

Emotional Intelligence as a Predictor of Job Satisfaction Among Secondary School Teachers

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Abstract: The profession of teaching is widely recognized as it involves continuous interpersonal interaction and emotional engagement. Teachers need to manage and regulate their emotions while fulfilling institutional expectations, classroom dynamics, and responding to student needs. The current study aimed to examine emotional intelligence as a predictor of job satisfaction among secondary school teachers. Additionally, one more complementary psychological construct i.e. negative mood regulation expectancies were also included to explore emotional coping beliefs in overall well-being of teachers. Descriptive correlational survey design was used. A sample of 280 secondary school teachers working in Chandigarh was used to collect data through stratified random sampling in the academic year 2024-2025. To collect the data three scales were used namely Emotional intelligence scale developed by Hyde, Pethe, and Dhar (2005); negative mood regulation scale developed by Catanzaro & Mearns (1990); job satisfaction scale developed by Singh & Sharma (1990). To determine the predictive role of emotional intelligence in job satisfaction and examining the relationship among the variables Pearson's correlation and multiple regression analyses were used. The results of the study revealed significant and positive relationship between the variables (emotional intelligence and job satisfaction). Furthermore, regression analyses indicated that emotional intelligence predict job satisfaction significantly, whereas, another variable (negative mood regulation expectancies) contributed enhanced explanatory power to the model. Outcomes of the study highlights the significance of emotional competencies in sustaining satisfaction in the profession (teaching) and resilience in such environment which is emotionally demanding. The findings of the study underscore the need to integrate emotional competence development with professional development programs and teacher education.

Keywords: emotional intelligence, job satisfaction, teachers, emotional competence, mood regulation, teacher well-being

Introduction

A profession that requires continuous emotional engagement and interpersonal interaction is a teaching profession. Teachers continuously interact with administrators, colleagues, students, and parents, not only this but many a times these interactions generate situations which are emotionally charged and requires thoughtful regulation of feelings and responses. Recently the importance of emotional competencies in shaping teacher's overall well-being and professional experiences have increasingly emphasized by the educational researchers.

As job satisfaction directly influences teacher retention, professional commitment, and teaching effectiveness therefore this (job satisfaction) has emerged as a significant topic in educational research. Teachers with high level of job satisfaction are more likely to show instructional effectiveness, enthusiasm, and dedication. On the contrary, teachers with the experience of dissatisfaction may lead to reduced professional effectiveness, burnout, and stress (Klassen & Chiu, 2010). Consequently, to identify the psychological factors which can contribute to the job satisfaction of teachers has become a significant area of investigation.

Emotional intelligence is one such factor, which refers to the ability to understand, recognize, and regulate one's own and others' emotions (Mayer, Salovey, & Caruso, 2004). Emotional intelligence prepares individuals to

maintain constructive interpersonal relationships, manage emotional responses effectively, and interpret emotional cues accurately. These abilities are essential and valuable in the teaching profession as teachers are expected to respond sensitively to the emotional needs of students simultaneously maintaining classroom discipline, and authority. The teachers who are emotionally intelligent are able to cope with challenges occurred in professional life and also know how to maintain positive attitudes towards work. For example, teachers who have strong emotional competencies are able to manage classroom disruptions as they interpret it as a manageable challenge in profession rather than their personal failure. For professional satisfaction and resilience such cognitive and emotional perspectives play a crucial role.

Additionally, teacher's beliefs about themselves and their ability to manage negative emotional states also influences their occupational satisfaction. Negative mood regulation expectancies explain generalized beliefs of an individual that they are able to alleviate negative emotions by behavioural or cognitive strategies (Catanzaro & Mearns, 1990). These beliefs play a significant role in defining the process how individuals cope with the emotionally stressful situations.

In the context of teaching, educators most often have to face situations that are emotionally demanding, such as, balancing multiple professional responsibilities, student misbehaviour, a meeting institutional expectation. Teachers who are able to manage negative emotions effectively may be able to maintain positive professional attitudes and display greater resilience.

Although, studies done previously have explored emotional intelligence in the education sector but fewer studies have been conducted to examine its predictive role in job satisfaction of teachers while considering mood regulation beliefs alongside. The current study therefore has been conducted to investigate emotional intelligence as a predictor of job satisfaction among secondary school teachers and along with this the role of negative mood regulation expectancies was also examined as a complementary construct of emotional coping.

Researches conducted during recent years started highlighting the increased significance of emotional competencies in educational sector as their teachers face complex demands that may be psychological and social (Hargreaves, 2000; Sutton & Wheatley, 2003). These days teaching profession involves emotional labour along with cognitive instructions that requires them to manage their emotions during interaction with colleagues and students (Hochschild, 1983; Yin, 2015). Therefore, emotional intelligence becomes a significant psychological resource that supports teachers in navigating their emotional demands.

Review of literature

Emotional Intelligence and Teaching Effectiveness

In educational research and organizational psychology emotional intelligence has been widely studied due to its relevance in interpersonal professions. Emotional intelligence is the capability to understand emotional meanings, capacity to perceive emotions accurately, regulate emotions effectively, and integrate emotional information into thinking processes (Mayer, Salovey, & Caruso, 2004). Individuals with greater emotional intelligence are capable to cope with their workplace stress and manage their interpersonal relationships (Goleman, 1995; Wong & Law, 2002).

Teachers who are having greater emotional intelligence are better able to understand emotional needs of students and also create classroom climate which is supportive in nature, all this happens within the educational environments. Jennings and Greenberg (2009) brought forward the concept of "prosocial classroom", focusing that the teacher's emotional competence has impact on student outcomes and classroom management. Teachers with greater emotional intelligence demonstrates flexibility, empathy, and patience and all these helps fostering learning environments which are positive. Many studies demonstrated that emotional intelligence and

occupational outcomes (work engagement and job satisfaction) are positively associated (Carmeli, 2003; Sy et al., 2006; Miao, Humphrey, & Qian, 2017).

Job Satisfaction

Job satisfaction is an individual's overall assessment of their occupation and how far it fulfils their professional goals and expectations (Locke, 1976). As suggested by Herzberg's motivation-hygiene the theory explained that intrinsic motivators (personal growth, achievement, and recognition) significantly contribute to job satisfaction (Herzberg, 1959). Emotional experiences during classroom plays a crucial role in shaping occupational commitment and job attitudes (Skaalvik & Skaalvik, 2011).

Emotional Intelligence and Job Satisfaction

Consistently studies have found that there is a positive relationship between emotional intelligence and job satisfaction across the professions. Individuals with greater emotional intelligence experience higher occupational well-being as they are able to manage their stress effectively and also know how to maintain positive interpersonal relationships.

As found by Sy, Tram, and O'Hara (2006) that employees with greater emotional intelligence tend to report better performance at workplace and higher job satisfaction. Similar findings were perceived by Brackett et.al. (2010) that the teachers who have strong emotion regulation abilities experienced higher level of job satisfaction and lower level of burnout.

These results suggests that the emotional intelligence allows individuals to find efficient ways to overcome workplace challenges effectively as it will help them to promote professional engagement and satisfaction.

Negative Mood Regulation Expectancies

Mood regulation beliefs are intercorrelated to self-efficacy theory, that emphasizes on individual's beliefs about coping abilities that influence their emotional responses during stressful conditions (Bandura, 1997). Teachers with the belief about their effectiveness to regulate and manage negative emotions are expected to maintain professional satisfaction and emotional stability while confronting challenging classroom situations (Chang, 2009). Negative mood regulation expectancies are the belief about individual's own ability to manage emotional situations. To measure these generalized expectations, negative mood regulation expectancies scale was developed by Catanzaro and Mearns in 1990. It is believed by the individuals with high mood regulation expectancies that constructive strategies can help to alleviate negative emotions. Therefore, they are capable to approach stressful situations with emotional resilience and greater confidence. In the context of teaching, it may influence the way teachers interpret and respond to challenges occurred at workplace. Teachers with the belief that they are able to manage negative emotions may rather than encountering stressful situations they maintain positive attitudes towards work.

Research Gap

In spite the fact that emotional intelligence has been investigated widely in the field of education and in contrast to this, very few studies have been conducted to examine emotional intelligence as the predictive factor of job satisfaction also considering another variable i.e. mood regulation beliefs. Moreover, Indian educational contexts have remained with limited empirical evidences.

The current study aimed to address this gap by focusing on the role of emotional intelligence in predicting job satisfaction among secondary school teachers along with this the study also considers the influence of negative mood regulation expectancies as another predictive variable.

Method

Research Design

The present used a descriptive correlational survey design to study the relationships among the three variables (emotional intelligence, negative mood regulation expectancies, and job satisfaction).

Sample

Sample size for the study consisted of 280 secondary school teachers from Chandigarh and for selecting the sample stratified random sampling was used. Teachers from both, government and private schools participated in the study.

Tools Used

To measure the variables following tools were used

Emotional Intelligence Scale developed by Hyde, Pethe, & Dhar (2005); **Negative Mood Regulation Scale** developed by Catanzaro & Mearns (1990); **Job Satisfaction Scale** developed by Singh & Sharma (1990)

Statistical Techniques

To analyse the collected data descriptive statistics, Pearson's correlation analysis, and multiple regression analysis were used.

Results

Table 1 Descriptive Statistics and Correlations (N=280)

variable	Mean	SD	1	2	3
Emotional intelligence	137.82	15.16	-----	.36**	.24**
NMRE	113.15	11.92	0.36**	-----	0.31**
Job Satisfaction	78.84	9.37	0.24**	0.31**	-----

$P < .01$

Results showed positive and significant relationships among all the three variables (emotional intelligence, negative mood regulation expectancies, and job satisfaction).

Table 2 Multiple Regression Predicting Job Satisfaction

Predictor	B	SE B	β	t	p
Emotional intelligence	0.18	0.07	0.15	2.40	0.17
NMRE	0.29	0.08	0.22	3.35	0.01

Model summary:

$R = .30$

$R^2=.09$

$F(2,277) = 13.76, p < 0.01$

Results analysed by regression showed that job satisfaction can be significantly predicted by emotional intelligence. Negative mood regulation expectancies also have contribution to explain the variation in job satisfaction.

Discussion

Results of the current study shows that emotional intelligence plays a significant role to predict job satisfaction among secondary school teachers. Teachers who have greater level of emotional intelligence reported higher job satisfaction. This suggests that emotional competence is helpful for teachers as it helps them to navigate effectively the emotional demands of their profession.

Teachers who are emotionally intelligent know how to interpret challenges during teaching and how to handle stressful situations constructively also to manage emotional responses to such situations. These abilities may contribute to reduce emotional exhaustion and maintain positive occupational attitudes.

Findings of the present study are consistent with previously conducted studies by demonstrating that emotional intelligence is a variable that contributes to reduced burnout and professional well-being (Brackett et al.; Sy et al., 2006).

Findings of the study also indicates that another variable (negative mood regulation expectancies) contributes to teacher's job satisfaction. Teachers with the belief that they are able to regulate and manage negative emotions effectively, may be resilient during the occurrence of stressful situations in their profession. These beliefs enhance overall well-being and reinforce emotional stability.

Combining these findings emphasizes the significance of emotional competence in enhancing teacher well-being.

Implications

Outcomes of the present study have significant implications for occupational development and teacher education. Emotional competence development should be incorporated in teacher training programs as a main component of occupational preparation.

Workshops should be organized with the focus on coping strategies, stress management, and emotional awareness as it will be beneficial to strengthen mood regulation beliefs and emotional intelligence. To promote teacher's psychological well-being it is important for educational institutes to create supportive work environments.

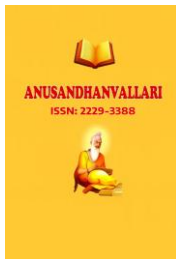
Conclusions

To conclude study emphasises that emotional intelligence plays a significant role in predicting teacher's job satisfaction. Greater emotional competence in teachers demonstrate higher occupational satisfaction and resilience. Another variable (negative mood regulation expectancies) also provides well-being of teachers by stimulating their beliefs in emotional coping abilities.

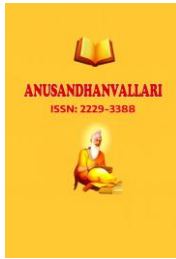
The results focused on the significance of emotional competencies in preserving effectiveness and satisfaction among teachers.

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