

A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS

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Abstract:

In the current educational situation, emotional intelligence is essential for teachers to manage stress, adapt to changing classroom environments, and support students' emotional needs. Job satisfaction is important today to ensure teachers remain motivated, committed, and effective despite increasing workload and challenges. In the present study, the investigator attempted to study the relationship between emotional intelligence and job satisfaction and primary school teachers. The present studies consist of 200 primary school teachers working in Virudhunagar District. The job satisfaction scale and emotional intelligence test were used in this present study. The investigator adopted the normative survey method. Analyses of the data were done by applying Mean, SD and t-tests. The findings reveal that there is a significant relationship between emotional intelligence and job satisfaction and primary school teachers with respect to background variables.

Key Words: Emotional Intelligence, Job Satisfaction, Male and Female Teachers, Urban and Rural Teachers, Secondary Schools, Primary School Teachers.

Introduction:

The role of a teacher can broadly be viewed as that of a theorist and a practitioner. As a theorist, a teacher acts as an educational philosopher, psychologist, and sociologist, requiring a strong foundation in pedagogical knowledge and theory. As a practitioner, the teacher performs various roles such as instructor, guide, motivator, counselor, and evaluator, along with responsibilities like assessing student performance, supporting their well-being, and maintaining a connection between school and home. In the present educational scenario, the concept of education has undergone significant changes. It is no longer teacher centered but has become child centered and life-oriented, focusing more on the learning process than mere content delivery. This transformation has expanded the responsibilities of teachers, requiring them to adopt diverse roles with flexibility and effectiveness.

Definitions of Emotional Intelligence:

Daniel Goleman (1995) defines emotional intelligence as the ability to recognize, understand, and manage our own emotions while also being able to recognize and influence the emotions of others. Emotional intelligence has received attention from practicing psychologists and educationists (Livens & Chan, 2009; Matthews et al., 2004). Parker et al. (2002) found that emotional skills increase a teacher's effectiveness. Singh (2003) defined "emotional intelligence as the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment."

Definitions of Job Satisfaction:

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude that job works (2002). Job satisfaction is an attitude, but points out that researcher should clearly distinguish the objects of cognitive evaluation, which affect emotions, beliefs and behaviors'. This definition suggests that we form attitudes towards our job by considering our feelings, our beliefs and our behaviors'.

Emotional Intelligence & Job Satisfaction:

Emotional intelligence plays a significant role in enhancing teachers' effectiveness and positively influencing job satisfaction. Teachers with high emotional intelligence can better understand and manage emotions, leading to improved teaching performance and student outcomes. Several studies have found a positive relationship between emotional intelligence and job satisfaction, indicating that emotionally aware teachers experience greater fulfillment in their profession. However, some research shows mixed results, suggesting that the relationship may vary based on context and other factors. Overall, emotional intelligence and job satisfaction are closely interconnected and essential for teachers' well-being and professional success.

Need and Importance of the Problem:

High-quality teaching staff is the cornerstone of a successful educational system. Teachers are the most valuable human resource in education, and their role is crucial in shaping the future of students.

Therefore, attracting and retaining competent teachers is essential for any educational institution. However, recruiting and retaining good teachers has become increasingly challenging. Factors such as work pressure, lack of proper facilities, inadequate incentives, and unfavourable working conditions can reduce job satisfaction among teachers. This, in turn, may negatively affect their performance and the overall quality of education. In this context, the present study is needed to understand the various factors influencing teacher job satisfaction. It aims to examine how aspects such as working conditions, institutional support, and motivation impact teachers' effectiveness and commitment. Teachers play a vital role as agents of social change, and the progress of a nation largely depends on the quality of its teachers. In today's world, teachers are expected not only to impart values but also to develop higher-order thinking skills and independent learning abilities among students. Hence, studying teacher satisfaction is essential for improving educational standards and ensuring a strong and effective education system.

Objectives of the Study:

- To evaluate the level of emotional intelligence among primary school teachers.
- To observe the level of job satisfaction among primary school teachers.
- To determine whether there is a significant difference in emotional intelligence between male and female teachers.
- To determine whether there is a significant difference in job satisfaction between male and female teachers.
- To determine whether there is a significant difference in emotional intelligence between urban and rural teachers.
- To determine whether there is a significant difference in job satisfaction between urban and rural teachers.

Hypotheses of the Study:

- The level of Primary School teachers' emotional intelligence is average.
- The level of Primary School teachers has average job satisfaction.
- There is no significant difference between male and female teachers with respect to their emotional intelligence.
- There is no significant difference between male and female teachers with respect to their job satisfaction.
- There is no significant difference between urban and rural teachers with respect to their emotional intelligence.
- There is no significant difference between urban and rural teachers with respect to their job satisfaction.

Methodology of the Study:

Normative survey method has been used in the present study.

Tools Used in this Study:

The following tools were administered for collecting the required data.

- Emotional intelligence test developed by Dr. Dalip Singh (2002).
- Job satisfaction scale developed by JayalakshmiIndiresan (1987)

Sample:

Sample was collected from the 200 primary school teachers who are working primary school teachers working in Virudhunagar District. The sample size of this study were 60 teachers (N = 200) with 100 male and 100 primary school teachers. The inclusion criteria of this working were primary school teachers from Virudhunagar District Simple random sampling method was adopted for the study.

Statistical Techniques Used:

In the present investigation the following Statistical techniques will be used

Descriptive Analysis:

- Measures of central tendency (mean)
- Measures of variability (Standard deviation)

Differential Analysis:

- Independent sample 't' and 'f' test.

Analysis and Findings:

Hypothesis 1:

The level of Primary School teachers' emotional Intelligence is average.

Table 1: The Mean and Standard Deviation of Emotional Intelligence of Primary school teachers

Variables	Sub Sample	N	Mean	S.D
Gender	Male	100	143.79	13.73
	Female	100	138.33	11.36
		200	141.06	12.86

Entire Sample:

It is evident from the Table 1 the calculated mean score of entire sample was 141.06 and the standard deviation value is 12.86. The mean score fall above 85, which and indicates that the emotional intelligence of primary school teachers is high.

Hypothesis 2:

Primary School teachers have average job satisfaction.

Table 2: The Mean and Standard Deviation of Job satisfaction of Primary School Teachers

Variables	Sub-Sample	N	Mean	S.D
Gender	Male	100	94.79	10.57
	Female	100	94.10	10.75
		200	94.45	10.66

Entire Sample:

It is evident from the Table 2 the calculated mean score of entire sample was 94.45 and the standard deviation value is 10.66. The mean score fall above 94 which indicates that the job satisfaction of primary school teachers is high.

Hypothesis 3:

There is no significant difference between male and female teachers with respect to their emotional intelligence.

Table 3: The Mean and standard deviation of Emotional Intelligence scores based on Gender

Gender	N	Mean	S.D	't' value	Level of Significance
Male	100	143.79	13.73	3.07	0.01
Female	100	138.33	11.36		

It is evident from the table 3; the calculated T value is 3.07, which is significant at 0.01 level. Hence, the framed hypothesis no.3 is rejected and research hypothesis is retained. It is inferred that there is a significant difference between male and female teachers with respect to their emotional intelligence

Hypothesis 4:

There is no significant difference between male and female school teachers with respect to their job satisfaction.

Table 4: The mean and standard deviation of job satisfaction based on gender

Gender	N	Mean	S.D	't' value	Level of Significance
Male	Male	94.79	10.57	0.46	0.01
Female	Female	94.10	10.75		

It is evident from Table 4; the calculated 't' value is 0.46, which is not significant at the 0.01 level. Hence, the framed hypothesis no.4 is retained. It is inferred that there is no significant difference between male and female teachers with respect to their job satisfaction.

Hypothesis 5:

There is no significant difference between urban and rural teachers with respect to their emotional intelligence.

Table 5: The Mean and standard deviation of Emotional Intelligence scores based on locality of the school

Gender	N	Mean	S.D	't' value	Level of Significance
Urban	100	144.00	13.80	3.15	0.01
Rural	100	138.00	11.40		

It is evident from the table 5; the calculated T value is 3.15, which is significant at 0.01 level. Hence, the framed hypothesis no.5 is rejected and research hypothesis is retained. It is inferred that there is a significant difference between urban and rural teachers with respect to their emotional intelligence

Hypothesis 6:

There is no significant difference between urban and rural school teachers with respect to their job satisfaction.

Table 6: The mean and standard deviation of job satisfaction based on locality of the school

Gender	N	Mean	S.D	't' value	Level of Significance
Urban	Male	94.90	10.60	0.52	0.01
Rural	Female	94.00	10.80		

It is evident from Table 4; the calculated 't' value is 0.52, which is not significant at the 0.01 level. Hence, the framed hypothesis no.6 is retained. It is inferred that there is no significant difference between urban and rural teachers with respect to their job satisfaction.

Major Findings:

- The level of Primary School teachers' emotional intelligence is high.
- The level of Primary School teachers job satisfaction is high
- There is no significant difference between male and female teachers with respect to their emotional intelligence.
- There is no significant difference between male and female teachers with respect to their job satisfaction.

- There is no significant difference between urban and rural teachers with respect to their emotional intelligence.
- There is no significant difference between urban and rural teachers with respect to their job satisfaction.

Suggestion for Further Research:

- The following suggestions are offered for future researchers to enhance and extend the present study:
- The present study may be replicated among teachers at different levels of schooling, such as primary, secondary, and higher secondary levels.
- Similar studies can be conducted in different states across India to obtain broader and more generalizable findings.
- A comparative study may be undertaken between teachers of Tamil Nadu and Kerala to identify regional differences in the variables under study.

Recommendations:

- The present study provides a clear view of the job satisfaction of primary school teachers. Based on the key findings, the following recommendations are made for the improvement of schools and society.
- Since primary school teachers exhibit a high level of job satisfaction, the government should take steps to sustain and further enhance this satisfaction by providing appropriate incentives, professional development programs, and training opportunities.
- The findings also indicate that government primary school teachers possess a high level of emotional intelligence. To further strengthen this, initiatives such as guidance and counseling services, as well as meditation and stress management practices, may be introduced.

Conclusion:

The study explored the emotional intelligence and job satisfaction of primary school teachers. The findings reveal that teachers demonstrate high levels of both emotional intelligence and job satisfaction. While no significant differences were found between male and female teachers or between urban and rural teachers in terms of job satisfaction, emotional intelligence varied slightly across gender. These results underscore the critical role of emotional intelligence in supporting teachers' professional effectiveness and overall well-being. Consequently, educational institutions should implement strategies to nurture teachers' emotional competencies and maintain high levels of job satisfaction to promote a more effective and supportive learning environment.

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