



A STUDY ON EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG SCHOOL TEACHERS OF DISTRICT ANANTNAG J&K.

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Abstract : This study is an attempt to explore the emotional intelligence and job satisfaction among school teachers of district Anantnag. The study was deemed by highly appropriate due to the rampant in the Mal-adjustment among government and private school teachers. The purposive sampling technique was used to select sample group of 50 private school teachers and 50 govt. School teachers from district Anantnag of J & K. The research of objectives of the study included: assessment and comparison of emotional intelligence and job satisfaction among government and private school teachers to study the effect of socio-demographic variables (Socio – economic status, Family Type, Residence, age). The tools for data collection included a demographic sheet, Emotional intelligence scale (Aunkool Hyde et al 2002) and Job satisfaction scale by Dr.Muzamil Kumar and Dr.Showkatahmad shah (2015). Prior to final data collection a pilot study was conducted on 15 % of sample group and the items were discussed with the respondents, so as to refrain the measuring instruments, the results of the final study revealed a promising reliability and validity and hence forth the questionnaires were deemed fit for the collection of data. As for as statistical techniques used are concerned, descriptive statistics (frequency, Means & Standard deviation) and comparative statistics (t – test & ANOVA) were used . The results of the descriptive analysis revealed that on the understudy constructs (emotional intelligence and job satisfaction) of the sample group fall in the average category. The results of comparative statistics revealed that a significant difference was found between emotional intelligence among government and private school teachers and also no significant difference was found in job satisfaction among government and private school teachers. Moreover, there was no significant correlation between emotional intelligence and job satisfaction among government and private school teachers. A significant difference was

found in emotional intelligence among government and private school teachers with respect to socio economic status and a significant difference was found in job satisfaction of government and private school teachers with respect to socio economic status. Also, a no significant difference in the emotional intelligence among government and private school teachers was found with regard to area of residence and no significant difference in the job satisfaction of government and private school teachers with regard to area of residence was found. No significant difference in the emotional intelligence among government and private school teachers with regard to family type was found and a significant difference was found in the job satisfaction of government and private school teachers with regard to family type.

Key Words: Emotional Intelligence, Job Satisfaction, Government and Private school Teachers.

INTRODUCTION

Emotional Intelligence is the ability to identify and manage your emotions and the emotions of others. It has received attention in practicing psychologists and educationist (Lievens and Chani 2009, Mathews et. al, 2004). Parker et.al, (2002) found that emotional skills increases teacher effectiveness. Singh(2003) defined emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Further he argued that emotional intelligence constitutes three psychological dimensions i.e emotional sensitivity, emotional maturity and emotional competence. This definition is appropriately applicable to teaching professionals. Emotional intelligence can be the most potent weapon in our armory. It helps to boost our self-awareness, self-control, motivation, empathy and social skills, all of which helps us become much better leaders.

“While dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotions”. Dale Carnegie

Models of emotional intelligence Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence. It plays a vital role in social sciences it has direct impact on teachers behaviour working in any educational institutions and it is important for the success of their profession. Studies has shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationship have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. Robert K. Copper, PhD. When our emotional health is in a bad state, so is our level of self-esteem. We have to slow down and deal with what is troubling us, so that we can enjoy the simple joy of being happy and at peace with ourselves. —Jess C. Scott

Models of emotional intelligence

- Ability model
- Mixed model
- Trait model
- Ability model :- The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model claims that EI includes four types of abilities:
 - Perceiving emotions—the ability to detect and decipher emotions in face, pictures, voices, and cultural arti-facts—including the ability to identify one’s own emotions. Perceiving emotions represents a basic aspect of emotional intelligence as it makes all other processing of emotional information possible.
 - Using emotions __the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent can capitalize fully upon his or her changing moods in order to best fit the task at hand.
 - Understanding emotions __the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
 - Managing emotions __the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage the to achieve intended goals.

Mixed model

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman’s model outlines five main EI constructs (for more details see” What Makes A Leader” by Daniel Goleman, best of Harvard Business Review 1998):

1. Self-awareness __the ability to know one’s emotions, strength, weakness, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation __involves controlling and redirecting one’s disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill __managing relationships to move people to desired direction.
4. Empathy __considering other people’s feelings especially when making decisions.
5. Motivation __being driven to achieve for the sake of achievement.

Trait model

Konstantinos Vasilis Petrides (“K.V. Petrides”) proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications. Trait EI is “a constellation of emotional self-perceptions located at the lower levels of personality. In lay terms, trait EI refers to an individual’s self-perceptions of their emotional abilities.

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. The concept “Emotional Intelligence” refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well. It is a new concept and at times more powerful than the older one of IQ. Emotional intelligence (EI) consists of “abilities such as being able to motivate oneself and persist in the face of hardships; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”. The main areas are:

- Knowing one’s emotions
- Managing emotions
- Motivating oneself
- Recognizing emotions in others and handling relationships.

Emotional intelligence is the ability to perceive emotions, to assess and generate emotions, to assess and so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional intellectual growth. According to the American Heritage Dictionary (1983) intelligence is the capacity to acquire and apply knowledge. John D. Mayer, psychology professor at the University of New Hampshire describes emotional intelligence as "a product of two worlds. One is the popular culture world of best-selling books, daily newspapers and magazines. The other is the world of scientific journals, book chapters and peer review." He goes on to say that "the meaning of emotional intelligence has been stretched. Emotional intelligence is now defined by popular authors in dozens of ways--typically as a list of personality characteristics, such as 'empathy, motivation, persistence, warmth and social skills'."

Four Areas of Emotional Intelligence:

Identifying Emotions: The ability to recognize how we and those around us are feeling.

Using Emotions: The ability to generate an emotion and then reason with this emotion.

Understanding Emotions: the ability to understand complex emotions, emotional chains, how emotions transition from one stage to another.

Managing Emotions: the ability which allows one to manage emotions in oneself and in others.

Mangal & Mangal (1971) also identified four areas or aspects of emotional intelligence namely intra-personal awareness (knowing about one's own emotions), inter- personal awareness (knowing about others emotions), intrapersonal management (managing one's own emotions) and intra-personal management (managing others

emotions) respectively. It is "the ability to: 1) be aware to understand and to express oneself; 2) be aware of, to understand, and to relate to others; 3) deal with strong emotions and control one's impulses; and 4) adapt to change and to solve problems of a personal or a social nature (Bar-On, 1988).

Goleman, 1998). Goleman (1998) defines it as "Emotional intelligence" refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions, well in ourselves and in our relationships. Mayer et al. (1999) suggests that emotional intelligence can be measured reliably, which is related to but independent of standard intelligence.

Job Satisfaction :- Job satisfaction was defined by Locke and Nathans as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience, this denotes that the happier a person is in the work setting, the more satisfied he/she will be with the job. Job satisfaction is a product of sentimental reaction of a worker to his/her work; this sentimental reaction is an outcome of anticipated effect from the employee's job (Jorfii and Jorfii, 2011). Job satisfaction is a degree to which an individual is fond of his effort.

Job satisfaction is an expressive association a worker has with his work (Tett and Meyer, 2006). It is a behaviour presented by a worker during his/her working time, hence the mechanisms of serenity and anger deviate with time. Various studies by (Kosteas 2007) designate that promotion is an instrument to enhance job satisfaction. Locke (Luthans, 2002,) defined job satisfaction as "pleasurable or emotional state resulting from the appraisal of one's job experience". Statt (2004) defined job satisfaction in terms of reward getting from his own job. Armstrong (2006) indicates job satisfaction with respect to positive and favourable attitudes. Muzamil and Showkat (2015) conceptualized job satisfaction in terms of cognitive and affective domains. Aziri (2008) represent job satisfaction which enables an individual with material and psychological needs. The effectiveness of an educational system depends largely on the job satisfaction of teachers employed in the system. On the other hand, the consequences of job dissatisfaction are absenteeism from schools, turnover intentions and turnover, aggressive behaviour towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from work. Some factors reported to be contributing to job satisfaction and dissatisfaction include: salary structure, working conditions, attitude of parents, student's attitude towards learning, loss of job and lives, promotion, workload and so on.

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. It is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors, such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction has been defined as an attitude which results from a balancing summation of many specific likes and dislikes experienced in connection with the job (Bullock 1952). It refers to one's job, his general adjustment and social relationship in and outside his job. This satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it. Positive attitudes toward the job are conceptually equivalent

to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction. The happier people are within their job, the more satisfied they are said to be. Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. The Harvard Professional Group (1998) sees job satisfaction as the keying redient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. Tangible ways in which job satisfaction benefits the organization include reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale. Job satisfaction is also linked to a healthier work force a good indicator of longevity. Job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem, and self-development. To the worker, job satisfaction brings a pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal. The most cited definition in the field of job satisfaction research within the different disciplines that have examined it, is the one offered by Locke (1976) in which he suggested that job satisfaction is "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." In any work situation, if the worker feels that he can get a set of conditions which will lead not only to what is called achievement of the aims and objectives of the organization but also to such a situation where his personal desires are fulfilled in order to get the fullest satisfaction of job, then only his link with the organization can be claimed to be complete. It is there that the true concept of job satisfaction finds its existence. Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying, which can be restated as an individual liking more aspects of work than he dislikes. Job satisfaction results from the interaction between the worker and his job situation. The worker, as an individual, possesses certain values and needs that may or may not be fulfilled by his job activities. The degree to which these values and needs are met determines the level of satisfaction in the individual workers. The term 'job satisfaction' has been defined by Guion (1958) as "the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation". Gilmer (1966) considers job satisfaction or dissatisfaction as "the resultant of various attitudes the person holds towards his job, towards related factors and towards job in general".

Relation between emotional intelligence and job satisfaction

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 their lives, as citizens in their communities, and on their jobs.

As the majority of the staff had average level of job satisfaction and emotional intelligence and others were lower than average, it seems necessary for authorities to explore the reasons for job dissatisfaction to prevent job burnout, depression and developing a sense of helplessness in the staff. It is also recommended to hold

educational workshops for the staff especially who are younger than 40 years to promote their emotional intelligence.

Review of literature

George (2000) explained the role of EI through description of four aspects of Mayor and Salovey's model (1990) in effective leadership. The four components of i.e., the appraisal and expressions of emotions, use of emotion to enhance cognitive processes and decision making knowledge about emotions and management of emotions and five essential elements of effective leadership i.e development of collective goals and objectives ; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm; confidence, optimism, cooperation and trust; encouraging flexibility in decision making and change and establishing and maintaining a meaningful identity for an organization were studied. Cavallo(2001) conducted the famous study at Johnson and Johnson consumer and personal care group involving 358 managers and about 1400 employees in office across the globe with an objective to identify the competencies that make a difference between high and average performers. He concluded that managers with greater 'emotional competence' were best performing leaders as compared to those with low EQ. Sherlock (2002) reviewed the literature and suggested the incorporation of EI into the curriculum of international education. Based on Goleman's notion that EI can be taught and arguments and researches supporting the need for both intellectual and emotional development of students through education, the study recommended that values like open mindedness, inclusion, respect and tolerance can be developed by propagating the Development of EI in students. Barchard (2003) studied the role of EI in academic success (measured through grades achieved) of the undergraduate psychology students. The study found that EI does not predict academic success and although a measure of emotional understanding was found to be related with academic success but this relationship lost ground when relevant cognitive abilities and personality characteristics were considered. Abraham (2004) put forth five propositions based on their relationship between emotional intelligence competencies (self _control, resilience, social skills, conscientiousness, reliability, integrity and motivations and performance on the job. These prepositions are based on the notion that relationship between EI and performance repeated in the past literature is because it is some of the competencies rather than the overall EQ that predict performance. Rosete and Ciarrochi (2005) Emotional intelligence contributes to people's capacity to work effectively in teams, manage stress and lead others effectively. The study concluded that emotional intelligence is an indicator of leadership effectiveness. Brackett, Katulak and Hawkey (2006) the implications of level of Emotional intelligence of the teachers can be manifested in the form of performance of students. This study suggested inclusion of training for teachers that specifically aims at the development of their level of emotional competence. Rode et al. (2007) studied direct and moderating effect of EI (measured by ability based MSCETT) on individual performance among business undergraduates. The study concluded that controlling mental ability and personality factors. EI was found to determine only one measure of interpersonal effectiveness i.e., public speaking effectiveness. The study supported that EI has indirect effect on performance and mere possession of EI skills does not guarantee effective performance, there should be an impulse to use it also. Modassir& Singh (2008) investigated the relationship between EI

and Transformational leadership of managers and Organizational Commitment Behaviour(OCB) of followers in different industries in Goa and Daman. The study found no significant relationship between subordinates' perception of their leader as transformational and their OCB. EI was observed to be associated with conscientiousness and altruism. However, no significant link between EI and Transformational leadership was found. Ayiro (2009) examined the impact of EI of school principals and their performance among 100 principals. The schools were profiled on the basis of high or low performance. The study found a positive correlation between total EI scores and performance ratings and experimental EI was found to be the strongest predictor of performance. Muchhal and Satish (2010) conducted their study on job satisfaction of school teachers in Bagpat district. The study reveals that there exists no significant difference between female and male teachers. Kumar and Bhatiya (2011) mentioned that attitude of teachers teaching and job satisfaction is least affected by marital status, gender and minimum qualification.

SIGNIFICANCE

The present study entitled "Emotional intelligence and Job Satisfaction among school teachers of District Anantnag" focuses on exploration of emotional intelligence and level of job satisfaction among school teachers, so as to yield recommendations for Govt. policy maker's especially recruiting agencies regarding the various domains of an employee. It is hoped that the study will also add to the literature regarding the variable of interest. Pertinently high quality of human service professionals like teachers, in any organization is in itself an indication of the organizational effectiveness. The study focused on identifying the phenomena related to emotional intelligence and job satisfaction among the school teachers of district Anantnag. It helps to establish social relationships and managing emotions in others. This may help educational institutions to initiate some change in work environment so as to increase the level of emotional intelligence among the school teachers of district Anantnag. Emotional intelligence and job satisfaction are two important variables in psychology. With the help of these two variables our study will explore the various aspects of these two dimensions. Now a day the world is changing rapidly, the job becomes complex and dynamic. Moreover our self-concept plays an important role in changing trends of the job. Until and unless we are not emotionally intelligent, we cannot handle our emotions as well as others. This study will explore two important psychological constructs with respect to teachers.

Research Methodology

RESEARCH PROBLEM

The present research aims to study the Emotional intelligence and job satisfaction among government and private school teachers of District Anantnag.

Objectives of the Study

The present study will be conducted with the following objectives in mind:-

- 1) To assess the Emotional intelligence among government and private school teachers.
- 2) To assess the job satisfaction among government and private school teachers.
- 3) To compare the relationship between Emotional intelligence and job satisfaction among government and private school teachers.
- 4) To study the effect of socio-demographic variables like age, socio-economic status(income, education ,occupation), family type (nuclear/joint family) and area of residence (rural/urban) on Emotional intelligence and job satisfaction among government and private school teachers.

Hypotheses of the Study

The following will be the proposed hypothesis of the study:-

- 1) There will be no significant difference in Emotional intelligence among government and private school teachers.
- 2) There will be no significant difference in the job satisfaction among government and private school teachers.
- 3) There will be no significant correlation between Emotional intelligence and job satisfaction among government and private school teachers.
- 4) There will be no significant difference in the Emotional intelligence and job satisfaction among government and private school teachers with regard to socio-economic status.
- 5) There will be no significant difference in the Emotional intelligence and job satisfaction of government and private school teachers with regard to area of residence.
- 6) There will be no significant difference in the Emotional intelligence and job satisfaction among government and private school teachers with regard to family type.
- 7) There will be no significant difference in the Emotional intelligence and job satisfaction of government and Private school teachers with regard to age.

OPERATIONAL DEFINITION:

Emotional Intelligence :For the purpose of this study, emotional intelligence means the ability for recognizing one's own feelings and those of others.

Job Satisfaction: For the purpose of the study, job satisfaction is a measure of worker's contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work and or supervision.

Sample

For the present study 100 school teachers will be selected from the district Anantnag among which 50 are Govt. School teachers and 50 are Pvt. School teachers. Sample will be selected by Proportionate Random Sampling method. Survey method of research will be employed to study emotional intelligence and job satisfaction.

DISTRICT	Govt. School Teachers	Pvt. School teachers	TOTAL
ANANTNAG	50	50	100

INCLUSION CRITERIA:

1. The participants should be government and private school teachers with age range from 25 years & above.
2. Participants must be from Anantnag district.
3. Participants should be teachers working in any private or government sector.

EXCLUSION CRITERIA:

1. Participants below 25 years of age should be excluded from the study.
2. The participants other than Anantnag district should be excluded from the study.
3. Participants who were not teachers should be excluded from the study.

Research design:

Research Design is a blue print for the collection, measurement and analysis of data. It answers the what, when and how of the research study. It is an outline of the research objectives, sample selection to analysis of data. In the present study attempt is to made to find out the level of emotional intelligence and job satisfaction among the school teachers of district Anantnag. The present study is based on non-experimental design.

Tools for the data Collection :- Following tools will be used

Emotional intelligence scale (Aunkool Hyde et al 2002): Emotional intelligence will be measured by Aunkool Hyde scale. It has 34 items, which measures 10 dimensions of emotional intelligence and they are: self – awareness, empathy, self- motivation, emotional- stability, managing relation, integrity, self- development, value orientation, commitment, and altruistic. The reliability of this scale is 0.69 and validity is 0.4.

Job satisfaction scale: Job satisfaction among teachers will be measured by scale developed by Dr.Muzamil Kumar and Dr.Showkatahmad shah (2015) and data will be collected by using the scale. This scale consists of 12 items and is having high reliability and validity. Besides this, the scale is rooted into the cultural context of J \$ K.

Tools for Statistical Analysis:

- 1) Descriptive statistics will be used to measure the emotional intelligence and job satisfaction among the school teachers of district Anantnag.
- 2) T- test, Mean and SD will be used to analyse the data in order to achieve objectives and hypothesis.
- 3) Correlation will also be used to find the relationship between emotional intelligence and job satisfaction among the school teachers in order to achieve objectives and hypothesis.

Procedure: -

The above scales will be given to 100 teachers (50 Govt School Teachers+50 Pvt.School Teachers) from district Anantnag (J&K). After the data is collected all the tests will be scored according to the procedure given in the manual. The obtained data will be then analysed statistically using Mean, SD, and t-test.

RESULT AND DISSCUSSION

Table 5.1:- Showing frequency distribution percentage of sample groups with respect to job satisfaction.

Variable	Low		Average		High		Sample size
Job satisfaction	F	%	F	%	F	%	100
	10	7.5%	60	77.5%	30	15%	

The table 5.3 reveals that the job satisfaction in case of low is 7.5 %, in case of average is 77.5% and in case of high is 15 %.

Table 5.2:- Showing comparison of emotional intelligence among government and private school teachers.

emotional intelligence	Nature	N	Mean	Std. Deviation	t-value
	Govt.	50	19.92	3.26	2.08**
	Private	50	18.65	4.23	

* significant at 0.05 level

The above table indicates the comparison of emotional intelligence of government and private school teachers. The t- Value of is 2.08, which are significant at significant at 0.05 level of significance. Hence, our null hypothesis which states that, “there will be no significant difference in emotional intelligence among government and private school teachers “stands rejected.

Table 5.3:- Showing comparison of job satisfaction among government and private school teachers.

Variable	Nature	N	Mean	Std. Deviation	t-value
Job satisfaction	Govt. Private	50 50	67.02 66.42	11.51 12.02	0.43

NSI= Non Significant t-value

The above table indicates the comparison of job satisfaction of government and private school teachers. The t-value for job satisfaction is 0.43 which is insignificant at 0.05 level of significance. Hence, our null hypothesis which states that, “there will be no significant difference in job satisfaction among government and private school teachers” stands accepted.

Table 5.4:- Showing relationships between emotional intelligence and job satisfaction among government and private school teachers.

	Emotional intelligence	Job satisfaction
Emotional intelligence pearson correlation Sig.(2-tailed) N	1 100	0.135 0.049 100
Job satisfaction pearson correlation Sig.(2-tailed) N	0.135 0.049 100	1 100

From table 5.6, it is evident that there is an insignificant correlation between emotional intelligence and job satisfaction among government and private school teachers.

Table 5.5:- Showing comparison of emotional intelligence of government and private school teachers with respect to socio economic status.

Emotional intelligence	Sum of squares	Df	Mean square	F	Sig.
Between groups	686.94	2	343.47	5.64	0.003*
Within groups	11988.55	97	60.85		
Total	12675.50	99			

The above table indicates the emotional intelligence with respect to socio economic status. The f-value is 5.64 and significance value = 0.003 which is significant at 0.005 level of significance. Hence, our hypothesis which states that “there will be no significant difference in emotional intelligence of government and private school teachers with respect to socio economic status” stands rejected.

Table 5.6:- Showing comparison of job satisfaction of government and private school teachers with respect to socio economic status.

Job satisfaction	Sum of squares	Df	Mean square	F	Sig.
Between groups	41.25	2	20.63	1.003	0.002*
Within groups	4051.62	97	20.56		
Total	4092.88	99			

The above table indicates the job satisfaction with respect to socio economic status. The f-value is 1.003 and significance value = 0.002 which is significant at 0.005 level of significance. Hence, our hypothesis which states that “there will be no significant difference in job satisfaction of government and private school teachers with respect to socio economic status” stands rejected.

Table 5.7:- Showing comparison of emotional intelligence of government and private school teachers with respect to area of residence.

Variable	Residence	N	Mean	Std. Deviation	t- value
Emotional intelligence	Rural Urban	50 50	10.72 12.14	2.31 3.17	-1.08

NSI= Non Significant t-value

From the table 5.7, in case of emotional intelligence among government and private school teachers with regard to area of residence, the t-value is -1.08, which is insignificant at 0.05 level of significance.. Hence our hypothesis which states that,” there will be no significant difference in emotional intelligence of government and private school teachers with regard to area of residence” stands accepted.

Table 5.8:- Showing comparison of job satisfaction of government and private school teachers with respect to area of residence.

Variable	Residence	N	Mean	Std. Deviation	t- value
Job satisfaction	Rural Urban	50 50	23.56 21.57	2.34 2.22	0.51

NSI= Non Significant t-value

From the table 5.10, in case of job satisfaction among government and private school teacher with regard to area of residence, the t – value is 0.51 which is insignificant at 0.05 level of significance. Hence our null hypothesis which states that, “there will be no significant difference in the job satisfaction of government and private school teachers with regard to area of residence “stands accepted.

Table 5.9:- Showing comparison of emotional intelligence of government and private school teachers with regard to age.

emotional intelligence	Age	N	Mean	Std. Deviation	t- value
	10-15	9	15.62	2.00	0.25
	15-20	91	15.39	3.25	

*** Significant at 0.05 level**

From the table 5.11, in case of emotional intelligence among government and private school teachers with regard to age, the t – value is 0.25 which is insignificant at 0.05 level of significance. Hence our null hypothesis which states that, “there will be no significant difference in the emotional intelligence among government and private school teachers with regard to age “stands rejected.

Table 5.10:- Showing comparison of job satisfaction of government and private school teachers with regard to age.

Variable	Age	N	Mean	Std. Deviation	t-value
Job satisfaction	10-15	9	18.20	2.44	2.06*
	15-20	91	18.26	2.47	

*** Significant at 0.05 level**

From the table 5.10, in case of job satisfaction among government and private school teachers with regard to age, the t-value is 2.06 which is significant at 0.05 level of significance. Hence our null hypothesis which states that, “there will be no significant difference in the job satisfaction of government and private school teachers with regard to age “stands rejected.

Table 5.11:- Showing comparison of emotional intelligence of government and private school teachers with regard to family type.

variable	Family Type	N	Mean	Std. Deviation	t. value
emotional intelligence	Nuclear	5	11.83	2.81	0.06
	Joint	95	12.93	2.57	

NSI= Non Significant t-value

From the table 5.13, in case of emotional intelligence among government and private school teachers with regard to family type, the t – value is 0.06, which is insignificant at 0.05 level of significance. Hence our null hypothesis which states that, “there will be no significant difference in the emotional intelligence among government and private school teachers with regard to family type “stands accepted.

Table 5.12:- Showing comparison of job satisfaction of government and private school teachers with regard to family type.

Variable	Family Type	N	Mean	Std. Deviation	t. value
Job satisfaction	Nuclear	5	21.31	2.33	2.62**
	Joint	95	21.67	2.61	

* significant at 0.05 level

From the table 5.12, in case of job satisfaction among government and private school teachers with regard to family type, the t-value is 2.62 which is significant at 0.01 level of significance. Hence our null hypothesis which states that, “there will be no significant difference in the job satisfaction of government and private school teachers with regard to family type “stands rejected.

Table 5.13:- Showing frequency distribution percentage of sample groups with respect to job satisfaction.

Variable	Low		Average		High		Sample size
	F	%	F	%	F	%	
Job satisfaction	15	7.5%	60	77.5%	25	15%	100

The table 5.3 reveals that the job satisfaction in case of low is 7.5 %, in case of average is 77.5% and in case of high is 15 %.

CONCLUSION

From analysis of frequency distributions, it can be concluded that on the understudy constructs (emotional intelligence and job satisfaction), majority of the participants fall in the average category, although a significant number falls in high and low categories also. The other conclusions drawn include: -

1. There is a significant difference in emotional intelligence among government and private school teachers.
2. There is no significant difference in job satisfaction among government and private school teachers.
3. There is no significant correlation between emotional intelligence and job satisfaction among government and private school teachers.
4. There is a significant difference in emotional intelligence among government and private school teachers with respect to socio economic status.
5. There is a significant difference in job satisfaction among government and private school teachers with respect to socio economic status.
6. There is no significant difference in emotional intelligence among government and private school teachers with regard to area of residence.
7. There is no significant difference in job satisfaction among government and private school teachers with regard to area of residence.

8. There is no significant difference in emotional intelligence among government and private school teachers with regard to family type.
9. There is a significant difference in job satisfaction among government and private school teachers with regard to family

LIMITATIONS

As we all know that research is a continuous process and is never completely perfect due to certain unavoidable circumstances. Every research carries certain flaws that give insight for new research. Keeping in view the above facts, the present piece of work is also subject to certain limitations which the investigator has realized/ understood during the research process. These limitations are:

1. The scale was not translated into Kashmiri or Urdu language.
2. The technique used for project / research is purposive sampling, which brings element of deliberate selection in the selection of sample and weakens the generalization of results of this study.
3. The sample was collected from district Anantnag only.
4. The sample size was small.
5. Other districts were not included.

SUGGESTIONS

Further research needs to be carried out on the basis of present study in Kashmir with certain considerations to improve authenticity of the results for policy makers and other concerned authorities for preparing action plans for the eradication of such type of menace in the society. Some of the suggestions that investigator has realized are listed here:

1. The present study was conducted on 100 private school teachers and 100 government school teachers. It is therefore suggested that this similar study may be conducted on large samples, so that the result obtained may be more reliable.
2. The present study was confined to Anantnag district only. A similar study may be conducted to other cities and districts of states.
3. The present investigation was undertaken on government and private school teachers.
4. The study may be conducted by taking other variables like self esteem, self awareness, psychological hardiness, locus of control etc.

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EMOTIONAL INTELLIGENCE SCALE

S. no.	Factors	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	E	I can encourage others to work even when things are not favourable.		✓			
2	C	People tell me that I am an inspiration for them.	✓				
3	J	I am able to encourage people to take initiative.		✓			
4	C	I am able to make intelligent decisions using a healthy balance of emotions and reason.		✓			
5	E	I don't depend on others encouragement to do my work well.		✓			
6	A	I can continue to do what I believe in, even under severe criticism.		✓			
7	C	I am able to assess the situation and then behave.		✓			
8	C	I can concentrate on the task at the hand in spite of disturbances.		✓			
9	B	I pay attention to the worries and concerns of others.			✓		
10	B	I can listen to someone without the urge to say something.		✓			
11	E	I am perceived as friendly and outgoing.		✓			

12	A	I have my priorities clear.		✓			
13	J	I can handle conflicts around me.		✓			
14	D	I don't mix unnecessary emotions with issues at hand.		✓			
15	B	I try to see the other person's point of view.		✓			
16	F	I can stand up for my beliefs.		✓			
17	E	I can see the brighter side of my situation.		✓			
18	A	I believe in myself.		✓			
19	D	I am able to stay composed in both good and bad situations.		✓			
20	B	I am able to stay focused even under pressure.			✓		
21	H	I am able to maintain the standards of honesty and integrity.		✓			
22	H	I am able to confront unethical actions of others.			✓		
23	I	I am able to meet commitments and keep promises.	✓				
24	I	I am organized and careful in my work.		✓			
25	B	I am able to handle multiple demands.			✓		
26	D	I am comfortable and open to novel ideas and new information.		✓			
27	F	I pursue goals beyond what is required and expected of me.			✓		
28	D	I am persistent in pursuing goals despite obstacles and setbacks.			✓		

29	A	I have built rapport and made and maintained personal friendships with work associates.		✓			
30	G	I am able to identify and separate my emotions.		✓			
31	C	I think that feelings should be managed.		✓			
32	F	I am aware of my weaknesses.	✓				
33	G	I feel that I must develop myself even when my job doesn't demand it.		✓			
34	C	I believe that happiness is a positive attitude.	✓				

JOB SATISFACTION SCALE

Instructions: Indicate your responses by putting tick mark (✓) against any one of the categories given against each item.

Strongly Disagree Disagree Sometimes disagree neither agree nor disagree somewhat agree Agree Strongly agree

1 2 3 4 5 6 7

S. no	STATEMENTS	1	2	3	4	5	6	7
1	I receive recognition for my good performances at this organization.							✓
2	My chances of growth in this job are adequate.						✓	
3	I am not bored with the present job.						✓	
4	I feel satisfied with the accomplishment I get from this job.					✓		
5	I feel good to have such a challenging & stimulating job.						✓	
6	The policies of my organization are employee oriented.					✓		
7	I feel secure about my job.					✓		
8	I am satisfied with the pay and amount of work I do.	✓						
9	My colleagues at this job are not as supportive as I expect them to be*.					✓		
10	The administration of my organization is supportive.					✓		
11	I am satisfied with the chances of promotion in this job.							✓
12	The working conditions at this job are good.							✓