

TO STUDY THE EFFECT OF GENDER AND EMOTIONAL INTELLIGENCE ON JOB SATISFACTION OF THE PRIMARY SCHOOL TEACHERS OF MUMBAI REGION

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ABSTRACT

The purpose of this research was to determine the influence of Emotional Intelligence and sex on primary school teachers' work satisfaction. A total of 300 primary school instructors (150 gents and 150 ladies) were chosen randomly for the research. The data were gathered using the Teachers' Job Satisfaction Scale and Emotional Intelligence Scale in short known as TJSS and EIS. A substantial positive association between emotional intelligence and work satisfaction was discovered in the research. Emotional management and emotional maturity were shown to be important predictors of work satisfaction in regression analysis. The two-way ANOVA uncovered that the association effect on EI and gender was not genuinely critical, which means it is not significant considering the statistically. Moreover, the outcomes revealed that the level of EI substantially influenced work fulfilment in lower grade teachers. One can also correlate a critical contrast in work fulfilment among male and female teachers. While there are more elements that influence work happiness, the impact of EI cannot be overlooked. Thus, the degree of EI must be considered while selecting the finest instructors.

Keywords: Gender, work happiness, and elementary school instructors all correlate with emotional intelligence (EI) (PST)

INTRODUCTION:

Nowadays, teaching has become an extraordinarily difficult job. In this era of computers and the internet, kids may access material with a single click. Teachers are compelled to maintain an extremely frenetic and demanding schedule as a result of this scenario. Apart from teaching, elementary teachers are compelled to do a variety of tasks that are not part of their job description. As a result, instructors often experience stress, dissatisfaction, and burnout. Students' success is often tied to the capacity of instructors to educate and operate efficiently.

Intellectual intelligence (IQ) alone cannot ensure physical and mental wellness.

Goleman et al., 1995 used the term "emotional literacy" to refer to the ability to manage one's emotions. Daniel Goleman et al., 1998 recast EI

in terms of an organizational behavior and performance theory. Self-awareness, self-regulation, motivation, empathy, and social skills are the five primary components of EI (Goleman et al., 1998). Self-awareness is the capacity for an individual to understand his or her emotions, strength, value, and capabilities, while self-regulation is the capacity for an individual to manage emotional interactions and to deliberate before acting.

Empathy is a person's capacity to recognize the sentiments of others. This may assist him in acting in a manner that satisfies those emotions. Social skills are necessary for the formation and maintenance of positive professional relationships. (1998, Goleman). However, all of these models share a fundamental set of principles, including mindfulness, self-administration, social mindfulness, and relationship the board.

Afolabi et. Al., 2004 & Mayer, Caruso, Salovey et. Al., 2000 claimed that emotional intelligence is a synthesis of many emotions and reasoning skills, rather than a single attribute or talent. Mayer, Ciarrochi, and Forgas et al., 2011 emphasised that an individual's capacity to comprehend, interpret, and express emotions appropriately might determine whether or not they are successful as an employee in a job.

In their review, Beers, Salovey, Lopes, Cote et. al., 2005 found that ability to understand individuals on a deeper level is connected with positive results like top notch social cooperations. The capacity to appreciate anyone on a deeper level might assist people with performing better working (as estimated by remuneration, compensation rise, and business rank) by assisting them with cultivating lovely associations at work, function admirably in groups, and create social capital. Work execution is frequently dependent upon the help and direction, as well as different assets, presented by Seibert, Liden, Kraimer et. al., 2001. The ability to control feelings empowers people to encourage great results, try not to be overpowered by awful results, and manage pressure Afolabi et. al., 2004.

Employment satisfaction may be described as an employee's sentiments about his or her job. Berry et. al., 1997 characterized work fulfillment as "a singular's reaction to their business experience." Job fulfillment alludes to a singular's obligation to their work. Various elements can influence a worker's degree of occupation fulfillment; these variables incorporate compensation scale and remittances, the organization's advancement framework, social connections, the workplace, the nature of working circumstances, administration, the board style and culture, representative inclusion and independent work gatherings, and the actual work. Numerous writers have hypothesized that emotional intelligence enhances individuals' ability to work successfully in teams and handle job-related stress Salovey and Caruso et. al., 2004. Emotional intelligence may also have an effect on work satisfaction. It is considered that individuals whose jobs need emotional expression are better happy with their work. These individuals are capable of managing their unpleasant emotions and concentrating on good ones. Job satisfaction may be impacted by gender disparities, particularly in occupations

that are completely classified as "masculine," such as the military, law enforcement, and heavy manufacturing.

Employment satisfaction refers to an individual's favorable attitude about his or her job Furnham et. al., 1997. Teachers' job happiness is significantly influenced by their work environment Edmonds, Moriarty, Martin & Blatchford et. al., 2001 and in Menon and Christou et. al., 2002. Various analysts distinguished various elements influencing worker work fulfillment, including character attributes, individual qualities, pay, advancement, professional stability, the idea of the work, authoritative construction, initiative and oversight, associations with collaborators, states of being of the gig, and equity.

LITERATURE REVIEW

The discoveries of examination on the effect of the capacity to understand people on a profound level on work execution are conflicting. A few explorations demonstrate a positive connection between's ability to understand anyone on a profound level and work achievement. (Caplan and Kelley et al., 1993) found that designers positioned as stars by their partners were more proficient in connecting with others, suggesting that specialists with high capacity to understand people on a profound level showed predominant execution. One more exploration done among Air Force initiates had the same outcomes. The resulting examination showed that individuals who have an undeniable degree of the ability to understand anyone at their core were 2.6 times more compelling than the people who needed it (Caplan and Kelley et al., 1993).

In his exploration, Bar-On et. al., 1997 found a good relationship between work fulfillment and a mix of the attributes of EI, relational connections, intrapersonal connections, self-versatility, stress the executives, and in general inclination. Instructors with a high EI are bound to be happy with their positions (Wong, Peng, Wong et. al., 2010). EI was demonstrated to be related with work fulfillment and hierarchical responsibility in a significant and helpful manner (Asan, Guleryuz, Aydin, and Guney et. al., 2008). Sy, Tram, and O'Hara (2006) found a good relationship between's laborers' ability to understand anyone on a deeper level and work environment joy and execution. Tans (2003)

discovered a favourable correlation between emotional intelligence and work satisfaction and contextual performance. Additionally, he discovered that other characteristics such as gender, personal worth, and personality all affect an employee's work happiness and performance.

Omole, et. al., 2010 found that how much ability to understand individuals on a profound level of cops is connected with their degree of fulfillment and execution. In contrasted with cops with poor capacity to understand anyone on a profound level. Also, cops who play male or female parts that require an undeniable degree of the ability to understand anyone on a profound level perform better and are more happy with their positions than officials who assume male or female parts that require a low degree of the capacity to appreciate individuals on a deeper level. Ghadami, Ghoneim, Khouly and Ibrahim et. al., 2011 found that orientation negligibly affects work fulfillment; the ability to understand people on a profound level considerably affects work fulfillment; and the capacity to appreciate anyone at their core and orientation combinedly affect work fulfillment. Farazmehr and Tabatabaei et. al., 2015 additionally found equivalent discoveries.

Tarasi, Yarmohammadi, and Mousavi et. al., 2012 found a significant positive connection between the capacity to appreciate anyone on a deeper level and work fulfillment in an examination of 215 actual training teachers. Also, they found a great relationship between interactive abilities, sympathy, inspiration, and work fulfillment. Just three parts of the ability to appreciate people at their core, specifically inspiration, sympathy, and interactive abilities, were displayed to anticipate educator work fulfillment utilizing stepwise relapse investigation. They demonstrated that by expanding an instructor's ability to understand people on a deeper level through preparing, they may support their work satisfaction. Mohammad, Syed, Mohamed, Rohany, and Muhammad et. al., 2012 found a significant positive connection among EI and work fulfillment and observed that gender had no effect on EI or occupation fulfillment.

Going on from the first discussion, the ebb and flow research endeavored to give replies to the accompanying inquiries: Is there a connection between the capacity to understand individuals

on a deeper level and work fulfillment? Does sex separation affect work fulfillment? Is there a connection between the ability to appreciate anyone on a deeper level and gender as far as work fulfillment among grade teachers? Do the five parts of EI mutually and independently foresee work fulfillment?

HYPOTHESES:

The following hypotheses were developed based on the evaluation of research and the study's objectives:

1. There is no critical relationship between the capacity to understand anyone on a profound level and work fulfillment among primary grade teachers.
2. Emotional intelligence has no discernible influence/effect on primary school teachers' work happiness.
3. Gender has no discernible influence/effect on primary school teachers' work satisfaction.
4. Gender and emotional intelligence had no significant interactional influence/effect on primary school teachers' work satisfaction.
5. There is no evidence that the EI of gender has a substantial joint and independent influence on work satisfaction.
6. The five components of EI make no meaningful impact to work satisfaction.

METHODOLOGY

The hypotheses were tested using a 2*3 factorial design. The variables were divided as follows:

The first component is gender, which is defined as male or female, and the second factor is emotional intelligence, which is rated as high, average, or low. The dependent variable was elementary school teachers' work satisfaction.

RESEARCH SAMPLE

400 elementary school instructors (200 male and 200 female). In each meeting, a random selection of 50/50 members was made. In the end, a total of 300 people were chosen (150 men and 150

women). The persons there ranged in age from 25 to 40.

Procedures and Instruments for Research -

Each of EI's five components is included in the EIS: Self-Awareness; Emotional Maturity; Empathy; Social Competence and Social Skills. There are a total of sixteen elements per field. Thus, the Scale included a total of 80 parts. The test was found to have a reliability and validity score of 0.89 and a validity score of 0.626. Teachers' work satisfaction was measured using the 'Teachers' Work Satisfaction Scale' (TJSS). Likert scales have a range of 80 points, and this one had five. There is a split-half reliability of

0.91, a validity of 0.71, and a reliability of 0.75 for the exam.

FINDINGS / RESULTS

SPSS-17 was used to analyse the data. The study's findings are as mentioned:

The following table 2 indicated the mean and standard deviation for EI and work satisfaction ratings for elementary school teachers. In terms of employee satisfaction, the mean was 288.16, while the mean EI was 314.54 with a standard deviation of 24.42. Table 1.

Table 1 Sample distribution

Level of EI	Sex		Total
	Male	Female	
High	50	50	100
Average	50	50	100
Low	50	50	100

Table 2 the mean and standard deviation for EI and work satisfaction

	N	X	Sd
Job Satisfaction	300	288.16	26.78
Emotional Intelligence	300	314.54	24.42

Table 3 Work satisfaction and SD for males and Female

Gender	Level of EI	N	X	SD
Male	High	50	303.12	22.92
	Average	50	295.68	17.90
	Low	50	272.54	26.49
Female	High	50	303.84	22.33
	Average	50	288.49	18.62
	Low	50	256.18	26.43

The table-3 summarizes work satisfaction averages and standard deviations for males and females across various levels of EI. There are no significant differences between male and female

individuals in terms of work satisfaction as shown by the data.

As Table -4 shows, Emotional Intelligence and job satisfaction have a Pearson correlation. 'r

=0.573' (p 0.001). These findings are consistent with the notion that emotional intelligence and work satisfaction are significantly correlated

among primary school teachers. Accordingly, hypothesis 1 is rejected.

Table 4. Correlation of EI

Job Satisfaction	Pearson Correlation	EI
		0.573
		At 0.01

Gender and emotional intelligence (EI) had no effect on job satisfaction, according to the results of a two-way ANOVA. We conclude that the fourth hypothesis is correct. The results of an ANOVA demonstrated a substantial correlation between emotional intelligence ($F = 60.66$; $p 0.001$) and job satisfaction. In this research, participants with high and low EI levels showed statistically significant differences in their degree of job satisfaction. Consequently, we throw out our second hypothesis. In this case, the ($F = 3.079$; $p = 0.10$). Finally, third hypothesis is accepted.

We conducted an ANOVA on the mean EI scores of male and female participants to investigate the significance of the simple influence of male and female EI. According to Table-6, below is a summary of the results. Males ($F=24.93$; $p 0.01$) and females ($F=36.64$; $p 0.01$) both had significant F values for EI. Thus, we may infer that primary school teachers' job happiness is influenced by both genders' EI. We conclude that the fifth hypothesis is incorrect.

Table 5. ANOVA summary

Source of variation	SS	df	MS	F
Gender	1537.231	1	1537.231	3.08
Emotional Intelligence	61892.211	2	30945.60	60.66**
Interaction of EI \times gender	919.94	2	459.97	0.90
Error	149987.26	294	510.16	
Total	214373.64	299		

** At the 0.001 level, the value is significant

Table 6. Showing the ANOVA for simple effect of EI

Source of variation	SS	df	MS	F
EI for male	25432.49	2	12716.25	24.93**
EI for female	37380.65	2	18690.33	36.64**
Error	149987.26	294	510.16	
Total	212800.40	299		

** At the 0.001 level, the value is significant

Table 7 Summary of multiple regression analysis of five dimensions of EI and job satisfaction

F Ratio of regression equation	df	Sig	R	R²
30.40	5, 294	0.001	0.584a	0.341
Dimensions of EI	<i>B</i>	<i>Beta</i>	<i>t- value</i>	<i>Sig.</i>
Self Awareness	0.173	0.037	0.590	0.556
Managing Emotions	1.239	0.315	4.010	0.000
Maturity	0.778	0.174	3.144	0.002
Empathy	0.385	0.109	1.399	0.163
Social Competency and Social Skills	0.493	0.103	1.660	0.098

a. Dependent Variable: Job Satisfaction

In this study, multiple regression analysis was used to determine the associations and contributions of five components of EI. Social competence and social skills include self-awareness, emotional maturity, emotional management, and empathy. Table -7 summarizes the results of the analysis. There is a positive and significant correlation between the five aspects of EI and work satisfaction ($R = 0.584$). In this study, instructors with medium and high levels of EI expressed satisfaction with their jobs. Together, the five aspects of EI have a combined effect of 34 percent. The table -7 shows that emotional management accounts for 32 percent of beta weight, while emotional maturity makes up 14 percent. In general, the ability to predict work satisfaction of primary school teachers can only be predicted by emotional control and maturity.

DISCUSSION

Results indicate that EI and work satisfaction are positively correlated among primary school teachers. One would seem to be more satisfied with one's job if one has a higher EQ, and vice versa. These findings are compatible with those of Bar-On et al. The use of EI simplifies a teacher's ability to effectively communicate with both instructors and students. Individuals with a high EI tend to be socially adept as well. The job they do fulfills them and allows them to adapt to their work environment. According to Cherniss et al. An individual with a high EI will be able to foster a positive, harmonious, and favorable work environment, which will allow them to be satisfied in their chosen careers. EI also includes

understanding and accepting people's emotions within an organization as a key element of peacebuilding. From this perspective, instruction can be enhanced by implementing these elements in order to foster school unity.

The work satisfaction of men and women was the same. The results indicate that gender does not influence job satisfaction. The current study finds that men's and women's EI are also similar rather than different, in agreement with a study by Goleman et al. 1998b. In contrast, Khouly et al. (2011) found that EI and gender have a significant interaction impact.

CONCLUSION

The study's findings can be summarized as follows: first, EI and occupation fulfillment are decidedly and fundamentally related; second, orientation affects work fulfillment however is measurably irrelevant; third, the capacity to appreciate people at their core significantly affects work fulfillment; fourth, the ability to understand individuals on a profound level and orientation don't associate to impact work fulfillment; and fifth, each of five components of EI together foresee work fulfillment. Additionally, it has an effect on human conduct as a whole. Thus, EI is important not just in the realm of education but also in all other spheres of life. While there are several other elements affecting work satisfaction outside EI, the impact of EI cannot be overlooked. A high EI also suggests a great capacity for self-awareness, emotional regulation of one's own and others' emotions.

RECOMMENDATIONS

(EI) in the classroom means that a teacher must be able to cope with the stresses and strains of the work on a regular basis. As a result, instructors throughout the state and in the federal government are instructed to consider the emotional intelligence of applicants when making hiring decisions.

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