

# Emotional Intelligence and Job Satisfaction Among Government High School Teachers in the Workplace

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**Citation:** Deepa K A, et.al (2023). Emotional Intelligence and Job Satisfaction Among Government High School Teachers in the Workplace., *Educational Administration: Theory and Practice*, 29(4) 5959-5963

Doi: 10.53555/kuey.v29i4.10989

## ARTICLE INFO

## ABSTRACT

Emotional intelligence (EI) has gained prominence as a vital component in enhancing professional success, interpersonal relationships, and well-being. For teachers, EI not only influences classroom management and student outcomes but also plays a significant role in determining job satisfaction. This study investigates the relationship between EI and job satisfaction among Government High School teachers in Kattoor and Vellangallur Grama Panchayaths, Thrissur district. Using a descriptive research design and data collected from 60 teachers, the study explores three objectives: (1) analyzing factors of EI, (2) examining whether age influences job satisfaction, and (3) evaluating the impact of EI on job satisfaction. Findings reveal that managing emotions is the most emphasized EI factor, age has no significant effect on job satisfaction, and EI significantly but modestly influences job satisfaction. The study highlights the importance of fostering EI to enhance teachers' professional well-being.

**Keywords:** Emotional intelligence, job satisfaction, teachers, workplace, regression, ANOVA

## 1. Introduction

Emotional intelligence (EI) has emerged as a critical determinant of personal and professional success, particularly in education. Teachers, as knowledge facilitators and mentors, require not only subject expertise but also the ability to manage their emotions and understand those of others. EI—comprising self-awareness, self-regulation, empathy, and relationship skills—directly influences classroom interactions, stress management, and job fulfillment.

Job satisfaction reflects the degree of fulfillment and motivation teachers experience from factors such as recognition, workload balance, peer support, and job security. In education, job satisfaction is vital since it affects teacher motivation, retention, and ultimately, student learning outcomes. Given the profession's inherent stressors, this study seeks to examine the relationship between EI and job satisfaction, while also considering whether demographic factors such as age play a role. Teaching is a demanding profession that requires both emotional resilience and academic competence. Emotional intelligence is critical for managing challenges, sustaining motivation, and fostering positive student outcomes. Although EI and job satisfaction have been studied across various professions, there is limited research focusing specifically on school teachers. Considering their unique challenges, this study investigates how EI influences job satisfaction and whether age significantly moderates this relationship.

## 2. Conceptual Framework

### 2.1 Emotional Intelligence

The concept of EI was first introduced by Salovey and Mayer (1990) and later popularized by Goleman (1995). The Ability Model (Mayer & Salovey, 1997) conceptualizes EI as a set of interrelated abilities for perceiving, understanding, using, and managing emotions. Meanwhile, Goleman's Mixed Model emphasizes five components: self-awareness, self-regulation, motivation, empathy, and social skills, which are critical for workplace success.

In the teaching context, EI facilitates classroom management, student engagement, conflict resolution, and stress management. Teachers with high EI are better able to regulate emotions, empathize with students, and maintain positive professional relationships, thereby fostering a supportive and effective learning environment.

## 2.2 Components of EI:

- *Self-awareness* – recognizing one's emotions and their effects.
- *Managing emotions* – regulating feelings constructively.
- *Empathy* – understanding others' perspectives and emotions.
- *Handling relationships* – maintaining strong and meaningful connections.
- *Motivation* – self-drive, resilience, and goal orientation.

## 2.3 Job Satisfaction

Job satisfaction is rooted in classic organizational behavior theories. Herzberg's Two-Factor Theory (1959) distinguishes between hygiene factors (salary, working conditions, job security) and motivators (recognition, responsibility, achievement). Teachers' job satisfaction, therefore, is influenced by both intrinsic factors (passion for teaching, student success) and extrinsic factors (administrative support, compensation, workload).

The Affective Events Theory (AET) (Weiss & Cropanzano, 1996) also suggests that workplace events and emotions directly shape job satisfaction. In education, teachers' daily interactions with students, administrators, and peers can evoke emotional responses, making EI central to their satisfaction.

## 3. Review of Literature

A substantial body of research has established the critical role of EI in professional well-being. Chan (2006) and Platsidou (2010) found strong links between EI and reduced burnout among teachers, while Brackett et al. (2010) and Kinman et al. (2011) emphasized EI's role in mitigating stress. Studies by Landa et al. (2006) and Ignat & Clipa (2012) highlighted that teachers with greater emotional clarity report higher job satisfaction. Research from Turkey (Demirtau, 2010) and Iran (Anari, 2012) also confirmed positive associations between EI and job satisfaction, with demographic variations. Indian studies (Edannur, 2010; Agarwal et al., 2020) found moderate EI levels among teachers with some gender-based differences. More recent work emphasizes the role of EI training (Dolev & Leshem, 2016) and workplace social support (Ju et al., 2015) in enhancing job satisfaction.

Collectively, the literature underscores EI as a predictor of teacher performance, commitment, and job satisfaction across global and Indian contexts.

### 3.1 Research Questions:

1. What are the various factors of emotional intelligence among teachers?
2. Does age influence the job satisfaction of teachers?
3. How does emotional intelligence influence teachers' job satisfaction?

### 4. Objectives of the Study

1. To analyze the various factors of emotional intelligence among teachers.
2. To examine whether age influences the job satisfaction of teachers.
3. To evaluate the influence of emotional intelligence on teachers' job satisfaction.

### 5. Hypotheses

- **H01:** There is no significant difference between various factors of emotional intelligence among teachers.
- **H02:** Age does not influence the job satisfaction of teachers.
- **H03:** Emotional intelligence has no significant influence on the job satisfaction of teachers.

### 6. Materials and methods

A descriptive research design was adopted. Primary data were collected through a structured questionnaire administered to Government High School teachers in Kattoor and Vellangallur Grama Panchayaths under Mukundapuram Taluk, Thrissur district. Secondary data were sourced from journals, websites, and published materials.

A non-random convenience sampling method was employed, with 60 teachers serving as respondents. Data were analyzed using percentage analysis, ANOVA, the Friedman test, and regression analysis.

## 7. Results and Discussion

### 7.1 Objective 1: Factors of Emotional Intelligence

The Friedman test was applied to examine differences across EI factors.

**Table 1: Friedman Test Results for EI Factors**

| Factors               | Mean Rank | Chi-square | p-value |
|-----------------------|-----------|------------|---------|
| Self-awareness        | 2.61      | 70.674     | 0.000   |
| Managing emotions     | 3.39      |            |         |
| Empathy               | 2.42      |            |         |
| Relationship handling | 1.58      |            |         |

The chi-square value (70.674,  $p = 0.000$ ) indicates significant differences among EI factors, leading to rejection of  $H_{01}$ . Managing emotions ranked highest, followed by self-awareness and empathy, while relationship handling ranked lowest. This suggests teachers prioritize internal emotional regulation over external relational skills.

### 7.2 Objective 2: Age and Job Satisfaction

A one-way ANOVA was conducted to test whether age influences job satisfaction.

**Table 2: ANOVA Results for Age and Job Satisfaction**

| Source of Variation | Sum of Squares | df | Mean Square | F | Sig.  |
|---------------------|----------------|----|-------------|---|-------|
| Between Groups      | 0.201          | 2  | 0.101       |   | 0.468 |
| Within Groups       | 12.282         | 57 | 0.215       |   | 0.629 |
| Total               | 12.484         | 59 |             |   |       |

The results ( $F = 0.468$ ,  $p = 0.629$ ) show no significant influence of age on job satisfaction. Thus,  $H_{02}$  is accepted, indicating that job satisfaction levels remain relatively stable across age groups.

### 7.3 Objective 3: Emotional Intelligence and Job Satisfaction

Regression analysis was conducted to examine the influence of EI on job satisfaction.

**Table 3: Model Summary**

| Model | R     | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error |
|-------|-------|----------------|-------------------------|------------|
| 1     | 0.283 | 0.080          | 0.064                   | 0.445      |

EI explains 8% of the variance in job satisfaction.

**Table 4: ANOVA Results for the Influence of Emotional Intelligence on Job Satisfaction**

| Source     | Sum of Squares | df | Mean Square | F     | Sig.  |
|------------|----------------|----|-------------|-------|-------|
| Regression | 0.997          | 1  | 0.997       | 5.032 | 0.029 |
| Residual   | 11.490         | 58 | 0.198       |       |       |
| Total      | 12.487         | 59 |             |       |       |

The model is significant ( $F = 5.032$ ,  $p = 0.029$ ), rejecting  $H_{03}$ .

**Table 5: Regression Coefficients Showing the Influence of Emotional Intelligence on Job Satisfaction**

| Predictor | B     | Std. Error | Beta | t     | Sig.  |
|-----------|-------|------------|------|-------|-------|
| Constant  | 3.357 | 0.408      | -    | 8.236 | 0.000 |

|                        |       |       |       |       |       |
|------------------------|-------|-------|-------|-------|-------|
| Emotional Intelligence | 0.258 | 0.115 | 0.283 | 2.243 | 0.029 |
|------------------------|-------|-------|-------|-------|-------|

The coefficient ( $B = 0.258$ ,  $p = 0.029$ ) indicates that for every one-unit increase in EI, job satisfaction rises by 0.258 units. Although the effect size is modest, the influence is statistically significant.

## 8. Summary of Findings

- The study reveals that the majority of respondents are female (88%) and half are aged 35–45 years, with 31.7% aged 45–55 and 18.3% aged 25–35.
- A majority (61.6%) feel capable of managing workplace problems, and 93.3% are highly goal-oriented. Regarding interpersonal skills, 58.3% show patience with emotionally expressive people, 40% demonstrate empathy, but adaptability is limited (only 23.3% agree).
- The findings indicate that teachers show high levels of job satisfaction across multiple dimensions. A majority are satisfied with their salary (78.3%), classroom amenities (83%), and class schedules (83.3%), while none expressed dissatisfaction with work–family balance (93.3% satisfied). Most teachers feel their workload is manageable (85%), supported by colleagues (93%), and conducive to positive relationships, reflecting strong workplace harmony. Emotional intelligence is widely seen as beneficial in motivating students (85%), while satisfaction with administrative support is also high (90%). Teachers generally view student behaviour positively (88.3%) and consider their profession to provide career advancement opportunities (83.3%). Finally, job security emerges as a strong factor of satisfaction, with 93% expressing confidence, highlighting an overall positive outlook toward their professional environment.
- Teachers demonstrate strong job satisfaction across salary, workload, peer relationships, administrative support, and job security.
- EI factors differ significantly, with managing emotions being the most emphasized.
- Age does not significantly influence job satisfaction, indicating consistency across age groups.
- Emotional intelligence has a statistically significant, though modest, positive effect on job satisfaction.

## 9. Conclusion

This study concludes that emotional intelligence plays a pivotal role in shaping job satisfaction among teachers. Teachers with higher EI demonstrate stronger interpersonal relationships and better conflict management, contributing to a favourable work environment. While age does not significantly affect satisfaction levels, managing emotions and self-awareness emerge as key EI factors. The results underscore the need for professional development programs focusing on EI enhancement to improve teacher well-being and institutional effectiveness.

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