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The study of emotional intelligence, job satisfaction, and organisational commitment in higher secondary English teachers in Bilaspur District in Chhattisgarh

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Abstract

“True motivation comes from achievement, personal development, job satisfaction, and recognition.”
- Frederick Herzberg

Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Good teaching is about caring, nurturing and developing minds and talents. It’s about devoting time, often invisible, to every student. It’s also about the thankless hours of grading, designing or redesigning courses and preparing materials to still further enhance instruction.

Teaching not only involves the transmission of information or knowledge from teachers to students, but it is a job which involves multidimensional human interaction to achieve the desired goals of an educational organisation. The education sector has become very diverse and demanding. Professional liabilities of teachers in India have increased day by day. These liabilities have made the work environment more difficult to adjust to, resulting into low organisational commitment in teachers. Interaction with colleagues, students and work, and family pressure are all increasing the emotional labour of the teachers, and many of them are unable to strike a balance between job demands, relationships at school and family liabilities. When teachers lack commitment to their jobs, they tend to get bad results. When they are clear about what they want and commit themselves to achieve it, they usually get there successfully. The organisational commitment of teachers is a significant area to be investigated in relation to emotional intelligence in the Indian scenario where most of the teachers do not join the teaching profession as their primary choice, but rather as a last resort. The low level of teacher commitment to their organisation has resulted in a poor sense of responsibility and poor standards for education. In this study, the researchers investigate the relationship between emotional intelligence and organisational commitment in the context of English teachers in Higher Secondary schools in Bilaspur District in Chhattisgarh.

Keywords: Emotional intelligence, Job satisfaction, organisational commitment, teachers

Introductions

“Whatever you are, be a good one.”

-Abraham Lincoln

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others.

Job satisfaction, an unquantifiable metric, is defined as a positive emotional response you experience when doing your job or when you are present at work. Leading organisations are now trying to measure this feeling, with job satisfaction surveys becoming a staple at most workplaces.

Organisational commitment is defined as a view of an organization’s member’s psychology towards his/her attachment to the organisation that he/she is working for. Organisational commitment plays a pivotal role in determining whether an employee will stay with the organisation for a longer period of time and work passionately towards achieving the organisation’s goal.

Teaching is perhaps the most important profession in the society. The well-being of today's teachers affects the well-being of society tomorrow. Unless the well-being of individual teachers is improved, standards of education and that of the educational experience of young people will suffer with far-reaching financial, economic and social consequences for the nation.

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Teaching is a very demanding profession, and it involves immense emotional labour and exhaustion on the part of teachers. It poses troubles to teachers in the shape of heavy professional burdens and tests their ability to overcome the mischievous students. Because of all these things, teachers may feel frustration and dissatisfaction with both teaching and their educational organisation. The capacity to deal with the odd situations faced by teachers during the teaching and learning process rests with emotionally intelligent teachers. Emotional intelligence makes them capable of overcoming these kinds of hurdles with an optimistic mind-set. They are expected to know how to get rid of odd emotions and use emotions in new situations to restrain the feelings of nuisance.

Objectives of the study

- To investigate the relationship between emotional intelligence and job satisfaction.
- To investigate the relationship between emotional intelligence and organisational commitment.
- To investigate the relationship between job satisfaction and organisational commitment among English teachers of higher secondary schools.
- To examine the role of gender and age in emotional intelligence, job satisfaction and organisational commitment.

Method

The participants were selected by proportional stratified sampling and simple random selection. This study adopted a survey research design that utilised an ex post facto research type in which the researchers used questionnaires to collect data from the respondents.

Significance of the study

The present study gains significance as the results can assist the teachers and organisations in enhancing the job satisfaction and organisational commitment of teachers, thus stemming the tide of high turnover in the teaching profession.

Related studies

Emotional intelligence is understood as an ability (Mayer, Caruso & Salovey, 1999) or a personality characteristic (Schutte & Malouff, 1999). Mayer and Salovey (1997) ^[6] describe it as a facet of social intelligence, which involves the capacity to examine one's own and others' emotions and feelings, and to distinguish between the emotions and feelings for implication of the information to the direction of one's thoughts and actions. Mayer & Salovey (1999) remodeled their definition and described it as the ability to recognise emotions, to access and produce emotions so as to help out thoughts, to appreciate emotions and emotional knowledge and to thoughtfully adjust emotions so as to encourage emotional and rational growth.

Purpose of the study

The art of teaching is the art of assisting discovery.

– Mark Van Doren

The aim of this study was to investigate the relationship between emotional intelligence and organisational commitment of school teachers.

Result

“Focusing on strengths is the surest way to greater job satisfaction, team performance and organizational excellence.”

- Marcus Buckingham

The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organisational commitment, and between job satisfaction and organisational 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 organisational commitment. But concerning emotional intelligence, the findings in this study provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants.

Conclusion

“A teacher affects eternity; he can never tell where his influence stops.”

- Henry B. Adams

Teaching is perhaps the most important profession in the society. The well-being of today's teachers affects the well-being of society tomorrow. Unless the well-being of individual teachers is improved, standards of education and that of the educational experience of young people will suffer with far-reaching financial, economic and social consequences for the nation. The sample of this study comprised of N=100 teachers (50 from government and 50 from private schools). Age ranged between 25 and 58 years. The sample was randomly chosen. Well-being of the respondents were measured with the help of a well-known psychological well-being scale developed by Bhogle and Prakash (1995). The differences in the obtained data were analysed by using t test and the relationship was analysed using Pearson's correlation. Significant differences emerged in the well-being and job satisfaction among government and private school teachers.

Recommendation

“Whatever you are, be a good one.”

-Abraham Lincoln

Keeping in mind the results of the present study, it is recommended that emotional intelligence should be included in the selection and recruiting standards for teachers at all levels. In this way, we may get teachers of higher emotional intelligence levels, resultantly with higher commitment to their teaching organisation and the teaching profession. As emotional intelligence demonstrates effects up to reasonable extent, to enhance the organisational commitment of prospective and in-service teachers, emotional intelligence may be taught to them, as it will definitely contribute to a conducive environment in teaching organisations.

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