6% | 4.0% |
| | Frequency | 17 | 36 | 171 | 110 | 14 |
| | Total | 4.9% | 10.3% | 49.1% | 31.6% | 4.0% |
| Love/Belongings Needs | Level | 13.8% | 56.0% | 26.3% | 0% | 6.6% |
| | Frequency | 48 | 195 | 82 | 0 | 23 |
| | Total | 13.8% | 56.0% | 26.3% | 0% | 6.6% |
| Esteem Needs | Level | 7.8% | 38.8% | 32.2% | 20.4% | 0.9% |
| | Frequency | 27 | 135 | 112 | 71 | 3 |
| | Total | 7.8% | 38.8% | 32.2% | 20.4% | 0.9% |
| Self Actualization | Level | 4.3% | 27.0% | 58.9% | 0% | 9.8% |
| | Frequency | 15 | 94 | 205 | 0 | 34 |
| | Total | 4.3% | 27.0% | 58.9% | 0% | 9.8% |
| Overall job satisfaction | Level | 2.9% | 16.4% | 68.1% | 0% | 12.6% |
| | Frequency | 10 | 57 | 237 | 0 | 44 |
| | Total | 2.9% | 16.4% | 68.1% | 0% | 12.6% |

Table 3 shows overall percentage analysis of distribution for the dimension of Teacher job satisfaction of primary schools. In most of **56%** of the teacher was satisfied from the love and belongingness needs of job satisfaction and also whereas 13.8% of the teachers are also very satisfied from the love and belongingness needs of teacher job satisfaction. On overall scale of job satisfaction scale 16.8% of the teacher are satisfied from their jobs while 2.9% of teachers are very satisfied from their jobs. In contrast 35.9% of the teachers were very dissatisfied from the facet of physiological needs of job satisfaction while 9.8% of the teachers are dissatisfied from the facet of self-actualization. On overall scale of job satisfaction 0% of the teacher are very dissatisfied from their jobs and 12.6% are very

dissatisfied while majority 68% of the teacher does not know that whether they satisfied or not.

Mean Distribution Analysis of Minnesota Job Satisfaction Scale

Mean score was calculated for the 'overall job satisfaction scale dimensions as well as for other facets of job satisfaction.

Table 4 Overall Mean Distribution of Job Satisfaction

| | | Physiological Needs | Safety Needs | Love/Belongingness Needs | Esteem Needs | Self Actualization needs | Overall job satisfaction |
|-------|---------|---------------------|--------------|--------------------------|--------------|--------------------------|--------------------------|
| Total | Mean | 3.20 | 2.23 | 2.68 | 3.19 | 2.74 | 2.91 |
| | Std Dev | 0.860 | 0.766 | 0.914 | 0.974 | 0.689 | .630 |

The table 4 shows that highest mean of job satisfaction were recorded at physiological needs of job satisfaction having the values of (Mean=3.20, SD=0.860) while lowest mean score were recorded at safety needs of job satisfaction having values of (Mean=2.23, SD=0.766). For overall job satisfaction mean score of (Mean=2.91,SD=.630) were recorded for overall job satisfaction scale.

Analysis of Co-relation

This section of analysis considers one of the objectives of the study i.e. to determine the existence and nature of the correlation between the construct of EI and teacher JS. Since the model for EI and teacher JS models adapted in the current study has four and five facets each. Thus, each facet of EI was put to correlation one by one with all facets of Teacher job satisfaction and with overall EI.

Table 5 Co-relation between Emotional Intelligence and Teacher job satisfaction

| Pearson Correlation | | Sig. (2-tailed) | | | | |
|---------------------|-----------|-----------------|-----------|---------------|-------------------|--------------|
| | | Very Satisfied | Satisfied | Cannot decide | Very Dissatisfied | Dissatisfied |
| Physiological Needs | Level | 4.6% | 19.8% | 33.6% | 35.9% | 6.0% |
| | Frequency | 16 | 69 | 117 | 125 | 21 |

| | | | | | | |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Total | 4.6% | 19.8% | 33.6% | 35.9% | 6.0% |
| Safety Needs | Level | 4.9% | 10.3% | 49.1% | 31.6% | 4.0% |
| | Frequency | 17 | 36 | 171 | 110 | 14 |
| | Total | 4.9% | 10.3% | 49.1% | 31.6% | 4.0% |
| Love/Belongings Needs | Level | 13.8% | 56.0% | 26.3% | 0% | 6.6% |
| | Frequency | 48 | 195 | 82 | 0 | 23 |
| | Total | 13.8% | 56.0% | 26.3% | 0% | 6.6% |
| Esteem Needs | Level | 7.8% | 38.8% | 32.2% | 20.4% | 0.9% |
| | Frequency | 27 | 135 | 112 | 71 | 3 |
| | Total | 7.8% | 38.8% | 32.2% | 20.4% | 0.9% |
| Self Actualization | Level | 4.3% | 27.0% | 58.9% | 0% | 9.8% |
| | Frequency | 15 | 94 | 205 | 0 | 34 |
| | Total | 4.3% | 27.0% | 58.9% | 0% | 9.8% |
| Overall job satisfaction | Level | 2.9% | 16.4% | 68.1% | 0% | 12.6% |
| | Frequency | 10 | 57 | 237 | 0% | 44 |
| | Total | 2.9% | 16.4% | 68.1% | 0% | 12.6% |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table 5 shows the correlation of the all facets of EI with teacher job satisfaction and with overall EI. The table data revealed that physiological needs dimension has a negatively low correlation with self emotion appraisal ($r = -.136$, $p = 0.05$). Likewise Safety-needs factor has a significant low negative correlation with the use of emotion appraisal ($r = -.110$, $p = 0.05$). Further, the data shows a significant negative low correlation between esteem needs and self emotion appraisal ($r = -.182$, $p = 0.01$) and with overall emotion appraisal ($r = -.120$, $p = 0.05$). In addition the self actualization needs has also a negatively low correlation with self emotion appraisal ($r = -.230$, $p = 0.01$) and for overall EI also shows slightly negative correlation ($r = -.106$, $p = 0.05$). It can be concluded that physiological-needs, self-actualization needs and safety-needs and esteem needs all has shown a slightly negative correlation with emotional intelligence facets.

Discussion:

The purpose of the current study was to find the impact of EI (emotional intelligence) on teacher JS and also to find the level of JS (job satisfaction) and EI(emotional intelligence) among Teachers of primary schools of Distirct Mardan. Many Researcher scholars have claimed that EI has significant relationship with JS (Baba, 2017; Ur Rahman & Haleem, 2018; Wen, Huang, & Hou, 2019). This study also reported the relationship of emotional intelligence and job satisfaction which is supported by (Mohammad, Akhtar, Ur Rahman, & Haleem, 2018; Pervaiz, Ali, & Asif, 2019; Shinu, 2016; Singh & Kumar, 2016; Suleman, Syed, Mahmood, & Hussain, 2020).. For determining EI (Wong & Law, 2002) scale was used. The findings revealed that the highest mean value was carried out by 'self-emotions appraisal' followed by use of emotion and others emotion appraisal. This finding is supported by (Karim, 2009; Libbrecht, Lievens, Schollaert, & Measurement, 2010; Ngah & Salleh, 2015). For determining the Teacher job Satisfaction we used Minnesota Job Satisfaction Questionnaire Which show the highest mean Values is carried out By physiological Needs followed by Esteem Needs this finding supported by (Akdol, Arikboga, & Sciences, 2015; Hancer, George, & Research, 2003; Hancer & George, 2004; Hirschfeld & Measurement, 2000).

While this study has also explored the relationship of teacher's JS and EI which shows a significance correlation in most of the cases this finding is supported by (Mohammad et al., 2018; Pervaiz et al., 2019; Shinu, 2016; Singh & Kumar, 2016; Suleman et al., 2020).

It can be concluded that this study has provided important findings about EI (emotional intelligence) and teacher JS (job satisfaction) and their relationship. Most of the outcomes as well as findings is directly associated with the finding and Results of other studies. It also validates the outcome and finding of this study.

Recommendation:

On the basis of analysis, outcomes and findings from the data, the researcher has offered various recommendations and suggestions for different type of stakeholders like policies Makers, leaders, Teachers and researchers that emotional intelligence training should be part of pre training and also in service training and those teachers who have not satisfied with their job the department must hold a counseling session to find out the reason dissatisfaction. Formal training should be arranged for increasing the level of emotional intelligence and job satisfaction. Curriculum planners must introduced the topics or subject related to emotional intelligence at universities level. Education Department must reconsider their motivation strategies according to the new needs of modern age. For future direction New researcher must explore the emotional intelligence and job satisfaction using

qualitative research methodology to know the insight of emotional intelligence and job satisfaction.

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