

The Impact of Emotional Intelligence on Job Satisfaction among Teachers

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Abstract

The aim of the present study was to examine the relationship between emotional intelligence and job satisfaction among teachers. Dimension of emotional intelligence like emotional self-awareness, emotional expression, using emotions, understanding emotions, emotional self-management, and emotional management of others in relation to job satisfaction. Pearson correlation and multiple regression analyses were used to test the hypothesis. Findings reported that emotional intelligence has a significant and positive relationship with job satisfaction among teachers. Only emotional self-awareness and emotional management of others influence emotional intelligence on job satisfaction among teachers.

Keywords: Emotional intelligence; job satisfaction; teachers; self-awareness; regression.

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Introduction

Emotional intelligence is seen as an important element that can affect the quality of work and productivity of individuals (Laila and Shehla, 2011). The use of emotional

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intelligence is argued to be important especially to “caring” profession such as teaching (Brackett et al., 2010). Teachers with emotional intelligence can understand, consider and express emotions in an appropriate way to determine whether they are successful or not in their careers (Ciarrochi et al., 2001). A teacher is the central element in educational system holding various important responsibilities. A career in teaching demanded them to give serious attitude on the job and dedication to career or life. Therefore, the teachers should be well-equipped with the knowledge and practice of emotional intelligence to enhance their job satisfaction. On the other hand if teachers are satisfied with their jobs, it can influence teachers’ behavior and attitudes about themselves and can establish a good relationship between teachers and community, parents and students.

These days the teaching occupation is not only about one’s ability but also involves emotions and understanding the behavior of others. Employees who are aware of their emotions may be effective in their work. Employees with high emotional intelligence are more likely to successfully manage their own and others’ emotions (Farzana et al., 2012). Employees who have low emotional intelligence lack the ability to understand internal states, lack of skills to capture the understanding of feeling and opinion of others, and unable to take an active interest in their problems. This is supported by Saddam (2010), employees who unable to control their negative feelings and respond to sudden changes will show the weaknesses behavior and attitude in the workplace (Saddam, 2010).

In addition, an emotional intelligence employee is the one who is capable of managing ones feelings and emotions in various aspects of one life. The employees who have emotional intelligence can manage their emotion in the workplace better and report fewer psychological problems with high levels of job satisfaction and organizational commitment (Gardner, 2005; Long and Tan, 2015). Job satisfaction can be defined as positive or an affective function of the perceived relationship between what employees perceived as offered (Buitendach and Rothman, 2009).

Today’s performance in teaching profession is not only about the one’s ability but it also involves emotions and understanding the behaviors of others either among students, colleagues or communities. People who are aware of their emotions may be more effective in their jobs (Afolabi et al., 2010). Emotional intelligence plays significant role in employees’ performance especially in governmental service like teachers. Therefore the general aim of the study is to analyze the various emotional intelligence dimensions and its impact on job satisfaction among teachers.

Literature review and research hypothesis

Emotional intelligence may contribute to job satisfaction by enabling people to nurture positive relationships at work, work effectively in teams and build social capital (Abdulazim et al., 2011). Emotional intelligence is an important predictor of key organizational outcomes including job satisfaction (Daus and Ashkanasy, 2005). A person who is able to understand and is aware of one's own feelings, and controls stress, negative emotions (Kafetsios and Zampetakis, 2008), and feeling of frustration, (Sy et al., 2006), can certainly have better relationships with colleagues and supervisors, which ends in increasing job satisfaction (Wong and Law, 2002) and better job performance (Kafetsios and Zampetakis, 2008). The results of the study of Kafetsios and Zampetakis

(2008) demonstrated that emotional intelligence has a significant direct influence on job satisfaction. Moreover, there were weak associations between some emotional intelligence factors and job satisfaction. Kafetsios and Zampetakis (2008) noted that emotional intelligence may influence job satisfaction due to its potential relationship to emotional awareness and emotional regulation, which may positively affect social relationships at work, and enhancing work experience.

Individuals with high emotional intelligence demonstrated higher measures of job satisfaction and performance (Sy et al., 2006; Long et.al 2014). A possible explanation for this relationship is that employees with high emotional intelligence respond more effectively to workplace stress and to the emotional cues of coworkers. These emotionally intelligent behaviors positively affect job satisfaction (Dong and Howard, 2006). The result of other studies (Guleryuz et al.,2008; Sy et al., 2006; Carmeli, 2003; and Wong & Law, 2002;) indicated that emotional intelligence has a positive strong impact on job satisfaction.

Nahid (2012) investigate the relationship between emotional intelligence, job satisfaction and organizational commitment among high-school teachers in Iran. He also examines the role of gender and age in emotional intelligence, job satisfaction and organizational commitment. In his analysis, the result indicates that there is a positive significant relationship between emotional intelligence, job satisfaction and organizational commitment. It is also found there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the findings in this study provide support for gender differences among participants concerning their emotional intelligence, with females reporting higher emotional intelligence level. Concerning the relationship between emotional intelligence and job satisfaction among high school English teachers, it was found that there was a positive significant correlation between emotional intelligence and job satisfaction. In other words, higher level of emotional intelligence is associated with higher level of job satisfaction.

In a study which set out to examine the relationship between teachers' emotional intelligence and their job satisfaction index at senior secondary schools level in Iran, Soleiman and Fatemeh (2012) found that there were significant relationship between teachers' emotional intelligence and their job satisfaction. The specific objectives of this study involve examining the significant differences between levels of teachers' emotional intelligence based on their job satisfaction with six major factors: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment), and possible differences between the levels of teachers' emotional intelligence and their different academic groups. The study revealed that there was a significant difference between teachers' emotional intelligence and their academic degree levels. Further, significant relationship was found between teachers' emotional intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of job satisfaction.

Individuals with high emotional and social capacity, who can take them under control, understand and know how to manage emotions of others are more advantageous both in their private and professional lives. Afzaal and Taha (2013) investigated the relationship among emotional intelligence, organizational commitment and job satisfaction among academic staff of a technical university in Brunei Darussalam. They found that emotional self-awareness and emotional self-management are related with the job satisfaction. In other words, most of the respondents are concerned about expressing their own emotions and know how to express and manage them.

The construct of emotional intelligence has been utilized in an attempt to understand employee functioning within the work setting (Sy et al., 2006). Emotional skill has been determined to be an important asset to an employee. This suggestion is consistent with Kafetsios and Zampetakis (2008), who also suggest that the ability to manage emotional content in the workplace may enhance an employee's sense of job satisfaction.

The literature has been used as a foundation of establishing a conceptual framework for this study as shown in Figure 1.

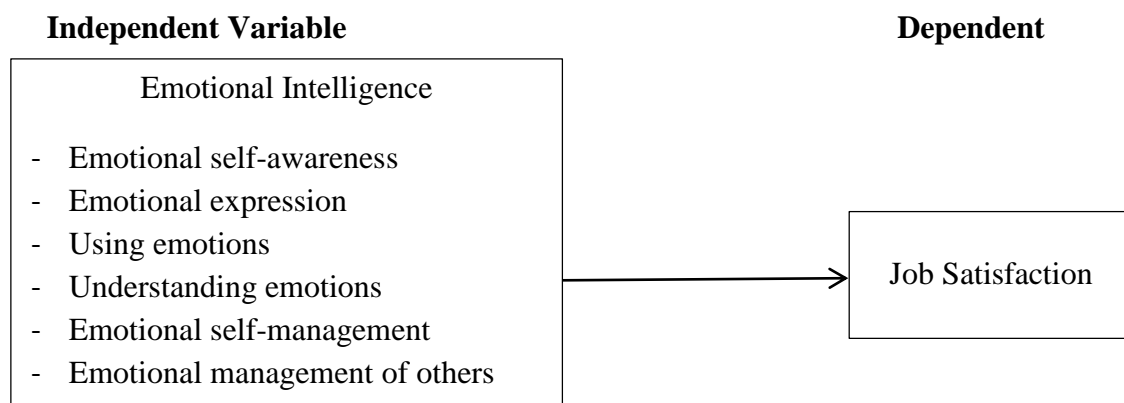


Figure 1: Conceptual Framework

Based on the evidence, it seems reasonable to assume that the teachers' emotional intelligence will affect their job satisfaction. Therefore, we hypothesized that:

H₁: There is significant relationship between emotional intelligence and job satisfaction

H₂: There is significant relationship effect between emotional intelligence (emotional self-awareness, emotional expression, using emotions, understanding emotions, emotional self-management and emotional management of others) and job satisfaction

Methodology

Subjects

The subjects for the present study were teachers who are employed in Melaka. Questionnaires were distributed to teachers in selected school and district.

Instruments

Instrument of the study was built depending on the study variables. To measure emotional intelligence, the combination of instrument were used which is Self-Report Inventory Schutte (SSRI) (Schutte et al., 1998) and Genos instrument (www.genos.com.au). The study used SSRI to measure using emotions and understanding emotions and Genos to measure emotional self-awareness, emotional expression, emotional self-management and emotional management of others.

To measure job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ) was administered adapted by Ang and Soh (1997). The MSQ measure the degree of job satisfaction consists of 20 items representing a feature in the work environment. The MSQ provides more specific information on the aspect of a job that an individual finds rewarding than do more general measures of job satisfaction.

Results

Statistical analyses reported in this study were based on a sample of 386 teachers who participated in this research. Data obtained from the survey were analyzed using Pearson correlation and multiple regression analysis by using Statistical Package of Social Science (SPSS) version 18.0.

Table 1 shows the results of Pearson correlation analysis between emotional intelligence and job satisfaction. Overall emotional intelligence has a significant and positive relationship with job satisfaction ($r = 0.52, p < .01$). However, the relationship between the two is moderate. This means that the higher the emotional intelligence the higher job satisfaction among respondents.

Table 1: Pearson Correlation Analysis between Emotional Intelligence and Job Satisfaction

Variables	Job satisfaction
Emotional Intelligence (Overall)	0.52**
Emotional Self-Awareness	0.42**
Emotional Expression	0.41**
Using Emotions	0.33**
Understanding Emotions	0.43**
Emotional Self-Management	0.44**
Emotional Management of Others	0.50**

Note: Significance at ** $p < 0.01$

The analysis also found that the six components of emotional intelligence have a significant and positive relationship with job satisfaction are emotional management of others ($r = 0.50, p < 0.01$), emotional self-management ($r = 0.44, p < 0.01$), understanding emotions ($r = 0.43, p < 0.01$), emotional self-awareness ($r = 0.42, p < 0.01$), emotional expression ($r = 0.41, p < 0.01$), and lastly using emotions ($r = 0.33, p < 0.01$) have a weak level of correlation. However, the relationship between components of emotional intelligence and job satisfaction is at a moderate level. This indicates that the six

components of emotional intelligence have a relationship with job satisfaction. This shows that the higher the emotional self-awareness, emotional expression, using emotions, understanding emotions, emotional self-management, and emotional management of others have the higher job satisfaction among respondents. Therefore, the hypothesis H1 outlined is accepted.

Table 2: Multiple Regressions Analysis between Emotional Intelligence and Job Satisfaction

Variables	Job Satisfaction		
	R ²	F	β
	0.29**	26.06	
Emotional Self-Awareness	-	-	0.15**
Emotional Expression	-	-	0.03
Using Emotions	-	-	0.01
Understanding Emotions	-	-	0.09
Emotional Self-Management	-	-	0.07
Emotional Management of Others	-	-	0.29**

Note: Significance at **p<0.01

Table 2 shows the results of the multiple regression analysis of the effects of emotional intelligence on job satisfaction. The results indicated that only 29% of job satisfaction (R²= 0.29, F=26.06, p<0.01) is significantly explained by the six components of emotional intelligence: emotional self-awareness, emotional expression, using emotions, understanding emotions, emotional self-management, and emotional management of others. Based on table 2, only two components of emotional intelligence in the regression equation emerged as significant predictor of job satisfaction. The predictor is emotional self-awareness (β = 0.15, p <0.01) and emotional management of others (β = 0.29, p <0.01). It is evident that the most influential emotional intelligence on job satisfaction is emotional self-awareness and emotional management of others. The other components of emotional intelligence are not significant to predict job satisfaction in this study. Therefore, the hypothesis H2 outlined is partially accepted.

Discussion and conclusion

The findings of this study confirm that emotional intelligence influence job satisfaction. It also confirms that employees, who report using emotional intelligence in the workplace, also have feelings of job satisfaction. Emotional intelligence employees will influence their job satisfaction to create appropriate behavior that is needed to effectively implement work task. Teachers can use their good behavior to manage activities and solve problems that emerge within their work environment. Thus, it is discovered that the emotional intelligence have an impact on teachers job satisfaction.

This is consistence with the literature by Carmeli (2003) stated that people with high emotional intelligence are constantly in a good mood and that they experience a higher level of job satisfaction and well-being (in comparison with people with lower emotional intelligence). According to Wong and Law (2002), employees with high emotional

intelligence are likely to experience high level of job satisfaction because they can utilize their ability to appraise and manage emotions in others. They also can help others to recognize and regulate their own and others' emotions.

This result of the present study also line with the findings of Wong and Law (2002), Sy et al. (2006) and Kafetsios and Zampetakis (2008). Sy et al. (2006) found that employees with high emotional intelligence will have high job satisfaction because they are more skilled in evaluating and setting their emotions. They also realize that emotions can influence the behavior and results to the job. The efficiency to control emotions makes them more confident and able to control their assignments make them more proactive and provide a positive influence in their work. This shows that respondents that have the ability to realize the emotional change in themselves and others will not act recklessly. They are more relaxed in their duties. Ability to make an assessment of the assignment allows respondents to have a positive attitude towards their work.

Moreover, the positive correlation between emotional intelligence and job satisfaction is parallel with Goleman (1995), Carmeli (2003), and Zakieh et al. (2013) who reported that the emotional intelligence can contribute to job satisfaction. Having high skills in managing emotions can lead to greater job satisfaction. Afzaal and Taha (2013) and Psilopanagioti et al. (2012) found that self-awareness is related with job satisfaction. Respondents who affectively master in emotional self- awareness tend to recognize and react to their strength and weaknesses for their job's benefits. The employees can build appropriate behavior to effectively implement tasks. At this point, it will help employees to attain their job goals and this will influence their job satisfaction. In other words, knowing oneself could help people to fulfill their job's need through managing their own strength and weaknesses that finally can benefit them. Besides, skilled in managing others emotions can influence job satisfaction. Wong and Law (2002) suggest that employees with high emotional intelligence are likely to experience high level of job satisfaction because they can utilize their ability to appraise and manage emotions in others. This is because when the employees are skills in managing others' emotion, it will build good relationship with others such as their subordinates, colleagues, students and society. They can create harmonious work environment through good relationship with others and this contributes to job satisfaction.

Accordingly, awareness of the factors that stimulate certain emotions and understand the effect of those emotions enables employees with high emotional intelligence to take the appropriate actions that influences job satisfaction. Guleryuz et al. (2008) concludes that employee with good emotional capacity, would be aware of their feelings, good at control their feelings, understanding others feelings and dealing with others feeling effectively. Employees who use the practical skills underlying emotional intelligence to successfully interact with colleagues may feel more competent and satisfied with their jobs.

It also confirms that employees who report using emotionally intelligence in the workplace, also have feelings of job satisfaction. The outcome shows that these relationships will improve the positive elements in the behavioral organizations especially for the employee's job satisfaction and performance in the organization.

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