

A Study of Emotional Intelligence and Job Satisfaction Among Secondary School Teachers of Jammu District

Pradman Krishan Dhar

Bhargava College Of Education Affiliated to University of Jammu, India

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Abstract: The present investigation explored the influence of Emotional Intelligence (EI) on Job Satisfaction among secondary school teachers and examined whether sex moderates this relationship. The study employed a 2×2 factorial design with Emotional Intelligence (high vs. low) and Sex (male vs. female) as independent variables and Job Satisfaction as the dependent variable. A stratified random sample of 150 teachers was drawn from government secondary schools in Jammu city. Standardized instruments were used to assess Emotional Intelligence and Job Satisfaction. Two-Way ANOVA revealed a statistically significant main effect of Emotional Intelligence on Job Satisfaction, $F(1,76) = 47.83, p < .01, \eta^2 = .28$, indicating a large effect size. The main effect of Sex was not significant, $F(1,76) = 0.79, p > .05, \eta^2 = .004$. However, the interaction between Emotional Intelligence and Sex was significant, $F(1,76) = 46.89, p < .01, \eta^2 = .27$. The findings demonstrate that emotional competencies substantially contribute to teachers' professional satisfaction. The study highlights the need for systematic emotional intelligence training within teacher education frameworks.

Index-Terms: Emotional Intelligence, Job Satisfaction, Secondary Education, Effect Size, Two-Way ANOVA

I.INTRODUCTION

Contemporary educational systems increasingly recognize that effective teaching extends beyond subject mastery and pedagogical skills. Emotional competence has emerged as a critical factor influencing teacher effectiveness, occupational well-being, and institutional climate. Emotional Intelligence (EI), originally conceptualized by John D. Mayer and Peter Salovey and later expanded in applied contexts by Daniel Goleman, refers to the capacity to accurately perceive emotions, integrate emotional information into thinking, regulate affect, and manage interpersonal relationships effectively.

Teaching as a profession demands sustained emotional engagement. Teachers continuously navigate classroom diversity, institutional expectations, administrative responsibilities, and student behavioral dynamics. In such environments, emotional regulation and adaptive coping may significantly determine the level of job satisfaction experienced.

Job Satisfaction reflects an individual's evaluative judgment about their professional role. It encompasses emotional responses to work conditions, recognition, professional autonomy, collegial support, and career advancement opportunities. Dissatisfaction among teachers can negatively impact instructional quality, retention rates, and student outcomes.

Despite the growing literature on emotional intelligence in corporate and leadership settings, empirical investigations examining EI as a predictor of job satisfaction among secondary school teachers in the Indian context remain limited. The present study addresses this gap.

II. CONCEPTUAL FRAMEWORK

The study is grounded in the premise that emotional intelligence enhances:

- Emotional self-regulation
- Stress tolerance
- Interpersonal sensitivity
- Adaptive problem-solving

These competencies may foster positive professional experiences, thereby increasing job satisfaction. Additionally, sex-based socialization patterns may influence emotional expression and coping strategies, warranting examination of interaction effects.

III. REVIEW OF LITERATURE

Empirical research suggests that emotional intelligence significantly contributes to professional effectiveness, stress management, and interpersonal functioning. Studies have reported positive associations between emotional intelligence and work-related outcomes such as leadership, commitment, and job satisfaction.

Research on teacher job satisfaction indicates that factors such as institutional climate, workload, demographic characteristics, and psychological well-being influence satisfaction levels. However, limited research has explored the interaction between emotional intelligence and sex in predicting job satisfaction among secondary school teachers in the Indian context.

IV. OBJECTIVES

1. To examine the impact of Emotional Intelligence on Job Satisfaction.
2. To analyze sex differences in Job Satisfaction.

3. To investigate the interaction between Emotional Intelligence and Sex.

V.HYPOTHESES

- a. Emotional Intelligence does not significantly influence Job Satisfaction.
- b. There is no significant sex difference in Job Satisfaction.
- c. There is no interaction between Emotional Intelligence and Sex in influencing Job Satisfaction.

VI.METHODOLOGY

Research Design

A 2×2 factorial design was adopted:

- Factor A: Emotional Intelligence (High vs. Low)
- Factor B: Sex (Male vs. Female)
- Dependent Variable: Job Satisfaction

Sample

The sample consisted of 150 secondary school teachers selected through stratified random sampling. For factorial analysis, 80 participants (20 per cell) were categorized based on Emotional Intelligence scores.

Tools

- Emotional Intelligence Scale (Hyde, Pethe & Dhar)
Reliability = 0.88
- Job Satisfaction Questionnaire (Kumar & Mutha)

Statistical Analysis

Two-Way ANOVA was applied. Effect size (Eta Squared, η^2) was calculated using:

$$\eta^2 = \frac{SS_{\text{effect}}}{SS_{\text{total}}}$$

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Where Total SS = 4125.76

VII.RESULTS

ANOVA Summary with Effect Sizes

Source	SS	df	MS	F	p	η^2	Interpretation
Emotional Intelligence	1150.38	1	1150.38	47.83	<.01	.28	Large Effect
Sex	19.01	1	19.01	0.79	>.05	.004	Negligible
EI × Sex	1127.92	1	1127.92	46.89	<.01	.27	Large Effect
Within	1828.45	76	24.05				

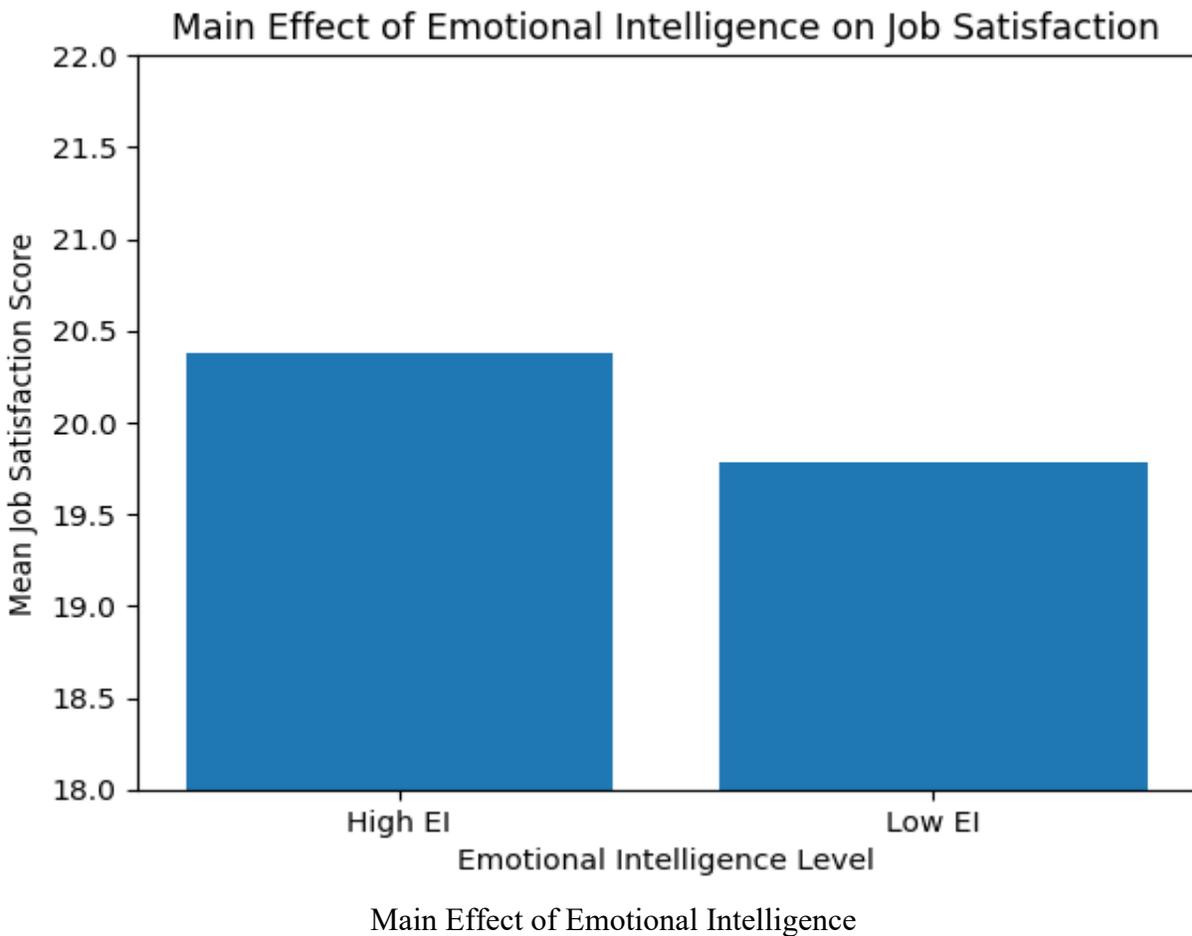
Interpretation of Effect Size

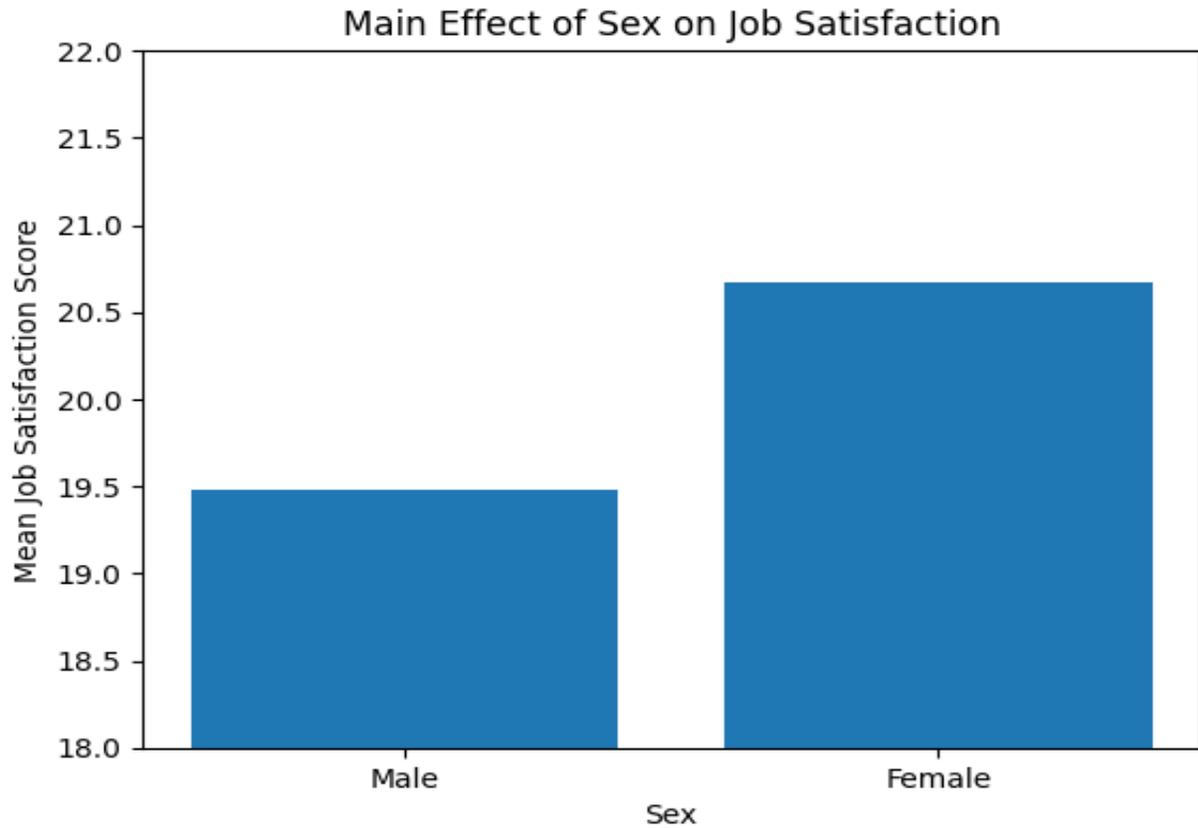
- Emotional Intelligence ($\eta^2 = .28$)
Approximately 28% of the variance in Job Satisfaction is explained by Emotional Intelligence — a large practical effect.
- Sex ($\eta^2 = .004$)
Less than 1% variance explained — practically insignificant.
- Interaction ($\eta^2 = .27$)
A substantial proportion (27%) of variance is jointly explained by EI and Sex.

According to Cohen’s (1988) guidelines:

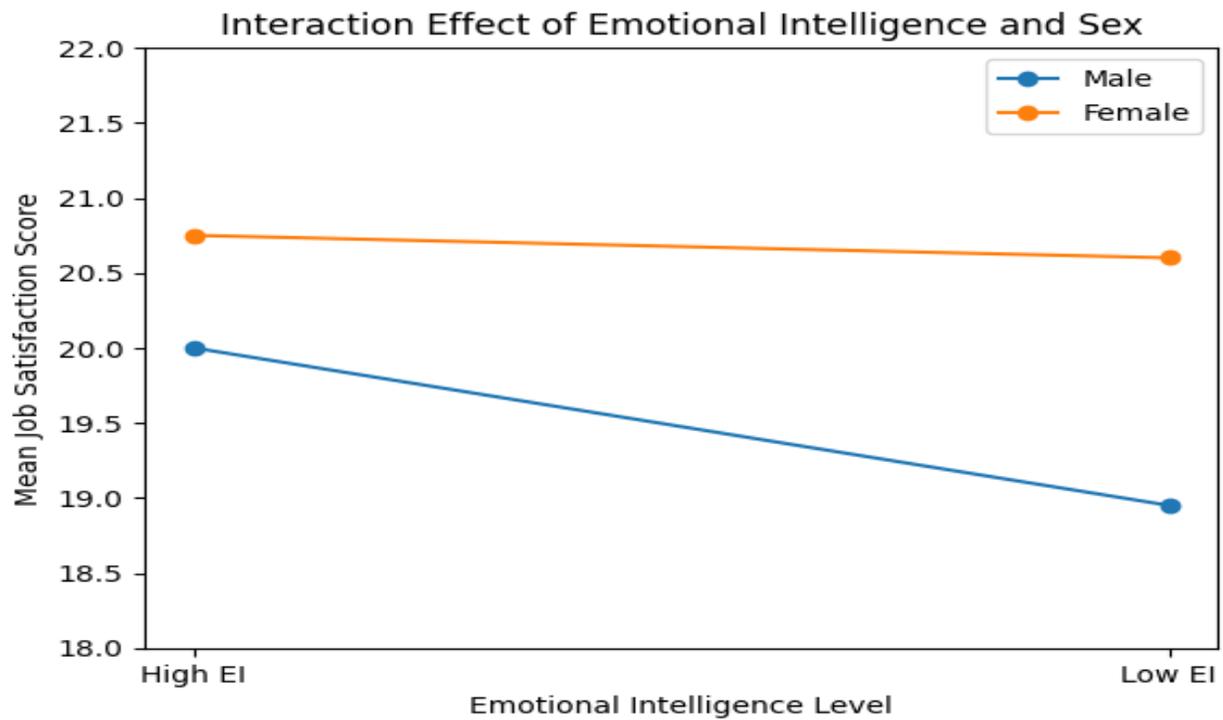
- .01 = Small
- .06 = Medium
- .14 = Large

Thus, both EI and the interaction demonstrate strong practical significance.





Main Effect of Sex



Interaction Effect (EI × Sex) – Line

VIII. DISCUSSION

The findings indicate that Emotional Intelligence is not merely statistically significant but also practically powerful in predicting Job Satisfaction among teachers. Teachers possessing higher emotional competence are likely to experience:

- Better stress management
- Improved collegial relationships
- Greater professional resilience
- Enhanced classroom adaptability

The non-significant main effect of sex suggests that gender alone does not determine job satisfaction. However, the significant interaction implies that emotional intelligence may function differently across male and female teachers, possibly due to variations in emotional socialization patterns.

These results reinforce the theoretical argument that emotional regulation and adaptive coping mechanisms are central to professional well-being in emotionally intensive occupations such as teaching.

IX. EDUCATIONAL IMPLICATIONS

- Emotional Intelligence modules should be embedded within teacher education curricula.
- In-service training programs should incorporate emotional skills enhancement.
- Recruitment policies may include emotional competence assessment.
- Institutional climate initiatives should promote emotional well-being.

X. CONCLUSION

The study establishes Emotional Intelligence as a strong and meaningful predictor of Job Satisfaction among secondary school teachers. The large effect sizes underscore the practical relevance of emotional competence in educational settings. Enhancing emotional intelligence may significantly improve teacher morale, productivity, and institutional effectiveness.

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