

# The Effects of Emotional Intelligent on Job Satisfaction: The Evidence from National School Teachers in Jaffna District

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**Abstract**— Educational systems around the world have rapidly experiencing changes and reforms, impacting to teachers' job satisfaction. Despite these changes, discussion on how to predict teachers' satisfaction is complex and remains difficult to evaluate. This study addresses the gap in the literature by investigating the role of emotional intelligence in teachers' job satisfaction. This study analyses the relationship between emotional intelligence (EI) which consists four dimensions: self-regulations, self-awareness, self-motivation and social skill (relationship management) and job satisfaction. Respondents were 212 teachers in 3 most leading National schools in Jaffna District. Data was collected through questionnaire survey and a significant correlation emerges from the data between emotional intelligence and job satisfaction. Overall, this research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and Sri Lankan Higher Education System. higher education system.

**Index Terms**— Emotional intelligence, self-regulations, self-awareness, self-motivation and social skill job satisfaction, Sri Lankan, teachers' education, relationship management.

## I. INTRODUCTION

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. Emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore, this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, a study on the emotional intelligence among teachers in the National schools in Jaffna District is conducted. This study is based on the idea to know the level of the emotional intelligence among teachers.

Teacher job satisfaction was an area of concern for a number of school personnel. Many teachers dropped out of the profession for a plethora of reasons. Teachers felt that the profession was not valued by society, the demands and accountability increased, and an overabundance of stress all played significant roles in how teachers viewed their jobs and the satisfaction they received from it (Latham, 1998). Many teachers chose teaching as a profession because they valued the intrinsic rewards that they received (Iwanicki, 2001) and because they enjoyed the emotional and personal benefits of the job itself, such as personal growth and a sense of

accomplishment. In fact, many teachers selected this profession because they desired helping others and were afforded the opportunity for personal development and public service (Jones, 2002). So, why were so many teachers leaving the profession? The literature on teacher attrition consistently showed a bimodal curve: most of those who left the profession were either beginners with five years of experience or less in the classroom or 30 year veterans who were ready to retire (Tye & O'Brien, 2002).

Teachers are important in their role in shaping students' intellectual, emotional, and social development. Many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Latham, 1998). According to Jones (2002), the number one reason for the passion that teachers shared was their ability to make positive differences in the lives of young people. In addition, the majority of professionals who taught felt that their ability to contribute to society, while helping others, made teaching a rewarding profession (Jones). Emotional intelligence core and important factor for life success, and psychology also playing a role interaction in the relation between the managers and their employees in Organization (Fauzy Bin Yacco, & Md Shah, 2012). Also, (Psilopanagioti and Niakas, 2012) stated that emotional intelligence is very important for organization service sector outcome (Gunavathy & Ayswarya, 2011).

Emotional intelligence is one of personality characteristics (Mayer et al., 2000). Emotional intelligence determines human capacity to know his feeling and others'. It helps to motivate, control feeling, and make relations. Specktor (1997) found that personal and organizational factors influence job satisfaction (cited in Gelman, 2009, translated by Nasrin Parsa). Sykes (2002) expanded Specktor's model. He considered emotional intelligence as personal factors like gender, education, demographics (cited in Thomas & Tram, 2006). Personality and personal traits such as emotional intelligence should be considered in occupational motivation. Emotional intelligence prevents and modifies physical and disorders. Considering emotional intelligence effects, it is essential to examine it in family, school, organization and other social levels. Emotional intelligence improves mental health. It creates discipline in life. A person with high emotional intelligence experiences less negative events. He overcomes problems more successfully in work and life. They are more well-being (Gelman, 2009, translated by Nasrin Parsa).

Explored that job satisfaction is important for both levels (organization and individual) also Job performance have same importance, Individuals should competent in control their emotions under pressure and stress and through

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constraints (Psilopanagioti et al, 2012) find these contributing good understandings of emotional parameters that affect the process of work in are increasing in the service and its quality.

## II. PROBLEM DEFINITION

The purpose of the current study was to determine whether emotional intelligence played a significant role in teacher job satisfaction. This study sought to discover whether the two constructs, emotional intelligence and job satisfaction in public school teachers, were positively correlated, for the purpose of providing further information on teacher retention.

## III. OBJECTIVES OF THE STUDY

The main objective of the study is to understand and explain the effect of Emotional Intelligence on the Job Satisfaction and to provide knowledge of how the Emotional Intelligence effect on employee's Job Satisfaction, also, make to provide knowledge of how the worker Job Satisfaction according to demographic factors. From the other side to define how Emotional Intelligence effect on employees for National Schools in Jaffna District. Finally, to provide knowledge of worker's type (Principals and Teachers) most effect from emotional intelligence on the job satisfaction.

## IV. RESEARCH QUESTION.

How does the emotional intelligence (Self – Regulation, Self – Awareness, Self- Motivation and Social Skills) of National School teachers affect their job satisfaction?

## V. LITERETURE REVIEW

### A. Introduction

This chapter casts more light on the concepts of Emotional Intelligence and Job satisfaction, various bundles of Emotional Intelligence, contentions surrounding theories, models and previous findings.

### B. Emotional Intelligence

Emotional intelligence (EI) has recently attracted a lot of interest in academic research (Dev et al., 2012; Goleman, 2001; Mayer et al., 2000; Petrides & Furnham, 2003; Schutte et al., 2009; Stough, Saklofske, & Parker, 2009). Woolfolk, et al (2008) defined EI as the ability to process emotional information accurately and efficiently, EI has also been defined as an ability for recognizing one's own feeling better than others, motivated ourselves and good in managing own emotions and relationships (Goleman, 2005). Goleman (1997) and Higgs, (2000) agreed that EI is about own feeling and being able to handle those feelings; being able to motivate ourselves to get jobs done, be creative and perform at our level best; be sensitive and able to handle relationships effectively. Mayer and Salovey defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate Emotion in self and others" (1997, p. 401). This concept emphasizes the importance of Self-awareness and the ability to re-evaluate and balance a person's intellect and emotion within a typical daily life. Zeidner, Matthews and Roberts (2004) summarized emotional Intelligence as "a mélange of competencies and

general dispositions for adaptive personal Functioning and coping with environmental demands" (p. 375). Emotional intelligence is Related to "emotion, motivation, personality traits, temperament, character, and social Skills" (Zeidner et al., 2004, p.375). The construct of emotional intelligence (EI) as an inclusive theory was discussed in the work of psychologists (Salovey & Mayer, 1990). According to them, EI is an important component of social intelligence and it is the ability of an individual to understand and control their own thoughts and sentiments. In addition, they are also capable of using this intelligence in steering their actions. EI helps an individual to encourage self-feelings, to remain positive as well as nurture relationships. Research has highlighted the importance of EI in enhancing social interactions for teachers' success in educational institutions (Arani, 2011).

### C. Self-regulation

Even the best of plans sometimes do not operationalize or occur and must be changed midstream due to something unforeseen. Therefore, self-regulation is a process that effective problem-solvers or goal setters use over time and across changing circumstances which aides a person's ability to adapt and to be flexible (Baumeister & Vohs, 2007). Snyder (1979) wrote that the effective goal setter is able to monitor progress by paying attention to intrinsic (within) and extrinsic (from others) cues through greater self-awareness, which leads to quicker and better management of goal attainment. "Self-regulation (or self-regulated learning) refers to learning that results from a student's self-generated thought and behaviors that are systematic oriented toward the attainment of their learning goals" (Schunk & Zimmerman, 2003, p.59). Self-regulation or self-management is the second of Goleman's core competencies. The concept of self-management is through the ability to remain calm during provocative or conflict situation, while keeping defensiveness to a minimum and ultimately renovating rationality (Wolmarans & Martins, 2001). Self-regulation progresses primarily from social source and changes to individual sources in a sequence of levels (Schunk & Zimmerman, 2003). According to Schunk & Zimmerman, (2003) self-regulation would encourage people to take a more powerful role on their thoughts, emotions, and performances.

### D. Self-awareness.

Self-awareness is the ability to notice ourselves in the present moment; or more simply it is becoming aware of what you do, and why you do it (Duval & Wicklund, 1972). Self-awareness is often a good gauge of 'presence'. In other words, being in tune with our body and mind can bring us awareness of many things (Fenigstein, 1987). A feeling of calmness informs that things are right in our surroundings and we can enjoy the moment. A stomach ache may be a sign of nervousness or anxiety about something that is not quite right. A quickened heartbeat may let us know that we need to proceed with caution. Noticing this internal activity as it happens is the expression of self-awareness (Kircher & David, 2003). Awareness helps us keep up with life as it happens. It helps connect us with the present moment and the constant changes that the present moment brings (Natsoulas, 1996). Wrosch, Scheier, Miller, Schulz, and Carver (2003) stated that self-awareness can also help us work with the

body-mind connection to reduce damaging stress and rejuvenate; and the more self-aware we become, the more power we have to create positive change in our lives.

Self-awareness is the most crucial competency associated with work place emotional intelligence. Grayson, (2013) defined self-awareness as the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Goleman (1998) defined emotional self-awareness as a way of identifying a person emotions and how it could effect. Yeung (2009) stated that the first step of becoming an emotionally intelligent is to become as self-aware as possible. Yeung (2009) also argued that if emotional intelligence were a journey, then self-awareness would be the skill of map reading.

#### *E. Self-motivation*

Goleman (1995) defined that emotional self-motivation involves the ability of controlling the emotional tendencies that facilitate in other to reach one's goals. Self-motivation also refers to the abilities to set goals and create an arduous, and also to remain focused and positive by any setbacks that may occur during setting goals. Self-motivation is assurances would involve in every day action which could also committed to any particular cause. Wolman's & Martins, (2001) suggested that one way that are founded on self-motivations is taking responsibility for a person successes and failures.

Motivation can be separated into components, that of intrinsic motivation and extrinsic motivation. Gray and Starke (1988) proposed that extrinsic rewards (pay, promotions, compliments, etc) are independent of the task performed and are controlled by other people. Intrinsic rewards (a feeling of accomplishment of task that was interesting and challenging) are an integral part of the task and are administered by the individual doing the task. Therefore, extrinsic motivation results from anticipation of extrinsic rewards and intrinsic motivation results from potential intrinsic rewards.

#### *F. Social skill*

Social skills refer to a person's talent in managing relationship with others and building systems also called people skills. The set of social skills includes respect for others, mutual regard, commitment, openness, tolerance, empathy, negotiation, communication etc. (Schuetz, 2011). It involves the ability of meeting each other's needs, relating to each other over time and exchanging information about one feeling, thought and ideas. Others qualities, social skills are effective in leading change, persuading others, building and leading teams (Goleman 1995). Social interaction also results in many advantages. It gives confidence and social acceptance. It can help managers in many ways. It can help do many things which cannot be completed alone, for example; getting support from a team or completing a project (Pettry, 2006).

#### *G. Job Satisfaction*

Employee job satisfaction is critical to organizational communication, since it is directly related to organizational outcomes. Job satisfaction can be conceptualized as an

individual's attitude toward his or her job. Beginning in the late 1950s, researchers have sought to understand job satisfaction and conduct empirical studies to test their models. In a departure from conventional theories, Herzberg and his colleagues (Herzberg, Mauser & Snyderman, 1959) proposed a typology in which separate groups of factors were proposed to independently influence job satisfaction and job dissatisfaction. This led to the development of their dual factor theory of job satisfaction. This theory proposes that job satisfaction and job dissatisfaction are independent constructs and not part of a single continuum. Thus, individuals not exhibiting job dissatisfaction may still not exhibit true satisfaction with their jobs.

Personal factors include personality disposition, traits, self-esteem, motivation, and emotions (Dormann & Zapf, 2001). Heller et al., (2002) identified that such positive factors as high energy, pleasurable engagement, and enthusiasm are positively related to job satisfaction, while negative factors such as distress, unpleasant engagement, and nervousness are negatively related to job satisfaction. Several studies have confirmed that job satisfaction is directly related to personal affective disposition factors (Staw & Cohen-Charash, 2005; Gerhart, 2005). In short, a review of the literature suggests that job satisfaction is a critical variable in an organizational climate study. Although the variable has been studied to a great extent in past decades, there is a gap in terms of understanding of how the variable is related to emotional intelligence and trust. Both of these variables are critical to organizational communication and organizational outcomes. However, in this study only emotional intelligence is considered for the investigation of the relationship between EI and job satisfaction. Job satisfaction was defined as "peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering" (Syptak, Marsland, & Ulmer, 1999, p. 23). More specifically, teacher job satisfaction was "a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness" (Shann, 1998, p. 67). Teacher job satisfaction reduced attrition, enhanced job performance, and had a positive influence on student outcomes (Shann).

(Borrow) Job satisfaction any combination or psychological, physiological and Environmental Circumstances that causes a person truth to say I am satisfied with my job". (Hop pack) Job satisfaction is define as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (specter, 1997, p2). This definition suggests job Satisfaction is a general or global affective reaction that individuals hold about their Job. Job satisfaction as involving cognitive, affective and evaluative reactions or attitudes and states it is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is a result of employee's perception how well their job provides those thing that are viewed as important. It is generally recognized in the organizational behaviour field that job satisfaction is the Organizational behaviour field that most important and frequently studied attitude (luthans, 2002).

#### *H. Emotional Intelligence and Job Satisfaction*

A significant number of studies have examined the possible relationship that is developed between the aspects of emotional intelligence of bank employees and the satisfaction



they feel from their work. The investigation of Heffernan et al. (2008) highlighted the impact of emotional intelligence and confidence on the financial performance of executives in the banking sector. Malik & Rahim (2010) explored the impact of demographic factors on the level of emotional intelligence and hence the performance of employees on the job. The study of Kaura (2011) showed that there is a strong correlation between emotional intelligence and the dimensions of service quality. The study of Orhan & Dincer (2012) focused on the relationship between emotional intelligence and job satisfaction. In addition, the study of Abi & Jijo (2012) showed how the work experience and the marital status affect the emotional intelligence and satisfaction at work. The results showed very high positive correlation between emotional intelligence and job satisfaction.

Emotional intelligence has the main effect on farther more in activities in the work place, the way employee work, inability or ability to work as a team, initiative and originality, nurturing talent, service delivery levels, client satisfaction and loyalty (Zeidner, Matthews, & Roberts, 2004). Job satisfaction can be defined as Inductor for emotional condition as a result from the characteristics and features of a work environment (Arches, 1991). (Kumari & Pandey, June 2011) argued that job satisfaction is an attitude but other researchers should clear distinguish the mean of cognitive evaluation that impact (emotion), behaviours and beliefs. The ability to manage your emotions and stress handling is another aspect of emotional intelligence that is important for success. In predicting employee success, many previous studies supported that emotional intelligence could also be conceder a factor in determining life success (Cherniss, 2001). Some researchers have done research regarding EI and found that senior managers will perform job better than senior managers with low EI (Carmeli, 2003). To show the relationship between job success and satisfaction with emotional intelligence, Goleman (1998) relied upon others' research to support this notion. Goleman's emotional intelligence theory of performance had direct applicability to the domain of work and in predicting excellence in all jobs from sales to leadership (Goleman, 1998). Goleman believed that increased understanding of emotional intelligence allowed individuals to flourish in them

lives, as citizens in their communities, and on their jobs. To support this statement, the latter in particular, Goleman proposed a theory of performance that was built on the basic emotional intelligence model by Mayer and Salovey (1993) and adapted this original model to predict peoples' personal effectiveness at work and in leadership. Many studies analysis the effect of emotional intelligence on job satisfaction. (Psilopanagioti et al., 2012), (Taboli, 2013), (Zakieh Shooshtarian, 2013), (Sener, Demirel, & Sarlak, 2009), (Fasihizadeh, 2012), (Gunavathy & Ayswarya, 2011), (Simin Hosseinian, 2008), (Konstantinos Kafetsios A, 2008) argued that there is effect of emotional intelligence on job satisfaction. And, (Zainal, Nasurdin, & Hoo, 2012) have argued that there some part of emotional intelligence impact like other emotion and regulation of emotion more than self-emotion and use emotions. (Jorfi et al., 2012) has exposed that women highly emotion intelligence and more concerned with people. (Marjanović & Dimitrijević, 2013) they concluded that the current findings reinforced the use of intelligence traditional measures and the personality trait of emotional intelligence in predicting job related criteria, but

encourage and prefer the assessment of trait of emotional intelligence for the purpose of predicting well-being. (Siddiqui Razi Sultan 2013) they indicated that high score on trait of emotional intelligence individual could control and regulate their behaviour in a way that could promote wellbeing, motivation level, job satisfaction, interpersonal relationship, quality work of life and retention time in an organization.

## VI. RESEARCH METHODOLOGY

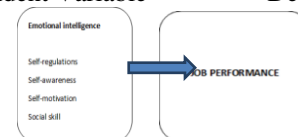
Data have been collected from various sources for this particular research study. This chapter includes conceptualization and Operationalization, research sample, data collection techniques and method of analysis. Further the ways of research sample were selected.

### A. Conceptual Framework

This Conceptual framework explains the relationship between Emotional Intelligence as independent variable and job satisfaction as dependent variable. Based on the narrow down scope of the literature review from the second chapter, this relationship can be shown below.

### B. Conceptual research framework

Independent Variable                      Dependent Variable



**Figure Source: Daniel Goleman's (1996)**

### C. Definition of key concept and variables.

#### Emotional Intelligence

Emotional intelligence (EI) has recently attracted a lot of interest in academic research (Dev et al., 2012; Goleman, 2001; Mayer et al., 2000; Petrides & Furnham, 2003; Schutte et al., 2009; Stough, Saklofske, & Parker, 2009). Woolfolk, et al (2008) defined EI as the ability to process emotional information accurately and efficiently, EI has also been defined as an ability for recognizing one's own feeling better than others, motivated ourselves and good in managing own emotions and relationships (Goleman, 2005). Goleman (1997) and Higgs, (2000) agreed that EI is about own feeling and being able to handle those feelings; being able to motivate ourselves to get jobs done, be creative and perform at our level best; be sensitive and able to handle relationships effectively.

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#### D. Hypothesis

H1: There is a significant relationship between emotional intelligence and job Satisfaction.

H1a: There is a significant relationship between self-regulation and job Satisfaction.  
a significant relationship between self-awareness and job Satisfaction.

H1c: There is a significant relationship between self-motivation and job Satisfaction.

H1d: There is a significant relationship between social skills and job Satisfaction.

#### E. Operationalization

This section deals with the operationalization of variables; those affect the emotional Intelligence and job satisfaction. This table shows the concepts, variables, measurements and indicators, which could be included under the emotional Intelligence as well as job satisfaction.

**Table 1: Operationalization.**

Concept	Variable	Measures
1. Emotional Intelligence	Self-Regulation	Q No 1 – Q No6
	Self-Awareness	Q No 7 & Q No14
	Self-Motivation	Q No 15 – Q No21
	Social Skills	Q No 22 – Q No 28
2. Job Satisfaction		Q No 1 – Q No 7

#### F. Research sample

A sampling is the collection of samples from the population in the area, where the research studies. This study had been organized to collect data from the respective Selected National Schools Teachers in Jaffna peninsula. To make the selection effective, sample is collected through Simple random sampling method.

The total sample size in the present study was 212 teachers who were teaching in selected National Schools from Jaffna District. Sample unit consist of teachers who are teaching in Selected National Schools in Jaffna District.

#### G. Data collection and population

##### Primary Data

Primary data was collected from a sample size of 212 Teachers at the Selected National Schools in Jaffna District. The standard questionnaire with tested reliability was used. Multiple regressions were used to predict Job Satisfaction. The data was analysed via SPSS statistical software.

##### Secondary Data

The secondary sources of data refer to data collected by a person or researcher other than the user of the

information. This kind of previously collected information is not case specific but it can be relevant to the studied problem (Lindstrom et al 2010) This study to a significant extent depended on information about Selected banks in the Jaffna District and their HRM practices relevant materials from the and other documented relevant information.

Available handbooks, annual reports, performance reports, employment policies, relevant information from the organisations" website, blogs, journals, newsletters and other documented materials made up the secondary data used by the researcher. The data obtained from these sources were scrutinised for reliability, validity, adequacy and suitability in answering research questions. The use of multiple independent sources of data was to establish the truth and accuracy of any claim; thus it is expected to enhance the reliability and validity of the study.

#### Instrument development

The questionnaire developed by Mafuzah Mohamad\*, Juraifa Jais (2015) were used as the data collection instrument. The questionnaire has been slightly modified without changing the original contents as it translated into local language to ensure suitability for the research context and it mainly consisted with three parts.

Part A consists of personal profile of the respondents and part B consists of 28 statements relating to Emotional Intelligence in School Teachers. Part C including 7 statements relating to Job Satisfaction. All statements were measured by responses on a Five-point Likert scale of agreement with statements, ranging from strongly disagree (1) to strongly agree (5), (refer Annexure I).

#### Mode of Analysis

These methods included (1) descriptive statistics, which involved in collecting, summarizing and presenting data. This analysis has given the information for the data through the frequency distribution, central tendency, and the dispersion. (2) Inferential statistics, which involved in drawing conclusions about a population based only on sample data. It included multiple regression analysis, independent sample one-way Anova (f-test), independent sample t-test (t-test).

#### Pearson's Correlation Analysis

The correlation analysis is utilized to find out the relationship between independent and dependent variables. According to Hair et al (2006), Pearson's correlation coefficient is used to measure the degree of Gender Distribution

linear association between two variables. The coefficient (r) indicates both the magnitude of the linear relationship and the direction of the relationship. The correlation coefficient ranges from +1.0 indicates perfect positive relationship to -1.0 indicates perfect negative relationship; and value of 0 indicates no linear relationship. The Pearson correlation coefficient was used to measure the variables in this research study by using the Likert Scale (interval scale).

In this study, the Pearson's Moment Correlation Coefficient was computed for the purpose of determining the relationships among retail service quality and customer loyalty.

## VII. DATA PRESENTATION AND ANALYSIS

This chapter seeks to present the data gathered in the field survey and then analyses the data presented. The data gathered from Teachers of National Schools in Jaffna about their Emotional Intelligence level and Job Satisfaction will be presented in this chapter. After presenting data, data analysis will be carried out. Hypotheses will be tested with the help of multiple correlation, regression.

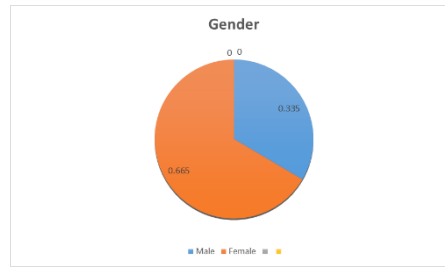
### A. Data presentation

To conduct effective research, various level of employees is selected from the selected Schools. There are four independent variables such as Self Regulations, Self-Awareness, Self-Motivation and Social Skills and job satisfaction is a dependent variable. The data presentation is carried out based on the independent variables and dependent variable.

In this study, the demographic profile of the respondents has been identified in Section A of the questionnaire. There are a total Five of questions asked under the Respondents' demographic section which included Name of the School, Gender, Age, Educational Qualifications, and Experience.

**Table 2: Gender Distribution**

Gender	Frequency	Percent
Male	71	33.5
Female	141	66.5
Total	212	100.0



**Figure 2: Gender Distribution**

Source: Survey Data, 2017.

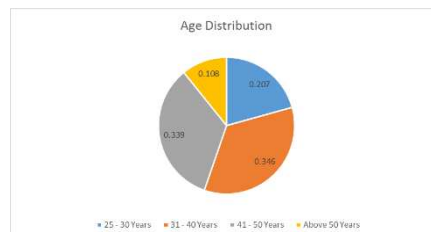
Both male and female employees are included in the sample; sex of the respondents of the sample is illustrated in figure 1 above. Figure 1 shows that out of 212 respondents, 141 (66.5%) are Female employees and the rest which are 71 (33.5%) are male employees.

Age Distribution

**Table 3: Age Distribution**

Age	Frequency	Percent
25 – 30 Years	44	20.7
31 – 40 Years	73	34.6
41 – 50 Years	72	33.9
51 And Above	23	10.8
Total	212	100.0

Source: Survey Data, 2017.



**Figure 3: Age Distribution**

Source: Survey Data, 2017.

Based on the Table 7.1.3 and Figure 7.1.3 age group distribution indicates that the majority of respondents fall into the age group of 31 to 40 years' old which is 34.6%. It followed by 33.9% of the respondents were aged 41 to 50 years old, 20.7% of the respondents were aged 25 to 30 years old, 10.8% of the respondents were aged 51 and above years old.

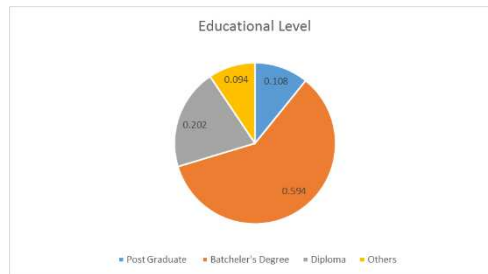
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### B. Educational Qualifications Distribution

**Table 4: Educational Qualifications Distribution**

Educational Qualification	Frequency	Percent
Post Graduate	23	10.8
Bachelor's Degree	126	59.4
Diploma	43	20.2
Others	20	9.4
Total	212	100.0

Source: Survey Data, 2017.



**Figure 4: Educational Qualifications Distribution**

Source: Survey Data, 2017.

According to Table 7.4.3 and Figure 7.4., the results revealed that 59.4% of respondents are in the category of Bachelor's Degree qualification. It followed by post Graduates which account for 10.8%. Others which are 29.6%. The respondents who are holding Diploma comprises of 20.2%. Meanwhile, respondents account for 9.4% fall into Professional Qualification.

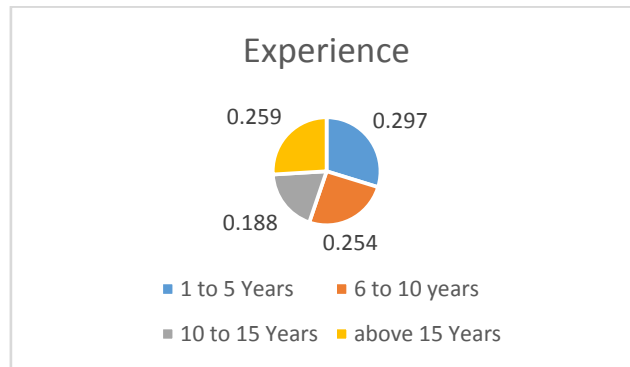
### C. Experience Distribution

**Table 5: Experience Distribution**

Experience	Frequency	Percent
01 to 05 Years	63	29.7
06 to 10 Years	54	25.4
11 – 20 Years	72	18.8
21 And Above	23	25.9
Total	212	100.0

Source: Survey Data, 2017.





**Figure 5: Experience Distribution**

Source: Survey Data, 2017

Figure 7.5 indicates that those that have served the School for one to Five years are (29.7%), also 54 respondents which is (25.4%) of the sample has work for 6 to 10 years for the School; whereas, (18.8%) has put in 10 to 15 years. The respondents with Above 15 years of experience were 55 and make up (25.9%) of the entire sample size.

**Table 6: Summary of Personal Demographic Profile in the Study**

Category	Frequency(N)	Percentage (%)
Gender		
Male	71	33.5%
Female	141	66.5%
Total	212	100.0%
Age		
25 – 30 Years	44	20.7%
31 - 40 Years	73	34.6%
41 – 50 Years	72	33.9%
Above 50 Years	23	10.8%
Total	212	100.0%
Educational Qualification		
Master's Degree	23	10.8%
First Degree	126	59.4%
Diploma	43	20.2%
Other	20	9.4%
Total	212	100.0%
Experience		

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1 to 5 Years	63	29.7%
6 – 10 Years	54	25.4%
10 – 15 Years	40	18.8%
Over 15 Years	55	25.9%
Total	212	100.0%

Source: Survey Data, 2017

### D. Reliability Test

Reliability test were conducted by researchers in order to test the internal reliability of the constructs. This reliability test was conducted to assess data quality and used to assess consistency in measurement items. According to Ndubisi (2006), the internal consistency of the research instrument should be tested by reliability analysis. Cronbach's alpha was used to measure the internal consistency of the measurement items. In addition, Nunally, (1978) and Hair et al., (2010) recommend that the value of Cronbach's alpha should exceed 0.70, it indicates good internal consistency among data. Even though Cronbach Alphas of 0.6 and above are deemed acceptable in emerging markets (Burgess & Steenkamp, 2006). The respective Cronbach Alphas are reflected in Table 4.6.

**Table 7: Reliability Test**

Dimension	Cronbach's Alpha value
Emotional intelligence	0.891
Self-regulations	0.774
Self-awareness	0.709
Self-motivation	0.859
Social skills	0.859
Job performance	0.884

Source: Survey Data, 2017

According to Malhotra & Peterson (2006), the alpha coefficient below 0.6 portrays weak reliability of the variables. If the alpha coefficient ranges from 0.6 to 0.8, they are considered to be moderate strong. If the alpha coefficient is in the range of 0.8 to 1.0, they are considered to be very strong. Based on table 4.6, the results have revealed that the internal reliability of each construct has ranged from 0.709 to 0.891. Social Skills and Self-Motivation had the highest alpha coefficient (0.859) while Self-awareness had the lowest alpha coefficient (0.709). Furthermore, the Cronbach alpha in this study was much with the range Exceeded 0.7. It was indicating good internal consistency among the items within each dimension and each variable. And Overall Cronbach alpha value was 0.891.

### 7.8Data Analysis

According to Sekaran (2003), the objectives of data analysis are getting a feel for the data (descriptive analysis), and testing the hypotheses develop for the

research (inferential analysis). Various statistical methods have been employed to compare the data collected from 212 respondents. After that data was converted into information by using the SPSS. The data was being analyzed by using reliability test, descriptive analysis and inferential analysis. Descriptive statistics which involves in collecting, summarizing and presenting data, this analysis is given information for the data through the frequency distribution, central tendency, and the dispersion. Inferential statistics which involves in drawing conclusions about a population based only on sample data. It includes correlation analysis & multiple regression analysis which are used to find out relationship and the significant impact of Emotional Intelligence and Job satisfaction.

### E. Pearson Correlation Analysis

The Pearson correlation coefficients are presented to illustrate the relationship as well as the statistical

significance between independent variables and dependent variables. In addition, Pearson's correlation analysis method is chosen because the correlation can be compared without regarding to the amount of variation exhibited by each variable separately. Purpose of the correlation analysis in this study is to find out the significant relationship between Emotional Intelligence

and Job satisfaction. Further, it is utilized to find out the relationship between the dimensions or factors influencing on Emotional Intelligence as Self-Regulation, Self-Motivation, social Skills and Job Satisfaction.

**Table 9: Pearson Correlation Analysis**

Variables	EI	SR	SA	SM	SK	JP
Emotional Intelligence	1					
Self-regulation	0.64**	1				
Self-awareness	0.65**	0.24**	1			
Self-Motivation	0.82**	0.41**	0.35**	1		
Social Skill	0.80**	0.28*	0.42**	0.58**	1	
Job Satisfaction	0.47**	0.20**	0.25**	0.38**	0.54**	1

Source: Survey Data, 2017.

As already mentioned, Pearson correlation test is applied to find out the relationship between the dimensions of Emotional Intelligence and job satisfaction. Based on Table 7.9, it has shown that the correlation matrix for the six examined variables which were Self-regulation, self-awareness, self-motivation, social skills and job satisfaction. It proved all the associations were found to be significant at 99% level and there were positive correlations among all the constructs because none of the constructs had negative sign on job satisfaction. According to the table above, Emotional intelligence is positively associated with job satisfaction, moreover moderate positive association has been found that  $r = 0.47$  which is also significant at 0.01 level ( $P < 0.05$ ). Next, it was followed by Self-Regulation with  $r = 0.20$ , Self-Awareness with  $r = 0.25$ , Self-Motivation  $r = 0.38$  and

Social Skills with  $r = 0.54$ . All correlations were significant at 0.01 levels and had the moderate positive relationship with Job Satisfaction. Meanwhile Emotional Intelligence is positively associated with Job Satisfaction, in addition weak positive relationship has been established that  $r = 0.47$  which is also significant at 0.01 level. Thus, the result has shown that there is a significant positive relationship between independent variables (Emotional Intelligence and its sub dimensions as Self-Regulation, Self-Awareness, self-Motivation and Social Skills), and dependent variable (Job Satisfaction).

#### VIII. HYPOTHESES TESTING

Summary of the data analysis is given below through the hypotheses testing.

**Table 9 : Hypotheses Testing**

Hypotheses	Values scored	Result	Tools
H <sub>1</sub> : There is a significant relationship between Emotional Intelligence and Job Satisfaction.	0.47	Supported	Correlation
H <sub>1a</sub> : There is a significant relationship between Self-Regulations and Job	0.20	Supported	Correlation

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Satisfaction.

H <sub>1b</sub> : There is a significant relationship between Self-awareness and Job Satisfaction.	0.25	Supported	Correlation
H <sub>1c</sub> : There is a significant relationship between Self-Motivation and Job Satisfaction.	0.38	Supported	Correlation
H <sub>1d</sub> : There is a significant relationship between Social Skill and Job Satisfaction.	0.54	Supported	Correlation

Source: Survey Data, 2017.

### IX. CHAPTER CONCLUSION

This Chapter has focused on the presentation of results obtained from the analysis of the data that were generated based on the respondents. In this chapter, the descriptive analysis and inferential analysis which were used to analyze the outcome of the data collected and generated results for further discussion. The next chapter will provide a more detailed discussion of the major findings, answers to the research questions conclusions recommendations and direction to future research.

### X. FINDINGS, DISCUSSION & CONCLUSION

The results of this research study have divided into three parts, which are referring to respondent demographic profile, Pearson correlation analysis and Multiple liner regression analysis.

#### A. Descriptive Analysis

First and foremost, the respondents' demographic profile shown that majority of respondents consists of females (66.5%; 141 persons) and minority of them are males (33.5%; 71 persons). In term of age range, most of the respondents come from the 31 to 40 years' old which is 73 out of the total population (34.6%), while the smallest percentage referring to the 23 respondents (10.8%) who were aged above 50 years old. Besides that, in the case of educational qualification of the respondents, the majority of respondents have Bachelor's Degree qualifications which constitute 126 out of 212 respondents (59.4%). The remaining respondents consist of 43 Diploma (20.2%), 20 Others which indicates Other professional courses (9.4%), 23 Post Graduates (10.8%), Furthermore, majority of the teachers' New appointments of the School because the Experience is I to 5 years 29.7% of the teachers have 1 to 5 years' experience.

#### 10.1.2 Inferential Summary

#### 10.1.2 Pearson Correlation Analysis

Pearson correlation coefficient analysis (Table 7.9) has been used to measure the relationship and associations among the independent variable (Emotional Intelligence) & its sub-dimensions (Self-Regulation, self-Awareness, Self-Motivation and Social Skills) and dependent variable (job satisfaction). According to the result that generated by Pearson Correlation Analysis, independent variable (Emotional Intelligence) has the significant positive relationship with dependent variable (job satisfaction), with R-value of 0.47,  $p < 0.05$ . Meantime the sub dimensions under independent variable also have the positive association with significant at 0.01 level ( $p < 0.05$ ). Which are Self-Regulation (0.20), self-Awareness (0.25), Self-Motivation (0.38), and Social Skills (0.54). As conclusion, H<sub>1</sub>, H<sub>1a</sub>, H<sub>1b</sub>, H<sub>1c</sub>, and H<sub>1d</sub> were accepted.

#### Discussions of Findings

The researches that has been published on the topics of emotional intelligence, social emotional learning, and academic achievement has shown a strong connection between the growths of all areas toward healthy, successful adulthood. Tools for measuring EI and its connection to academic achievement have been carefully designed and tested (Mayer & Cobb, 2000; Peters et al., 2009). Humphrey (2007, p. 236) states, "Education should encompass both the rational and the emotional to best prepare our children for adult life." Schools have become institutions that focus on the academic arm of education, rather than the emotional but there is now brain research and other research that encourages us to consider how emotions might play a role in improved academic success as well (Humphrey et al., 2007, p. 237).

States and school districts nationwide have begun to work toward the establishment and requirement of attention to the social and emotional development of children within the efforts and time constraints of the school day. Yet what has seemed to be missing has been the voice of the students. Did it make a difference to them? Is the effort



worth the work and the time commitment? How does it feel to be in the classroom? What are the differences between teachers who attend to your social emotional needs and those who do not? These are some of the questions that I sought to answer in this research study.

In building a template protocol based on the deductive codes that are established as the core constructs of the SEL environment, I sought to determine if these constructs were recognizable in the reflections of students on their educational history. In asking students to describe the traits and attributes of teachers they perceived as having a positive impact on them, I sought to determine the concept of social emotional competence in teachers. By inductively coding for outcomes, I sought to allow the student voice to determine what was presented as the differences from their perspective.

Many studies analysis the effect of emotional intelligence on job satisfaction. (Psilopanagioti et al., 2012), (Taboli, 2013), (Zakieh Shoosharian, 2013), (Sener, Demirel, & Sarlak, 2009), (Fasihzadeh, 2012), (Gunavathy & Ayswarya, 2011), (Simin Hosseinian, 2008), (Konstantinos Kafetsios A, 2008) argued that there is effect of emotional intelligence on job satisfaction. And, (Zainal, Nasurdin, & Hoo, 2012) have argued that there some part of emotional intelligence impact like other emotion and regulation of emotion more than self-emotion and use emotions. (Jorfi et al., 2012) has exposed that women highly emotion intelligence and more concerned with people. (Marjanović & Dimitrijević, 2013) they concluded that the current findings reinforced the use of intelligence traditional measures and the personality trait of emotional intelligence in predicting job related criteria, but encourage and prefer the assessment of trait of emotional intelligence for the purpose of predicting well-being. (Siddiqui Razi Sultan 2013) they indicated that high score on trait of emotional intelligence individual could control and regulate their behavior in a way that could promote wellbeing, motivation level, job satisfaction, interpersonal relationship, quality work of life and retention time in an organization.

There are several strengths of this study. Since there are few, if any, studies to date addressing the issue to emotional intelligence and job satisfaction in teachers, the fact that this study was conducted is a strength in itself. There is now literature to increase the knowledge of school administrators that will provide information that can lead to an increase in the teacher retention rate in National schools. This study also presented itself as a learning opportunity for its participants. Because of their participation in this study, teachers are now aware of the concept of emotional intelligence and how it may play a role in their success and satisfaction on the job. Other strengths of the study include the use of valid and reliable scales and a 100% return rate. This result of this study may increase lifelong learning among those in the educational field. If educators are aware that emotional intelligence is positively correlated with self-report measures of job satisfaction, teachers may be interested in

ways to become involved in remedial and retraining programs that could possible increase their emotional intelligence.

To date there appears to have been no studies conducted on the effects of emotional intelligence with job satisfaction in teachers. This researcher set out to determine whether emotional intelligence plays a significant role in teachers' perception of their job satisfaction and how this may affect teacher retention. The present study expands the literature on the effectiveness of emotional intelligence with teacher job satisfaction. Analysis of the data supports the hypothesis that emotional intelligence is positively correlated with self-report measures of job enjoyment. It appears that although not statistically significant, the trend supporting the notion that emotional intelligence is positively related with present job satisfaction suggests that emotional intelligence does make a difference in how teachers perceive their satisfaction on the job. Deeter-Schmelz and Sojka (2003) also found trends, but no significant difference, that emotional intelligence was related to job satisfaction in salespeople. In addition, studies conducted by Hendee (2002), Feyerherm and Rice (2002) and Donaldsofeider and Bond (2004) found no significance that emotional intelligence was related to job satisfaction.

The results of this study also support the hypothesis that emotional intelligence is positively correlated with years of teaching experience. This suggests that teachers who intend on staying in the teaching profession longer than their fellow colleagues could possibly possess higher emotional intelligence. However, the results of this study do not support the hypothesis that years of teaching experience is positively correlated with teacher job satisfaction, although there appears to be a trend in this data. This finding is also supported in the literature of Klecker and Loadman (1999).

In summary, the goals of the present study were to discover whether emotional intelligence was correlated with job satisfaction in teachers and to present global and exploratory data on these two constructs. The results of this study support that emotional intelligence does play a significant role in how teachers perceive their jobs based on self-report measures. If teachers' emotional intelligence is low, perhaps remedial and in-service trainings can be implemented to assist teachers in increasing their emotional intelligence (Goleman, 1998), which will ultimately increase their job satisfaction. If interventions such as these are implemented in public school settings, the retention rate among effective teachers may increase (BarOn, 1997).

## *B. Recommendations*

The importance of emotional intelligence it dominant role in the workplace, as it is considered a key factor in

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creating and maintaining effective relationships in the workplace, thereby achieving higher levels of satisfaction at work. The results of the current study also indicate that teachers who have more years of teaching experience also report increased satisfaction with their co-workers. An explanation for this finding is that the longer teachers work in the same school building and become more acclimated to the school system, the more opportunity they have to build positive relationships with their fellow colleagues. These positive relationships would suggest an increase in satisfaction with co-workers.

Emotional intelligence predicts job satisfaction. Emotional intelligence is dynamic in contrast with intelligence quotient. Training and aging increase emotional intelligence so it is predicted more job satisfaction over the time. Development of emotional intelligence leads to self-awareness, social skills, and empathy make Teach effective.

Create a clear understanding of emotional intelligence with Managerial and work to spread among teachers in the schools.

Use the elements of emotional intelligence among Teachers to create more job satisfaction for them.

Help Teachers to use of emotional intelligence to increase their output.

Give a clear understanding of the Teachers about emotional intelligence and its impact on them.

Create a clear strategy to deal with the Teachers and make deepen understanding about emotional intelligence and its impact in increase of job satisfaction among Teachers.

Focus on increasing job satisfaction for employees through the provision of work requirement in the School.

Encourage Teachers to develop their skills and scientific and practical abilities by increasing their job satisfaction. Adopt creative and innovative ideas that contribute to the achievement of satisfaction among Teachers.

Focus on create more activities that contribute to the promotion and spread of emotional intelligence among Teachers.

Use the organizational justice in all actions within the school which lead to deepen satisfaction among Teachers.

Participation of employees in decision-making in school for the promotion of job satisfaction among Teachers.

### C. Implications for Future Research

These implications could be used with quantitative, qualitative, and mixed methods of research as follows:

Further study can be done on a large sample size for better understanding of Emotional intelligence among teachers.

The study of Emotional Intelligence may also be carried out at all government school teachers.

Further explanatory study can be done to see the effect of Emotional Intelligence on various dependent variables such as, employee morale, employee productivity, organizational climate

### D. Conclusion

In conclusion, the research highlights the importance of emotional intelligence. It appears that the four domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) of emotional intelligence have a greater impact on teachers' job Satisfaction. In order to sustain high performance and competitive advantage, emotional intelligence should be developed and improved through a systematic and consistent approach (Perkins, 1995; Bar-On, 1997; Cooper & Sawaf, 1997; Cherniss & Goleman, 1998; Goleman, 1998). Therefore, it is recommended that organizations develop training programs in improving emotional competencies of their managers and workers in the organization. Organizations should recognize the significant role of emotional intelligence in developing human capital that leads to a High-Satisfactory workforce.

emotional intelligence on internal satisfaction. Our findings showed that emotional recognition was positively and significantly related to internal satisfaction. We found no direct statistical association between emotional regulation, the second dimension of emotional intelligence, and internal satisfaction. However, this result does not suggest that emotional regulation has no relationship to internal satisfaction; rather, emotional regulation is likely to influence the internal satisfaction via emotional recognition considering the high correlation between them. The results of this study, which indicate that employees, with higher internal job satisfaction, are similar to the findings of Wong and Law (2002) and Sy et al. (2006). The findings imply that employees with high EI are more adept at identifying and regulating their emotions. The ability to understand their emotions could imply that employees with high EI are more aware of the factors that contribute to their experience of positive and negative emotions which ultimately results with higher internal satisfaction.

### E. Limitations of the study.

There are number of limitations in this study. The study is limited to teachers in National schools in Jaffna district and therefore further research is required in other district and using all school teachers. This study covered only three Emotional intelligence dimensions (Self –

Regulation, Self – Awareness, Self- Motivation and Social Skills) Emotional intelligence dimensions while other can also be used for further study to get clear idea of the important to public teachers' job satisfaction.

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