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## A LITERATUR REVIEW ON RELATIONSHIP BETWEEN JOB SATISFACTION AND EMOTIONAL INTELLIGENCE AMONG SCHOOL PERSONNELS

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### Abstract

The level of contentment employees have with their jobs is known as job satisfaction. This includes not only day-to-day tasks, but also satisfaction with team members and managers, satisfaction with company policies, and the impact of work on employees' personal lives. A non-quantifiable metric, job satisfaction is defined as the positive emotional reactions one experiences while doing or being at work. This research paper aims to provide a comprehensive report of various research studies on relationship between job satisfaction & emotional intelligence among school personnel's. Findings of the various studies revealed that employee skills in general and emotional intelligence in particular, play a significant role in the success of completing their goals in the workplace and hence perceived greater job satisfaction. Teachers in both public and private schools cited low wages, a teacher shortage, and infrastructure issues as the most common causes of job dissatisfaction. This research has implications for children, parents, teachers and professionals in the field of child development and can also be used to provide input for enhancement of job satisfaction among stake holders.

**Keywords:** *Job satisfaction, emotional intelligence, School personnel's*

## I. INTRODUCTION

Job satisfaction is the degree to which one is satisfied with one's job. It refers to one's mental or emotional state in relation to the nature of their work. In other words, doing a job one enjoys, doing it well, being enthusiastic about and content with one's work are all components of job satisfaction. It varies from individual to individual, institution to institution, and even between men and women. Job satisfaction is the result of an employee's various attitudes toward his or her job. These attitudes are related to specific factors such as wage and working conditions, opportunities for advancement, prompt resolution of grievances, fair treatment by other employees, and other benefits. A person's feelings about their current level of job satisfaction are referred to as their "job satisfaction." The degree of job satisfaction experienced by individuals can range from extreme contentment to total dissatisfaction. In addition to having attitudes about their jobs as a whole people can also have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (**George Louw and Badenhorst (2008)**). Job satisfaction is a pleasurable positive emotion state caused by an evaluation of one's job or job experience. In order to maintain a suitable performance and improve one's capacity to cope with the physiological and psychological stresses of carrying out a job, emotional intelligence involves managing one's own emotions and those of others. It may, therefore, result in improved job performance and satisfaction. More emotionally intelligent workers will be happier in their jobs. This is because individuals with greater emotional intelligence are able to devise plans to deal with potential stress-related outcomes, as opposed to employees with lower emotional intelligence who won't be able to handle the scenario. Employees with greater emotional intelligence will also be able to affect others' emotions in a way that will increase their own as well as their coworkers' morale in a group environment.

### *Rationale of the study*

When individuals find satisfaction, meaning in work and emotionally happy, the organization profits from effective use of their talent and energy. In the wake of studies reflecting the importance of job satisfaction and emotional intelligence, the current research paper was carried out to study the relationship between job satisfaction and emotional intelligence (EI) among School Personnels. It also investigates the causes behind the job dissatisfaction and eventually impacts on the School personnels. This research paper would allow readers to consider their understanding of the relationship between job satisfaction and emotional intelligence among School personnels in order to establish properly suited methods to perform the future researches in the right manner.

## II. OBJECTIVES OF THE STUDY

The study was undertaken with the following specific objectives:

1. Assess the relationship between job satisfaction and emotional intelligence among the School Personnels.
2. Identify the causes behind the job dissatisfaction among the School Personnels.

### III. LITERATURE CITED

Many studies on Job satisfaction, Emotional intelligence and on both job satisfaction and emotional intelligence were reviewed under this section

#### *Studies on Job Satisfaction*

Job Satisfaction is defined as the relationship between what everyone expects in accordance to what everyone achieves. For doing any work, satisfaction is most needed. School teachers play an important role in building the nation and budding youth of the nation. Teachers would perform to utmost capacity, only if they are satisfied with their job. So, job satisfaction is an important factor which influences almost every sector including the teaching profession also. The job satisfaction of teachers is important to both the teachers and the students. Job satisfaction can predict teacher retention and commitment (**Shann, 1998**). Additionally, **Collie, Shapka, & Perry (2012)** show that students of teachers who are satisfied with their jobs also report improved moods (**Spilt, Koomen, and Thijs 2011**). Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (**Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008**). Last but not least, content teachers are more committed to their jobs and less likely to leave the field (**Blomeke, Houang, Hsieh and Wang, 2017; Klassen & Chiu, 2011**).

**Annaraja and Jose (2005)** observed that rural and urban B.Ed. trainees did not differ in their emotional intelligence, self-control, self-awareness and social skills. **Mehrotra (2002)** investigated the relationship between job satisfaction of teachers and leadership styles of principles, job satisfaction and organizational climate of the schools and also compare the job satisfaction of teachers of Government and Private schools of Delhi. Results showed significant difference in the job satisfaction of Government and Private school teachers in favour of teachers teaching in Government schools. The difference was found to be significant in four dimensions of job satisfaction namely: pay, work self, promotion and supervision. **Devi and Uma (2005)** revealed that aspects of emotional intelligence like social respect, social responsibility, impulse control, and optimism were positively correlated with parental educational occupation. **Rao and Sridhar (2003)** attempted to determine the significance of job satisfaction for teachers' lives and careers. Results indicated that there is no significant influence of age, experience, qualifications and teaching subjects on the job satisfaction of teachers. Teachers' job satisfaction was found to be independent of sex, school location (urban or rural), and management type (government or private). **Johnson, Kraft and Papay (2012)** investigated the effects of school working conditions on teacher job satisfaction and career intentions in the US context. According to the findings of the study, the social aspects of teacher working conditions ranked highest among the employed categories of working conditions. As a result, the effects of school material resources were nearly double those of collegial support, principal leadership, and a trusting and respectful school culture. **GracaMaria (2002)** conducted a study with a view to assess the relative contribution of intrinsic and extrinsic factors in teachers' satisfaction. Predictive efficiency of some psychological constructs, personal professional variables in teachers' satisfaction was also assessed. It was found that aspects intrinsic to work as compared to extrinsic factors had more influence on satisfaction in teaching profession. The study also revealed that psychological constructs had greater predictive value than socio - demographic variables in promoting job satisfaction. **Oshagbemi (2000)** investigated the effects of gender on the job satisfaction of UK teachers. The results indicated that gender did not affect the job satisfaction of teachers directly. However, the interaction effect of gender and rank was found to be significant. Overall, female academics at higher ranks namely, senior lecturers, readers and professors, were satisfied with their jobs than male academics of comparable ranks.

**Rocca and Kostanski (2001)** conducted their study to explore the relationship between employment status, job satisfaction and burnout for secondary teachers in Melbourne. However, employment status was found to be significantly associated with particular factors of teachers' perceptions of job satisfaction. Moreover, job satisfaction was also found to be affected by sex of the teacher e.g. female teachers who had a permanent employment status were significantly more satisfied with their fringe benefits than their contract counterparts whereas males on contract were more satisfied with their pay than males on permanent basis due to various reasons like being younger, new graduates, having no family commitments or excitement of their first teaching job. The results also indicated that teachers who had more negative perceptions of operating conditions of the school and the nature of their work had higher levels of emotional exhaustion. **Koustelios & Tsigilis (2005)** examined the multivariate relationship between job satisfaction and burnout, experienced by Greek Physical Education school teachers. Findings revealed that job satisfaction was primarily affected by 'job itself' followed by 'supervision' and 'working conditions', whereas burnout was affected by 'personal accomplishment' and 'emotional exhaustion'. Intrinsic aspects of job satisfaction were found to correlate stronger to burnout than the extrinsic. **Johansson & Heikinaro (2004)** investigated specific factors associated with job satisfaction and dissatisfaction of male and female Physical Education teachers working in Finnish schools. Four sources of job satisfaction were found: interaction with students, professional success, professional autonomy and interaction with colleagues. Sources of dissatisfaction included poor working conditions, work under pressure of times, student misbehaviour, large class sizes and lack of resources. **Zembylas and Papanastasion (2004)** conducted a study in which they find out the critical factors influencing job satisfaction and dissatisfaction among Cypriot teachers and the impact of these factors on teachers work and their sense of empowerment. The findings of the study confirmed those documented by many researches in developed countries i.e. that the main sources of teachers job satisfaction are the satisfaction of working with children and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth. The respondents confirmed that the salary, the working hours and holidays associated with this profession were also significant sources of satisfaction yet, not the most important as one might have thought. The sources of dissatisfaction as identified by the study were: lack of autonomy as a result of the education system's centralization, teacher evaluation and promotion prospects, lack of respect and recognition from the society and lack of discipline among the students.

**Kim Jong-Chae (2004)** explored the relationships among four work experiences (i.e. job variety, job autonomy, and job stress and job feedback) and coaches' job satisfaction. He also aimed at examining the influence of institutional support on job satisfaction and investigated if the relationship between the type of institutional support and job satisfaction differed or not between revenue generating sport coaches and non-revenue generating sport coaches. Job satisfaction was significantly correlated with job variety, job stress, job feedback, affective institutional support, and financial institutional support. Additionally, financial institutional support was a significant predictor of job satisfaction for sport coaches who generated revenue. However, there was a stronger correlation between job satisfaction and affective institutional support than there was between financial institutional support and sport coaches who did not generate revenue. Finally, job feedback emerged as the most important variable in shaping job satisfaction to both types of coaches. **Koustelios and Theodorakis (2004)** examined role conflict, role ambiguity, and job satisfaction among Greek Physical Education teachers, and the extent to which role conflict and role ambiguity predict job satisfaction. The standard multiple regression analysis showed that role conflict and role ambiguity were significant predictors of job satisfaction. **Yaman (2009)** attempted to find out the job satisfaction levels of Physical Education teachers and also determine the factors influential on their job satisfaction. Based on the findings, the factors affecting the job satisfaction were determined as working conditions, social relationships, administration and inspection, personal accomplishment and professional autonomy. **Bindhu and Sudheesh (2006)** carried out



their study on job satisfaction and stress coping skills of 500 primary school teachers, (165 male and 335 female) of Kerala state. The study revealed that job satisfaction differentiated male and female primary school teachers and there was a positive correlation between job satisfaction and stress coping skills.

**Fattah (2010)** investigated the longitudinal effects of pay increase on Job Satisfaction of 155 school teachers. The results showed that pay increase did not have a significant effect on teachers' job satisfaction. Teachers with high academic achievement were found to be significantly less satisfied with their profession after pay increases than teachers with low academic achievement. It was discovered that male teachers were significantly happier with their profession than female teachers. **Sonmezer and Eryaman (2008)** aimed to determine whether differences existed between Job satisfaction levels of public school teachers and of teachers who transferred to Private schools from public schools due to retirement or resignation. The researchers also attempted to find out the causes of these differences, if any. Quantitative Survey method employed in the study indicated that differences did exist between the job satisfaction levels of the two categories of teachers. The main factors that caused differences were salary, social ranking, reputation, independence, ability utilization, job security and administrator- employee relationship.

### *Studies on Emotional Intelligence*

Emotional intelligence is also one of the vital inner variables in humans that is specifically prompted to their emotional adaptation to job and employment conditions and gives them ability to utilize the emotions properly in working environment so if they are adopted properly these emotions it will be led to creation of job satisfaction in personnel. Emotional intelligence plays a large role in shaping individuals.

Literature review showed that emotions have a significant impact on one's attitude and behavior. Emotionally intelligent people are assumed to be better able to handle stress generated from their careers and are more to be expected to experience positive emotional states for the most part of the time. Additionally, they are more likely to be able to cultivate productive and constructive relationships with customers, colleges, peers, clients, and managers (**Robbins, 2005**). **Goleman (1996)** claimed that the true measure of human intelligence is emotional intelligence, not intelligence quotient (IQ). He argued that being able to regulate one's emotions, comprehending one's own emotions, recognizing and empathizing with others' emotions, and understanding one's own emotions are significantly more important than IQ. According to **Fisher (2006)** research on mood, emotions, and job satisfaction, mood and emotions were responsible for a distinct variation in overall job satisfaction. **Kafetsios and Zampetakis (2008)** showed that emotional intelligence is an important predictor of job satisfaction. In addition, there was only a significant correlation between job satisfaction and the ability to recognize the emotions of others. **Penrose , Perry and Ball (2007)** reviewed on "Emotional Intelligence, teacher self efficacy and the contribution of teacher status and length of experience". Regression analysis showed that neither gender nor age moderates this relationship. However, the relationship between emotional intelligence and teacher self-efficacy was not moderated by the length of teaching experience or current status, both of which have significant direct effects on predicting teacher self-efficacy. The fact that these results now demonstrate a connection between teachers' self-efficacy beliefs, emotional intelligence levels, and teacher effectiveness is significant. According to **Amritha and Kadhiraavan (2006)**, school teachers' emotional intelligence was influenced by their gender, age, and level of education.

**Kauts and Saroj (2010)** Studied "Teacher effectiveness and Occupational Stress in Relation to Emotional Intelligence among Teachers at secondary stage". It was found that teachers with high emotional intelligence were having less occupational stress and more effective teachers, whereas teachers with low emotional intelligence experienced more workplace stress and were less effective. Thus, emotional intelligence

was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching. **Paul, and Mondal (2012)** conducted a study on “A Study of Emotional Intelligence Level between Secondary School Teachers: A Study in Burdwan District in West Bengal”. The results revealed that few factors have significantly positive impact on enhancing the level of teachers emotional intelligence (EI) while some are non significant on EI. Finally, it can be concluded that teachers' personality, attitude, age, experience, qualifications, and training all have a significant impact on their level of EI.

### *Studies on relationship between Job satisfaction and Emotional Intelligence*

According to **Staw (2004)**, recent research tends to focus more on personal disposition in relation to workplace job satisfaction. Several studies have reported that there were significant relationships between self-esteem, employee motivation and job satisfaction (**Dormann & Zapf, 2001**). **Hasankhoyi (2006)** came to the conclusion that job satisfaction is significantly correlated with emotional intelligence. In addition, there is no significant difference between men and women in social skills, self-control, motivation, or self-awareness; however, women possessed higher levels of empathy and emotional intelligence. In addition, he argues that employing emotional intelligence skills can enhance job satisfaction in educational settings. **Villard (2004)**, **Millet (2007)** and **Casper (2007)** investigated that there is no significant relationship between emotional intelligence and job satisfaction. **Hosseinian (2008)** also examined the relationship between emotional intelligence and job satisfaction and concluded that there is no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction which was calculated using the Job Description Index. Contradictory findings were seen in the study conducted by **Hasankhoyi (2006)** which showed that there is a significant relationship between emotional intelligence and job satisfaction.

**Gardner and Stough (2002)** also observed a significant relationship between emotional intelligence and job satisfaction. In many jobs, emotional intelligence plays an important role in job opportunities, job skills, required skills and talents, and career success. However, many studies have not shown any significant relationship between emotional intelligence and job satisfaction.

Emotional intelligence is an important predictor of job satisfaction and it is only the component of recognizing other's emotions and had a significant relationship with job satisfaction (**Kafetsios and Zampetakis, 2008**). **Carmeli (2003)** studied that people with high emotional intelligence are constantly in a good mood and they experience a higher level of job satisfaction and well-being in comparison with people with lower emotional intelligence. Emotional intelligence of employees has a significant positive relationship with their job performance. There exists a weak negative relationship between stress management component of emotional intelligence and a weak positive relationship between adjustment and general mood components of emotional intelligence and job satisfaction (**Thomas and Tram 2006**).

**Dong and Howard (2006)** in a study on Emotional intelligence and trust and job satisfaction, showed that it is further possible for the personnel with higher emotional intelligence to be more satisfied with their jobs and more likely the personnel with higher trust on others might have further job satisfaction. **Adeyemo (2007)** found that job satisfaction has a significant impact on organizational commitment and emotional intelligence may balance relationship among job satisfaction and organizational commitment. **Salami (2008)** examined the relationship between demographic features, emotional intelligence, outstanding occupational role, motivation and job satisfaction on organizational commitment and indicated that the aforesaid factors affect on organizational commitment significantly.

#### IV. CONCLUSION

On the basis of the findings, significant difference was found in the job satisfaction of Government and Private school teachers. Difference was found to be significant in four dimensions of job satisfaction namely: pay, work self, promotion and supervision. Results showed positive significant relationship between emotional intelligence and job satisfaction as the employees with higher level of emotional intelligence were more satisfied with their jobs organization. This may be due to the reason that a employee who is emotionally intelligent will have control over his/her emotions, will deal positively with all kind of people and situations, perform better, will be more satisfaction with his/her job.). Employees having high emotional intelligence showed better performance than their counter partner which leads to higher job satisfaction. Results also indicated insignificant relationship between well being (first factor of emotional intelligence) and job satisfaction of employees in the organization. It was further evident from the results; self control (second factor of emotional intelligence) is positively, moderately and significantly related with employee job satisfaction. Many researches showed that individuals with high emotional intelligence are able to achieve high job satisfaction because they are competent to manage and regulate their emotions. This may be attributed to the fact that employees with high emotional intelligence have efficiency to assess, evaluate and control emotions which makes them proactive and confident to give their best at work place which subsequently results in job satisfaction. Many studies also indicated the sources of job dissatisfaction among school personnels which include lack of autonomy as a result of the education system's centralization, teacher evaluation and promotion prospects, lack of respect and recognition from the society and lack of discipline among the students, poor working conditions, work under pressure of times, student misbehaviour, large class sizes and lack of resources. Some other factors that caused differences were salary, social ranking, reputation, independence, ability utilization, job security and administrator- employee relationship.

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