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Emotional intelligence, Job satisfaction and organizational commitment in teachers.

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ABSTRACT

Emotional Intelligence as defined by Daniel Goleman is ability to identify, assess, and control one's own emotions, the emotions of others, and that of group. Job satisfaction has been described in multiple ways by various authors. A comprehensive definition of job satisfaction includes employee's attitude, including monetary pay of the employee, promotion and recognition, supervision and team relations, fringe benefits other than pay received, and nature of work. What makes a teacher successful and satisfied has been a study for decades. A successful and satisfied teacher will perform his/her duties better and deliver bright future makers to the world. This paper attempts to study the level of emotional intelligence and job satisfaction and organizational commitment in a teacher. The paper also studies relationship between emotional intelligence, job satisfaction and organizational commitment in a teacher.

KEYWORDS: Emotional Intelligence, Job satisfaction, Organization commitment, Teachers, India.

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INTRODUCTION

“Salute to noble guru, who has made it possible to realise the state which pervades the entire cosmos, everything animate and inanimate.”¹

The importance of a teacher in any society can never be disregarded. The base of a strong and developed nation starts from the quality of education which depends directly on the teachers. However, in today’s competitive world, most of the teachers face unwarranted pressure to justify their efforts which in turn make their productivity down and increase the turnover ratio.

Since the quality of a successful teacher is highly subjective, it is not easy to determine what makes teacher successful in their effort. Early researches focused on “Competency Based model” which focused on several competencies which set aside a successful teacher from unsuccessful one. But since it was difficult to make a detailed list of competencies essential for the success of the teacher, this model was widely criticized. Further down the line, development of “Humanistic Based Teachers Education” (HBTE) concept came into being. Instead of focusing on set competencies essential for the success, this model focused on the person of the teacher. It talked about self-concept of the teacher. Today there are many concepts which talk in detail about the essential qualities of the teacher. One of the models called “Onion model” given by Korthagen in his paper talks about different level of qualities of teacher which are wrapped around one another. They are behaviour, competencies, beliefs, identity and mission; all of them operating in the environment². SamyAzer, in his paper talks about 12 qualities of a good teacher namely: committed to work; encourages and appreciates diversity; interacts and communicates respect; motivate students and co-workers; bring a wide range of skills and talent into teaching; demonstrate leadership in teaching; encourages an open and trusting learning environment; fosters critical thinking; encourages creative work; emphasize team work; seeks continually to improve teaching skills and provides positive feedback³.

Both positive and negative quality of the teacher determines the effectiveness of the classroom and in turn the impact it creates on their students. Therefore, it is essential for the teacher to exhibit high emotional control and range high on social skills. This brings us to the concept of growing importance to analyse the emotional intelligence of the teachers. The basic concept behind this is that people with high emotional intelligence tends to be more successful in their work life than those who have low emotional intelligence.

This paper attempts to establish emotional intelligence, job satisfaction and organizational commitment in teachers and establish the link between demographical information and emotional intelligence, job satisfaction and organizational commitment. The first section of the paper gives existing literature review on all the concepts of emotional intelligence, job satisfaction and organizational commitment. The second section talks about the research methodology and the third

section discusses the findings of the paper. The final section of the paper includes the conclusion and future scope of the paper.

EMOTIONAL INTELLIGENCE

Britannica dictionary defines emotions as a complex experience which consist of consciousness, bodily sensation and behaviour that gives a reflection on personal significance of a thing, event or an activity⁴. Intelligence as defined by American Psychological association is the ability of individual to understand complex ideas and to adapt effectively in the changing environment. It is the ability to learn from the past experiences and engage in the reasoning based on these experiences to overcome the obstacle⁵.

Emotional intelligence as defined by Daniel Goleman is ability to motivate self and control their mood, to control impulse, to delay gratification, to be able to empathise with other and to be able to continue in the time of frustrating event⁶. Emotional intelligence is considered to twice as important as IQ in workplace performance⁷.

Emotional intelligence in teachers:

As per Jude⁸, who conducted a research on school teachers, emotional intelligence is a significant factor in influencing the stress level of the teachers. Their ability to deal with emotions affect the stress level amongst the teachers. The paper concluded that if the emotional intelligence of the teacher is increased with the help of training programs, they will be more well equipped to handle their feelings which will directly reduce the level of stress amongst them.

Salami conducted a survey on school teachers from Nigeria on emotional intelligence and work attitude and concluded that teachers with high emotional intelligence have more emotional commitment with the organization as compared to those with low emotional intelligence quotient. The emotional intelligence of the teacher was found directly linked with career commitment as well. It also stated that emotional intelligence is directly linked with the work family conflict, concluding that teachers with high emotional intelligence tends to balance work and family programme efficiently⁹.

For the purpose of research, the model of emotional intelligence given by Salvoey and Mayer is used. This model categorizes the emotional intelligence of an individual on three categories¹⁰:

- a. appraisal and expression of emotions of self and others involving both verbal and nonverbal;
- b. regulations of emotions both inside and outside and
- c. utilisation of emotions for flexible planning, creative thinking, redirected attention and motivation

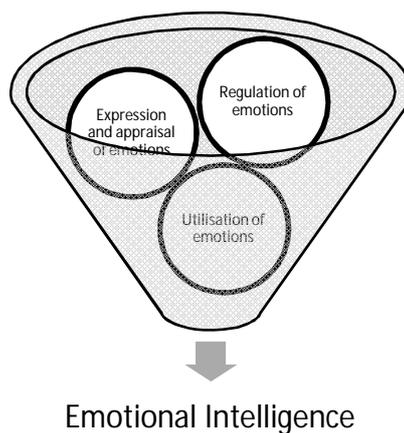


Figure 1: Emotional intelligence model by Mayer and Salovey

JOB SATISFACTION

According to Keith and Newstorm, Job satisfaction consist of both favourable and unfavourable feeling an employee has for their job¹¹. There is a clear distinction between job satisfaction and job attitude. This has been reported by Crites in his paper where he says that job attitude is concept related to some specific attribute of the job such as duties or tasks whereas job satisfaction is concept related to overall job which the person is currently performing¹².

Job Satisfaction In Teachers

According to Velmurugan, top five factors of job satisfaction in teachers are salary, working time, professional growth, work autonomy and library facility¹³.

In a study done on school teachers in NCR India, it was observed that the teachers are slightly satisfied on the following parameters of the job: ability utilisation, advancement, education policies, independence, compensation, creativity, recognition and working condition¹⁴.

According to study done by Bavendam Research Incorporated, following factors contribute towards job satisfaction in teachers: job opportunity, stress leadership, work standard, fair rewards and adequate authority¹⁵.

For the purpose of research, we are using attributes of job satisfaction given by Spector which mentions that job satisfaction consist of pay, promotion, supervision, benefit, contingent reward, operating procedures, co-workers, nature of work and communication¹⁶.

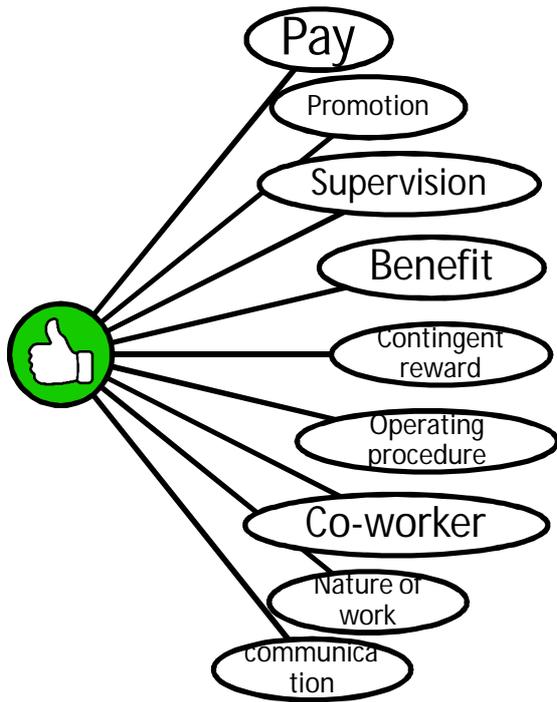


Figure 2: Elements of Job satisfaction by Spector

ORGANIZATIONAL COMMITMENT

Organizational commitment can be defined as employee's acceptance of goals and their willingness to put effort on behalf of the organization¹⁷. Miller defined organizational commitment as a state in which employee tends to identify with a particular organization and its goals, and wishes to maintain its relationship with the organization¹⁸.

Organizational Commitment In Teachers

In a study done by Joolideh and Yeshodhara on Indian and Iranian teachers, it was found out that Indian teachers are high on affective and normative component of organizational commitment whereas Iranian teachers are high on continuance component¹⁹.

For the purpose of the study we have taken the model of organizational commitment given by Meyer and Allen which brings three components of organizational commitment:

1. Affective Commitment:

It represents the emotional attachment an employee has with their organization. It depicts the sense of attachment an employee has with the organization and states that an employee continues to work with the organization because they want to²⁰.

2. Continuance Commitment:

It represents the awareness which employee has with the cost of leaving the organization. It brings out the calculative side of individuals personality as they weigh the cost and risk associated with leaving the organization. employee do not stay in the organization because they want to stay but they stay in the organization because they need to stay²⁰.

3. Normative Commitment:

It represents the sense of obligation which the employee feels toward the organization which makes them stay in the organization. It states that employee stay in the organization because they feel they ought to remain in the organization. the employee stays because they feel its proper thing to do²⁰.

Inter-Relationship Between Emotional Intelligence, Job Satisfaction And Organizational Commitment

In a study done in IT sector between emotional intelligence and job satisfaction, it was found out that external job satisfaction was positive related to EI dimensions of emotional recognition and expression, emotional management and emotional control whereas internal job satisfaction was positive related to EI dimension of emotional recognition and expression, understanding emotion, emotional management and emotional control²¹.

In another study done by Ealias and George on employees of electronic industries, it was found out the emotional intelligence has positive relation with job satisfaction²².

In a study done by SamanehAghdasi et al. it was established that job satisfaction has direct effect on organizational commitment of the employee. However, this paper established that there is no link between emotional intelligence and job satisfaction²³.

PROBLEM STATEMENT

The primary objective of this paper is to understand the level of emotional intelligence, job satisfaction and organizational commitment in teachers in India.

The secondary objective of this paper is to establish the relationship between EI, job satisfaction and organizational commitment and to find out if the demographic factors influence the above-mentioned variables.

The study seeks to answer following questions:

RQ1: What is the level of emotional intelligence in teachers teaching to UG and PG level in India?

RQ2: What is the level of job satisfaction in teachers teaching to UG and PG level in India?

RQ3: What is the level of organizational commitment in teachers teaching to UG and PG level in India?

RQ4: Is there any significant relationship between emotional intelligence and job satisfaction teachers teaching to UG and PG level in India?

RQ5: Is there any significant relationship between job satisfaction and organizational commitment in teachers teaching to UG and PG level in India?

RQ6: Is there any significant relationship between emotional intelligence and organizational commitment in teachers teaching to UG and PG level in India?

To solve the above research questions, on the basis of previous existing literature following assumptions have been adopted:

H1: The level of emotional intelligence is moderate in teachers teaching to UG and PG level in India

H2: The level of job satisfaction is moderate in teachers teaching to UG and PG level in India

H3: The level of organizational commitment is moderate teachers teaching to UG and PG level in India

H4: There is positive relationship between emotional intelligence and job satisfaction in teachers teaching to UG and PG level in India

H5: There is positive relationship between job satisfaction and organizational commitment in teachers teaching to UG and PG level in India

H6: There is positive relationship between emotional intelligence and organizational commitment in teachers teaching to UG and PG level in India

METHODOLOGY

Scope Of The Study

The study is limited to NCR and Delhi area of India consisting of regions²⁴: Delhi; Gautam Buddha Nagar; Ghaziabad; Hapur; Meerut; Bulandshahr; Meerut; Gurgaon; Faridabad; Rohtak; Sonipat and Panipat.

Sample

This study is conducted on 150 undergraduate and post graduate level teachers. The selection of sample is through convenience sampling technique. Amongst the sample, 76 are male and 74 are female. The demographic composition of sample is as follow:

Age Profile

20-30 years:52

30-40 years:56

40 to 50 years:15

50 years and above:27

Educational Profile

Graduate:08

Post graduate:83

Doctorate:59

Data collection:The data collection was done through survey technique with the help of self-administered questionnaire.

Questionnaire:The questionnaire was self-constructed on the three different models. For Emotional Intelligence part of the questionnaire the model considered was Mayer and Salovey. The emotional intelligence section has 10 questions in it amongst which 03 are negatively coded. For job satisfaction part of the questionnaire the model considered was given by Specter and organizational commitment part of the questionnaire was constructed on the model given by Meyer and Allen.

These models have been discussed at length in the above sections. The job satisfaction section has 11 questions in it amongst which 05 are negatively coded. The organizational commitment section of the questionnaire has 12 questions in it amongst which 05 are negatively coded.

The overall reliability of the questionnaire was calculated with the help of Cronbach Alpha which came out to be 0.712.

The emotional intelligence section internal reliability is 0.55; the job satisfaction section of the questionnaire has internal reliability of 0.60 and the organizational commitment section of the questionnaire has reliability of 0.71.

RESULT AND DISCUSSION

In order to test H1, H2 and H3 the grouped mean of Emotional intelligence, job satisfaction and organizational commitment is calculated. The grouped mean calculated are as follow: 3.88; 3.43 and 3.17 as shown in Table 1. It shows that the responses of the teachers in following categories lies

between the categories Neither disagree nor agree and Agree. This is in alignment with the hypothesis set for the following categories. Hence we can say that EI, JS and OC in teachers teaching UG and PG levels is moderate.

Table 1: Mean and standard deviation of Emotional intelligence, job satisfaction and organizational commitment.

	N	Mean	Std. Deviation
Emotional Intelligence	150	3.88	.474
Job satisfaction	150	3.43	.649
Organizational commitment	150	3.17	.670
Valid N (listwise)	150		

To test H4, H5 and H6 the Pearson correlation test is conducted. The test results as shown in Table 2 indicates that Emotional intelligence has significant correlation with job satisfaction and also job satisfaction has significant correlation with emotional intelligence. However, there does not exist significant correlation between emotional intelligence and organizational commitment. This indicates that the emotional state and control of emotions plays a crucial role in satisfaction level one has with their organization. However, the emotional state of an individual will in no term relate with the organizational commitment they indicate. On the basis of the test we can conclude, that H4 and H5 is accepted. However, H6 is rejected.

Table 2: Correlation between emotional intelligence, job satisfaction and organizational commitment
Correlations

		Emotional Intelligence	Job satisfaction	Organizational commitment
Emotional Intelligence	Pearson Correlation	1	.194*	.145
	Sig. (2-tailed)		.017	.076
	N	150	150	150
Job satisfaction	Pearson Correlation	.194*	1	.483**
	Sig. (2-tailed)	.017		.000
	N	150	150	150
Organizational commitment	Pearson Correlation	.145	.483**	1
	Sig. (2-tailed)	.076	.000	
	N	150	150	150

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

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

CONCLUSION

The above result helps us to establish that the emotional intelligence of teachers teaching in UG and PG level are moderate. It is established with the help of previous papers which says that since the teachers have to deal with many peers and students, they need to have better understanding of their emotions and those around them. This helps them to guide their students in better way. The

job satisfaction level of the teachers are also moderate. This establishes that the teachers working in colleges of UG and PG level are satisfied on their pay, promotion, communication, fringe benefits etc. The organizational commitment of the teachers has also been established as moderate which means that the teachers do not wish to leave their organization either because they don't want to or because they feel they have to oblige to the organization or simply because they do not have better options.

The results also establishes that the teachers have positive correlation amongst emotional intelligence and job satisfaction. This means that higher level of emotional intelligence is related to higher level of job satisfaction. This means that teachers who are in better control of their emotions are able to analyse and remove obstacles with the help of managing their emotions.

It also establishes that teachers have positive correlation amongst job satisfaction and organizational commitment. This can be because organizational commitment is function of job satisfaction. Various functions of job satisfaction such as pay, responsibilities, communication etc are needed to be high so that employee feel that their basic needs are met and hence they do not move out of the organization, thus, increasing their organizational commitment.

However, with the help of data result we can say that their does not exist relationship between emotional intelligence and organizational commitment. It can be because emotional intelligence does not has direct link with organizational commitment and hence cannot be correlated.

Scope Of Study

With the help of study, the organization can now plan on how to increase the EI, JS and OC of the employees. Since the EI has correlation with JS of the teachers, the organization can ensure that they select those teachers for their organization who have higher EI as they will be more satisfied with the job and thus will be more committed to the organization.

ABBREVIATION

EI: Emotional intelligence

JS: Job satisfaction

OS: Organizational commitment

UG: Under graduate

PG: Post graduate

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