

# **RELATIONSHIP BETWEEN PERSONALITY, EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF DELHI.**

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**Abstract:** The present research was conducted to determine the relationship between the Emotional Intelligence and Personality Features with the Secondary school teachers' job satisfaction. The statistical population of the current study included 80 teachers from private secondary at Delhi in academic year 2016-17. 80 participants, who had been elected through purposive sampling technique, were involved in the given research. The research measurement tools comprised of Bradberry and Greaves' Intelligence Questionnaire including four components (self- consciousness, self- management, social awareness, and relation management), NEO Personality Inventory with five components (psychoneurosis/ neuroticism, extraversion, openness (to experience), agreeableness, and conscientiousness), and Herzberg's Job Satisfaction Questionnaire with two components (hygienic factors and motivational factors). Through conducting Pearson's correlation test, results of the statistical analysis showed that there is a significant relationship between three emotional intelligence and personality features with job satisfaction variables. Also, some components of emotional intelligence and personality features can predict the job satisfaction and its components.

**Keywords:** Emotional Intelligence, Personality, Job Satisfaction, Secondary School Teachers.

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**Introduction:** To achieve the highest level of possible or optimal productivity is the foremost objective in any organization. The efficient factors in productivity include capital, tools, working methods and manpower. Doubtlessly, skillful and efficient workforce is one of the paramount tools to achieve organizational goals since manpower play a crucial role in increase or reducing organizational productivity (efficiency). In other words, if an organization has the maximum amount of capital with technology and facilities at highest level but lacks productive and motivated workforces, then it could not achieve its objective (Mahdad, 2006). Certainly, Human Resources may be deemed as the most complicated, crucial and technological sources in a certain organization. Today, as we observe how scientific and technological may contribute to us in identifying human's organism and physical body including personality dimensions of human; however, what may remain always ambiguous for us all the times is to emerge individuals' behaviors and spiritual and mental states that could be shown by them within different conditions and situations (Saatchi, 2003).

Personality is a group of consistent and unique features that may vary in response to different situations. Personality is a mask or disguise that put by someone on his/ her face in order to adapt to environment, which is in fact a type of performance on life science. Although, with reliance on researches and the conducted studies researchers have always purposed several important theories in personality dimensions in order to identify better human's complicated elements, but they never managed to express it as 100% scientific proved rule since they have obtained very different results in various times and places (Saatchi, 2003).

Job satisfaction is a phenomenon that exceeds from organizational border and its effects are also seen in personnel's private life and outside organization. It is considered as the foremost factor in the field of organizational behavior that may essentially affect on occupational quality and efficiency of personnel. On the other hand, personality features of personnel affect on their occupational performance while personnel's occupation and the organization where they are employed, in turn, are effective on their

personality features as well. In an investigation into the relation between occupational attitudes and personality, Hill (2002) concluded that job satisfaction and occupational commitment are related to neuroticism (psychoneurosis) and extraversion.

Emotional intelligence is also one of the very important internal factors in humans that is typically led to their emotional adaptation to job and employment conditions and gives them ability to use the emotions properly in workplace so if they are adopted properly these emotions it will be led to creation of job satisfaction in personnel. Sy et al. (2006) in review of the relationship among personnel and manager's emotional intelligence with job satisfaction and performance, found that personnel's emotional intelligence is positively related to their job satisfaction and performance and such relation is more significant for managers.

Despite of several investigations on emotional intelligence and personality features, very few studies have been carried out about the interaction among these two variables with job satisfaction. Given that review of different effective factors on personnel separately may not interpret the effective factor on personnel's job satisfaction so it requires conducting a study on mutual interaction among the given effective factors. Thus, the present study is intended to explore the relationship among emotional intelligence and personality features with teachers' job satisfaction.

**Research Methodology:** Method of this study is of correlation type and it statistical sample included 80 teachers of secondary schools using purposive sampling from Delhi in academic year 2016-17.

The tools for the study included three tests:

1. **Bradberry and Greave Emotional Intelligent Measurement Test (2005)**
2. **NEO Personality Inventory (1986)**
3. **Herzberg's Job Satisfaction Test (1966)**

The data was analyzed using correlation coefficient and multivariate regression.

**Results: General Hypothesis 1: There is relationship among emotional intelligence and job satisfaction in teachers.**

Namely, the higher emotional intelligence someone has, the greater degree of job satisfaction he/ she will have and with respect to determination coefficient, emotional intelligence may interpret 19.7% of job satisfaction.

**General Hypothesis 2: There is relationship among psychoneurosis and job satisfaction in teachers.**

The correlation coefficient among psychoneurosis, as a predictor variable and job satisfaction as a criterion variable ( $r = -0.33$ ) is significant at confidence level 0.01. In other words, psychoneurosis may interpret 10.89% of job satisfaction.

**General Hypothesis 3: There is relationship among extraversion and job satisfaction in teachers.**

The results indicate that the greater degree of extraversion exist in a person, he/ she will have job satisfaction at higher level. Given that determinant coefficient, extraversion may interpret 12.25% of job satisfaction.

**General Hypothesis 4: There is relationship among openness to experience and job satisfaction in teachers.**

With respect to table, the results show that correlation coefficient is not significant among openness to experience and job satisfaction variables ( $r = 0.084$ ). And there is no relation among openness to experience and job satisfaction.

**General Hypothesis 5: There is a relationship among agreeableness (agreement) and job satisfaction in teachers.**

With respect to table, the given results indicate that the correlation coefficient among predictor variable i.e. agreeableness and job satisfaction as criterion variable ( $r=0.27$ ) at confidence level 0.01.

**General Hypothesis 6: There is a relationship among conscientiousness and teachers' job satisfaction.**

With respect to table the results indicate that correlation coefficient is significant at confidence level (0.01) among conscientiousness as predictor variable and criterion variable i.e. job satisfaction ( $r=0.38$ ). That is, the higher conscientiousness exists in a person; he/ she will have job satisfaction at greater level.

**Minor Hypothesis 1: There Is Relationship Among Self- Consciousness And Teachers' Job Satisfaction.**

The results indicate that there is a positive relationship among self- consciousness (predictor variable) and job satisfaction (criterion variable) ( $r=0.28$ ). This relationship is statistically significant at confidence level (0.01). With respect to determinant coefficient, self- consciousness may interpret job satisfaction at 11.56%.

**Minor Hypothesis 2: There Is A Relationship Among Self- Management And Job Satisfaction In Teachers.**

The results of table show that there is a positive relationship among self- management as predictor variable and criterion variable i.e. job satisfaction ( $r=0.34$ ). This relationship is statistically significant at confidence level (0.01).

**Minor Hypothesis 3: There Is Relationship Among Social Awareness And Teachers' Job Satisfaction.**

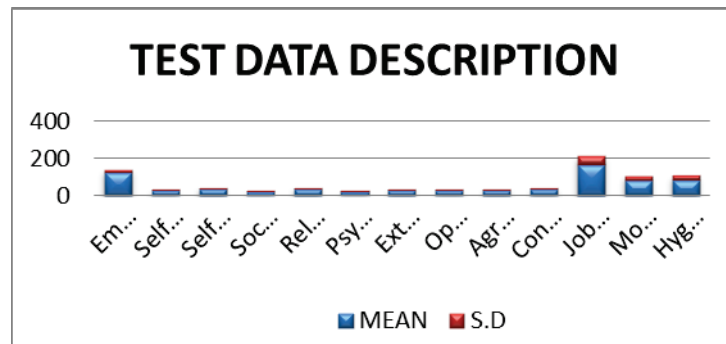
The results from table show that there is a positive relationship among social awareness (predictor variable) and job satisfaction variable (criterion variable) ( $r=0.36$ ). This relation is statistically significant at confidence level (0.01) and with respect to determinant coefficient; social awareness can interpret job satisfaction at level 12.96%.

**Minor Hypothesis 4: There Is Relationship Among Relation Management And Teachers' Job Satisfaction.**

The relation is statistically significant at confidence level 0.01. And by considering determinant coefficient, relation management may interpret job satisfaction at level 12.96%.

**Table:** Test data Description of Emotional Intelligence, Personality Feature, And Job Satisfaction and Their Components

Variables/Parameters	Mean	Standard Deviation	Skewness	Kurtosis
Emotional Intelligence	125.37	14.57	-0.74	1.19
Self- Consciousness	28.01	4.08	-0.87	1.58
Self – Management	38.28	5.43	-0.08	-0.29
Social awareness	22.53	3.68	-0.72	0.71
Relation Management	36.55	5.88	-0.92	1.41
Psychoneurosis	19.76	6.16	-0.14	0.059
Extraversion	29.92	5.09	-0.62	0.51
Openness to Experience	27.05	4.08	0.05	-0.66
Agreeableness	30.15	5.91	-0.42	0.18
Conscientiousness	34.96	7.34	-0.25	-0.75
Job Satisfaction	166.45	46.25	-0.38	-0.64
Motivational Factors	81.59	23.78	-0.45	-0.59
Hygienic Factors	84.83	25.12	-0.15	-0.37



**Educational Implications:** The most powerful ingredient in the education process is teacher. It is his responsibility to look after all round development of students but his performance is affected by many factors such as emotional intelligence and job satisfaction. Here the finding of this study indicates that there is positive relationship between emotional intelligence and job satisfaction. It means if teachers are emotional intelligence, they will have high level of job satisfaction. This will in turn improve their ability to teach well in the class. A happy, adjustable and satisfied teacher can understand the feeling of their colleagues as well as their students. Such teachers deliver the best performance in the form of good academic results of the students. Satisfaction from the job is necessary for full devotion and commitment of teachers towards their schools. Achieving a high level of job satisfaction from the teachers needs some simple strategies to be adopted by the principal. The teachers need to be empowered by giving autonomy. Teachers' participation in decision-making, proper communication of role expectations and recognition of good work are some concrete, easily applicable modifications which can enhance job satisfaction of teachers. The school authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction. As far as improving the factors related to the job, the management should provide the opportunity for suitable working space, facilities to achieve one's status and prestige in job etc. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximize their potential and thus derive greater job satisfaction. The teachers having different levels of job satisfaction may also require different motivational strategies for instance; teachers high in extrinsic job satisfaction may prefer bonuses other types of reward. Therefore, it is very necessary to identify teachers' drives and needs and to channelize their behavior to motivate them towards task performance. Though monetary benefits play a crucial role in motivating the teachers but it has also been discovered that one of the best ways to motivate the teachers is good old-fashioned praise and recognition. Peer recognition can also be used as another effective measure for motivating teachers. Thus, the findings of the present study provide enormous scope for the improvement of teachers' job satisfaction and work motivation through well-structured sensitization; attitude building and competency based training programs.

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