

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION IN COLLEGE TEACHERS OF DISTRICT HYDERABAD

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ABSTRACT:

This study was conducted to examine the relationship between emotional intelligence and Job Satisfaction in the College Teachers of District Hyderabad. The sample is composed of 284 respondents, data taken from Government Girls and Government Boys Colleges of District Hyderabad randomly & collected data were analyzed by statistical methods. Data shows that there is strong positive correlation between emotional intelligence and job satisfaction. The findings of this study proved the hypotheses that There is positive relationship between emotional intelligence and job satisfaction in teachers. Similarly the hypotheses female teachers of Govt Colleges would be more emotionally intelligent as compared to male teachers of Govt Colleges is also approved. Whereas hypotheses female teachers of Govt Colleges would be more satisfied with their jobs as compared to male teachers of Govt Colleges has been rejected due to the findings that there is no-significant mean difference in job satisfaction of male and female college teachers of District Hyderabad. Emotional intelligence is a lifelong learned process through experiences as a person becomes mature in a emotional competencies; leads to happy life and would be better performing at workplace.

INTRODUCTION

Emotional Intelligence is “the ability to perceive emotions, integrate emotions to facilitate thought understand emotions, and to regulate emotions to promote personal growth, (Mayer and Salovey, 1997). Emotional Intelligence is consisting of two domains ability and personality. The domain of ability emotional intelligence includes cognitive abilities regarding emotions, (Mayer et al, 2000a, 2000b). The domain of trait or personality emotional intelligence focuses control of impulses, optimism, and assertiveness, (Petrides and Furnham, 2001). The word emotion is Latin word “emover” means to move, to excite or agitate. This word is used in modern times for expression of love, hate, attraction, anger or any other kind of feeling. Emotions are important for business as well as personal relationships. Affective, personal and social factors are included to non-intellective as well as intellective elements, (David-Wechsler, 1940). Non-Intellective elements are helpful to person to predict other ability of a person for success in life. Emotional intelligence is lifelong learned process through experiences as a person become mature in emotional competencies; leads to happy life and would be better perform at workplace. Through emotional intelligence an employee become well in his work, move, creative and its results in overall better productive at workplace.

Generally Job Satisfaction is defined as “The degree to which an employee feels good or satisfactory position about his job”. Job Satisfaction is as an emotional response or an attitude of an employee towards its task and its relationships to

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Date of Receipt: 15-5-2012

social and physical environment of workplace. Job Satisfaction is very important, when an employee takes two types of decisions, one is to join any Organization or Workplace and being its member or employee, then other one is to perform at any Organization or workplace for achieved goals. It is not found in any organization that an employee works or perform his task at peak/ high levels or on accord of expectations. Weiss (2002) reported / viewed that job satisfaction is an attitude of employees, and that attitude towards job, whether it is positive or negative it is called job satisfaction or job dissatisfaction respectively. A pleasurable emotional response regarding employee's job is job satisfaction. The nature of work and its benefits, nature of superior, job's terms and conditions, its pay or wages, co-workers relationships are traditional facets of job satisfaction (William, n.d). The management of communicate demands is most important aspects of employee's job (Kraye, K.J, and Westbrook, L, P.85). In any organization employee's communication under load and communication overload affect the levels of job satisfaction. In communication overload, employees have difficulties to process information in a short time, (Farace, Monge and Russell, 1997). When in process of overload or under load of employees inputs exist more than outputs, then it creates a condition of overload (Kraye, K, J and Westbrook, L, p, 85), that due to overload, it caused job dissatisfaction.

REVIEW OF LITERATURE

Female were more active in building relationship with their utilizations of emotion as well as regulating emotions, (Ciarrochi, Chan, Bajar, 2004). Female are more emotionally aware and have high levels of interpersonal skills of intelligence, (Palmer, Monach, Gignac and Stough, 2003). Individuals who have skills for coping up in activities of life, they have also productive thinkers with ability of affective awareness, (Abraham and Rebecca, 1999). Usually people with more emotional intelligence possesses more life satisfaction, more ordered, optimistic, warm, and prosperous and partake in others emotion, (Salaski and Gart Wright, 2002). It is beneficial in many ways for any organization that their selection of employees would be on the basis of high levels of emotional intelligence. Emotional intelligence is based on performance theory which includes all abilities related to cognitive and affective skills, (Goleman, 1998). Employee who are emotionally intelligent they are performed better in organization that's why emotional intelligence is important for any organization, (Law et al, 2004). Employee who are less/lack of emotional intelligent possess affected from turnover or burnout, bad attitudes, poor performance, and in stressed mood. So obviously the role of emotional intelligence is important in workplace. A study found that in professional and personal settings women have high scores on their emotional intelligence as compare to men, Mayer and Gehr, (1996), and Mayer, Caruso, and Salovey, (1999), and Mendel and Pherwani, (2003). There is no gender difference in emotional intelligence, overall levels of emotional intelligence in men and women are equal, (Denial Goleman, 1998). Intelligence generally measured by intelligence quotient and related tests, it has importance same as interpersonal and intrapersonal intelligence, (Gardner, 1983). The personal and social skills that lead to superior performance at workplace are

known as emotional competence. It is linked to emotional intelligence, for example an emotionally competent person has the ability to recognize by another person accurately with the help of emotional intelligence at a certain level. There is low emotional as well as high emotional quotient found by (Singh, 2001). Low emotional quotient leads to unhappiness feelings like anger, bitterness, dependence, depression, disappointment, emptiness, failure, fear, frustration, guilt, lethargy, instability, obligation, resentment, and victimization. High emotional quotient leads to feelings like appreciation, autonomy, awareness, balance, contentment, desire, elation, freedom, friendship, fulfillment, focus, motivation, peace, self-control, and satisfaction. There is a difference in emotional quotient and intelligence quotient. In Intelligence quotient one can measure cognitive abilities of a person that related to one's environment, and its situations, whereas emotional quotient measures one's emotions as well as cognitive skills. Emotional intelligence plays an important role in the workplace in areas of retention, it reduces turnover of employees because employees don't leave their job as they easily manage people with their emotional competencies. Emotional intelligence is important in leadership in the workplace; it helps the leader to do their jobs effectively with the help of their effective interpersonal skills. According to Walker, Churchill and Ford, (1977) employees' satisfaction has two dimensions, i.e. extrinsic and intrinsic, whenever these both will fulfill then the employee will be satisfied towards his/her job. For satisfaction of job, and job performance, an employee's personality may be a more important factor that it significantly affects job satisfaction. There are spurious relationships between job satisfaction and performance because both satisfaction and performance are the result of personality. Job satisfaction is affected by employees on the basis of employee's age, tenure, salary or wages, job type, job level, work environment, internal and external rewards, nature / personality of employee, supervisor, and co-workers. Findings from a correlational study of emotional intelligence and job satisfaction on 208 respondents of an international electronic firm operating in India which shows that there is a very high positive relationship between emotional intelligence and job satisfaction; (Abi Ealias and Jijo George, 2012). Organizational Psychologists focused attention on different approaches which determine employee's mood and attitudes towards job and job satisfaction. According to George, 1992, Judge and Locke "individuals having a positive mood affect the workplace that they would be satisfied towards their job and those who having a negative mood or attitudes having ignorance in the workplace; they are not satisfied towards their job, (Baron and Baron, 2005). A study on food service workers and managers shows a positive association between job satisfaction and emotional intelligence in employees and managers; (Sy et al, 2006). A study measured via self and supervisor reports of a group of managers which shows that there is a link between effectiveness of job satisfaction with emotional intelligence abilities; (Lopes, Grewal, Kadis, Gall and Salovey, 2006).

PURPOSE OF STUDY /OBJECTIVES OF STUDY

The main purpose of this research is to measure and find out the relationship between emotional intelligence and job satisfaction in male and female teachers of Govt colleges of Hyderabad District.

In present study, following are the main objectives:

1. To find out / compare the relationship between emotional intelligence and job satisfaction in teachers of Govt Colleges.
2. To investigate an emotional intelligence in female teachers of Govt Colleges
3. To investigate an emotional intelligence in male teachers of Govt Colleges
4. To investigate the job satisfaction in female teachers of Govt Colleges
5. To investigate the job satisfaction in male teachers of Govt Colleges
6. To examine/ find out and compare the five areas of emotional intelligence among male and female teachers of Govt Colleges
7. To examine/ find out and compare the fifteen factors of emotional intelligence in male and female teachers of Govt Colleges
8. To find out / compare the difference in job satisfaction between male and female teachers of Govt Colleges
9. To find out/ examine / compare the difference in nine facets of job satisfaction between male and female teachers of Govt Colleges
10. To find out/ compare the difference in emotional intelligence between male and female teachers of Govt Colleges.

HYPOTHESES

1. There is positive relationship between emotional intelligence and job satisfaction in teachers
2. Female teachers of Govt Colleges would be more emotionally intelligence as compared to male teachers of Govt Colleges.
3. Female teachers of Govt Colleges would be more satisfied towards their job as compare to male teachers of Govt Colleges.

RESEARCH METHODOLOGY

SAMPLE

Present study sample is composed of (N=284) respondents of (male N=132) and (female N=152) teachers of Govt Colleges of Hyderabad District. All respondents are teachers of age range in 27 to 59 years. All respondents are educated having degrees of masters, M.Phil to Ph.D. All respondents belong to Hyderabad. Sample consists of married as well as single, senior and junior, Muslim and non Muslim teachers. Sample consists of male and female Lecturers, Assistant Professors, Associate Professors, and Professors of Govt Colleges of Hyderabad District.

Sample has been selected through following ways:

1. Table for determining the random sample size from a determined population: Sampling size: Table Krejcie & Morgan
2. Sample size calculator: The survey system; Creative Research systems, a complete survey software solution since 1982
3. Sample size calculation; online probability and statistical tool
4. Sample size calculator by Raosoft, Inc, 2004
5. Sample size calculator by MaCorr Research solution online, 2003-2012.

TEACHING STAFF OF GOVT COLLEGES OF DISTRICT HYDERABAD

	Name of College	Lec:	Assist: Proff:	Assoc: Proff:	Prof essor	Total =
1	Govt. College Kali Mori Hyd.	51	31	18	0	=100
2	Govt. Degree College PG Latifabad-11	31	19	10	1	=61
3	Govt. Degree College (Kohsar) Latifabad	13	9	2	0	=24
4	Govt.SS/Arts &Commerce College Hyd	16	10	3	0	=29
5	Govt. SS Commerce College Hyd	15	8	7	0	=30
6	Govt. Muslim Science College Hyd	19	15	7	0	=41
7	Govt. Sindh College of Commerce Hyd	24	15	2	0	=41
8	Govt. City College Hyd	24	11	2	0	=37
9	Govt. Ghazali College Latifabad Hyd	16	10	1	0	=27
10	Govt. Boys College Qasimabad Hyd	25	17	2	0	=44
11	Govt. Boys College Paretabad Hyd	11	11	2	0	=24
12	Govt. College Tando Jam	31	11	2	0	=44
13	Govt. Girls (Zubeda) College Hyd	92	59	13	0	=164
14	Govt. MB & GF Girls College Hyd	19	12	03	0	=34
15	Govt. KBMS Girls College Hyd	35	16	03	0	=54
16	Govt. Dr. IH Zuberi College Hyd	19	14	04	0	=37
17	Govt. Nazareth Girls College Hyd	57	15	04	0	=76
18	Govt. SL Girls College Latifabad-6	44	15	05	0	=64
19	Govt. Girls Degree College Latifabad-8	30	15	03	01	=49
20	Govt. Girls College Qasimabad Hyd	63	28	02	01	=94
21	Govt. Khursheed Begum Girls College	04	0	0	0	=04
	Total number of colleges = 21	=639	=341	=95	=03	=1078

Category of college	No:of colleges	Lec:	Assist: Proff:	Assoc: Proff:	Proff:	Total T.Staff
Govt Boys colleges	=12	276	167	58	01	=502
Govt Girls colleges	=09	363	174	37	02	=576

Source: Office of the Directorate College Education Hyderabad.

RESEARCH POPULATION AND SAMPLE

Population	=1078
Total population of Female teaching staff	=576
Total population of male teaching staff	=502
Recommended Sample size for research	=284
Female teachers sample	=152
Male teachers sample	=132
% of sample taken from population	=26.35%
% of male teachers in samples	=26.35%
% of female teachers in samples	=26.35%
Margin of error	=5%
Confidence level	=95%
Confidence interval	= 4.99%

SAMPLE OF STUDY: MALE TEACHERS OF GOVT COLLEGES OF DISTRICT HYDERABAD

	Name of Male Colleges	Lec :	Assist: Proff:	Assoc: Proff:	Prof essor	Tot. =
1	Govt. College Kali Mori Hyd.	20	10	05	0	=35
2	Govt. Degree College PG Latifabad-11	10	05	01	0	=16
3	Govt. Degree College (Kohsar) Latifabad	03	02	0	0	=05
4	Govt.SS/Arts &Commerce College Hyd	05	02	0	0	=07
5	Govt. SS Commerce College Hyd	03	02	0	0	=05
6	Govt. Muslim Science College Hyd	05	04	01	0	=10
7	Govt. Sindh College of Commerce Hyd	07	04	0	0	=11
8	Govt. City College Hyd	07	03	0	0	=10
9	Govt. Ghazali College Latifabad Hyd	04	02	0	0	=06
10	Govt. Boys College Qasimabad Hyd	08	05	0	0	=13
11	Govt. Boys College Paretabad Hyd	02	02	0	0	=04
12	Govt. College Tando Jam	08	02	0	0	=10
	Sub-total	=82	=43	=07	=0	=132

SAMPLE OF STUDY: FEMALE TEACHERS OF GOVT COLLEGES OF DISTRICT HYDERABAD

	Name of Female Colleges	Lec :	Assist: Proff:	Assoc: Proff:	Prof essor	Tot. =
1.	Govt. Girls (Zubeda) College Hyd	30	20	05	0	=55
2.	Govt. MB & GF Girls College Hyd	04	03	0	0	=07
3.	Govt. KBMS Girls College Hyd	09	04	0	0	=13
4.	Govt. Dr. IH Zuberi College Hyd	04	03	0	0	=07
5.	Govt. Nazareth Girls College Hyd	14	03	01	0	=18
6.	Govt. SL Girls College Latifabad-6	11	03	01	0	=15
7.	Govt. Girls Degree College Latifabad-8	08	03	0	0	=11
8.	Govt. Girls College Qasimabad Hyd	18	07	0	0	=25
9.	Govt. Khursheed Begum Girls College	01	0	0	0	=01
	Sub-total	=99	=46	=07	=0	=152

Selected Sample of the present study is as follows

Sample of college	No:of colleges	Lec:	Assisst: Proff:	Assoc: Proff:	Proff:	Total T.Staff
Govt Boys colleges	=12	82	43	07	0	=132
Govt Girls colleges	=09	99	46	07	0	=152
Total	=21	118	89	14	0	=284

RESEARCH INSTRUMENTS

In the present study, the researcher used two scales as research instruments/tools for data collection, which are as following:

1. Emotional Quotient Inventory, (EQ-i)
2. Job satisfaction Survey, (JSS)
3. Personal Information Questionnaire (PIQ)

EMOTIONAL QUOTIENT INVENTORY (EQ-i):

EQ-i was originally developed by Reuven Bar-On. EQ-I is self-report inventory. Reuven Bar-On tested and administered this inventory on over 85,000 individuals worldwide on extensive research of 17 years in 11 different countries. The standardization of EQ-I has been established throughout the world by repeated and considerable testing of thousands of subjects, and reliability and validity of EQ-I has been ensured and carried out on over a million people worldwide, (Steve A. Daniels, 2010). EQ-i has been translated into different languages such as German, English, Spanish, French, and Swedish. English version of EQ-I use in present study. EQ-I consist of 133 items having five point rating and fifteen sub-scales. It measures following dimensions:

1. **Intrapersonal skills** included Self-regard, emotional self-awareness, Assertiveness, Independence, and Self-actualization
2. **Interpersonal skills** included Empathy, Social responsibility and Interpersonal relationship
3. **Adaptability** included Reality testing, Flexibility, and Problem solving
4. **Stress management** included Stress tolerance, and impulse control
5. **General mood** included Optimism and Happiness

JOB SATISFACTION SURVEY (JSS)

Job Satisfaction Survey Scale is originally developed by Paul E. Spector, (1994). It is applicable to all public and private organizations. It consists of 36 items, nine facet scale having six point rating scale. It measures the employee's attitudes about job, aspects of job and overall job satisfaction. Its internal consistency reliabilities (coefficient alpha) on all facets are .91 on a sample of 2,870. The nine facet of Job satisfaction survey (JSS) are as following:

1. Pay, (satisfaction with pay and pay raises)
2. Promotion, (satisfaction with promotion opportunities)
3. Supervision, (satisfaction with person's immediate supervisor)
4. Fringe benefits, (satisfaction with fringe benefits)
5. Contingent Rewards, (satisfaction with performance based rewards)
6. Operating Procedures, (satisfaction with required rules and procedure)
7. Coworkers, (satisfaction with coworkers)
8. Nature of work, (satisfaction with the type of work done)
9. Communication, (satisfaction with communication within the organization)

PERSONAL INFORMATION QUESTIONNAIRE (PIQ)

Personal information questionnaire will use for collection of bio-data or personal information of employees. It included employee's age, qualification, experience, marital status, address, siblings, number of children, family system by means of nuclear or joint family, grade/BPS system, designation and birth order.

PROCEDURE

Data collected through random sampling method. Emotional Quotient Inventory and Job Satisfaction Survey Scale are selected for data collection. Govt Girl and

Boy Colleges of Hyderabad District are randomly selected for research purpose. All Questionnaires individually administered. For data collection first of all permission given from respected college's principals/heads of different departments then permission is taken and willingness sought from the respondents to participate in research. After willingness and permission, Questionnaire with instructions distributed to them one by one. After collection of data, it analyzed statistically.

ANALYSES OF RESULTS AND FINDINGS

Table # 1

Frequency and percentage of respondents of the sample of study (N=284)

Gender	n	%
Male teachers	132	26.35%
Female teachers	152	26.35%

Table # 2

Frequency and percentage of Male respondents of the sample of study (N=132)

Category	n	%
Lecturers	82	62.12
Assistant Professors	43	32.57
Associate Professors	07	5.30

Table # 3

Frequency and percentage of Female respondents of the sample of study (N=152)

Category	n	%
Lecturers	99	65.13
Assistant Professors	46	30.26
Associate Professors	07	4.60

Table # 4

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on EQ-i

Gender	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	308.25	62.77	5.09	2.1739	0.0305
Male Teachers	132	288.99	85.98	7.48		

Standard error difference= 8.859

Degree of freedom=282

Two tailed P value equals $=0.0305$, this difference indicates that it is statistically significant difference among male and female college teachers' emotional intelligence.

Mean shows that female teachers of Govt colleges are more emotionally intelligence as compare to male teachers of Govt colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Table # 5

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on Job Satisfaction Survey

Gender	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	133.53	21.55	1.75	0.1210	0.9037
Male Teachers	132	133.21	22.12	1.93		

Standard error difference= 2.596

Degree of freedom=282

Two tailed P value equals $=0.9037$, this difference indicates that it is statistically Non-significant difference among male and female college teachers' job satisfaction.

Source: Self calculated and tabulated from questionnaires.

Table # 6

Correlation of Emotional intelligence with Job satisfaction among male and female teachers of Govt Colleges of Hyderabad

Correlation Group	Gender	Number	Spearman's Rho correlation	Pearson Correlation coefficient
Emotional intelligence with Job satisfaction	male	132	R=1	0.9
Emotional intelligence with Job satisfaction	female	152	R=0.906	0.86

The values of $r=1$, and $r=0.9$ of male college teachers shows that there is strong positive correlation in between of emotional intelligence and job satisfaction.

Whereas values of $r=0.906$ and $r=0.86$ of female college teachers also shows that there is strong positive correlation in between emotional intelligence and job satisfaction.

Source: Self calculated and tabulated from questionnaires.

Table # 7

Correlation coefficient of Emotional intelligence with Job satisfaction of Govt Colleges of Hyderabad

Correlation Group	Gender	Number	Correlation coefficient (r)
Emotional intelligence with Job satisfaction	Male and female	N=284	0.867

The value $r=0.867$ shows that there is strong positive correlation in emotional intelligence and job satisfaction in overall teachers (both male and female) of Govt Colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Table # 8

Correlation of Emotional intelligence with Job satisfaction of overall sample (N=284) of Govt Colleges of Hyderabad

Correlation Group	Total Number of sample	Spearman's Rho correlation	Pearson Correlation coefficient	2 sided p-value
Emotional intelligence with Job satisfaction	N=284	rho=0.907	0.87	1.212

The values of correlation $r=0.87$ and $\rho=0.907$ shows that there is strong positive correlation in emotional intelligence and job satisfaction in overall teachers (both male and female) of Govt Colleges of Hyderabad

Source: Self calculated and tabulated from questionnaires.

Table # 9

Gender, number, Mean, Standard Deviation and t-value of Teachers' Scores on EQ-i

Group	N	Mean	SD	SEM	t-value	P-value Two tailed
Female teachers	152	308.25	62.77	5.09	2.1739	0.0305
Male Teachers	132	288.99	85.98	7.48		

Standard error difference= 8.859

Degree of freedom=282

Two tailed P value equals $=0.0305$, this difference indicates that it is statistically significant difference among male and female college teachers' emotional intelligence. Mean shows that female teachers of Govt colleges are more emotionally intelligence as compare to male teachers of Govt colleges of Hyderabad.

Source: Self calculated and tabulated from questionnaires.

Table # 10

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of five subscales of EQ-I on Sample of Female college teachers (N=152)

	Intrapersonal Subscale	Interpersonal Subscale	Stress management Subscale	Adaptability Subscale	General mood subscale	Total Scale
Mean	91.89	69.47	42.27	62.48	41.48	308.25
SD	19.056	16.30	11.89	13.05	9.08	62.56
Variance	363.15	265.78	141.60	169.28	82.47	3914.08
Coefficient of variance	0.208	0.235	0.282	0.207	0.219	0.203
Range	74	70	53	58	37	261
Mean deviation	16.215	14.25	10.154	10.87	7.58	54.161
Skewness	0.49	0.614	0.622	0.364	0.37	0.428

Source: Self calculated and tabulated from questionnaires.

Table # 11

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of five subscales of EQ-I on Sample of Male college teachers (N=132)

	Intrapersonal Subscale	Interpersonal Subscale	Stress managemen t Subscale	Adaptability Subscale	General mood subscale	Total Scale
Mean	89.46	61.409	39.128	57.96	39.363	289.03
SD	25.89	20.317	13.426	17.893	11.74	85.61
Variance	670.278	412.802	180.263	320.17	137.88	7330.21
Coefficient of variance	0.290	0.332	0.34	0.309	0.299	0.297
Range	101	77	55	68	48	300
Mean deviation	22.184	17.31	11.45	15.154	9.604	75.03
Skewness	0.64	0.436	0.507	0.479	0.403	0.471

Source: Self calculated and tabulated from questionnaires

Table # 12

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of nine subscales of Job satisfaction survey on Sample of Female college teachers (N=152)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
Pay	14.77	4.046	16.37	0.27	18	3.405	-0.112
Promotion	12.76	3.95	15.61	0.310	19	3.27	0.0124
Supervision	15.54	4.93	24.26	0.317	18	4.255	-0.095
Fringe benefits	13.47	4.38	19.144	0.32	20	3.58	-0.042

Contingent Rewards	13.71	4.13	17.06	0.30	19	3.39	-0.008
Operating conditions	14.05	4.08	16.68	0.29	18	3.38	0.19
Coworkers	16.22	4.10	16.77	0.25	17	3.46	-0.132
Nature of work	17.24	4.30	18.447	0.249	17	3.57	-0.14
Communication	15.55	4.51	20.32	0.290	20	3.77	-0.19
Total	133.29	20.83	433.91	0.156	118	16.13	-0.15

Source: Self calculated and tabulated from questionnaires

Table # 13

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of nine subscales of Job satisfaction survey on Sample of Male college teachers (N=132)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
Pay	14.56	3.76	14.140	0.259	15	3.18	-0.216
Promotion	13.03	3.51	12.32	0.27	17	2.89	0.17
Supervision	15.015	4.48	20.04	0.299	17	3.789	0.029
Fringe benefits	13.74	4.12	17.00	0.30	20	3.35	-0.005
Contingent Rewards	14.136	4.02	16.13	0.285	19	3.32	0.020
Operating conditions	13.88	3.60	12.96	0.26	13	3.056	0.166
Coworkers	16.28	3.81	14.50	0.234	14	3.222	-0.230
Nature of work	17.0	3.95	15.57	0.233	15	3.27	-0.32
Communication	15.416	4.17	17.36	0.271	20	3.60	-0.077
Total	133.21	22.04	485.62	0.166	108	16.31	-0.56

Source: Self calculated and tabulated from questionnaires.

Table # 14

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of fifteen subscales of EQ-i on Sample of Male college teachers (N=132)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
1. Self-regard	21.26	6.06	36.75	0.29	26	5.17	0.38
2. emotional self-awareness	18.41	5.90	34.82	0.32	25	4.83	0.56
3. Assertiveness	15	5.23	27.32	0.35	25	4.17	1.172
4. Independence	15.11	4.78	22.78	0.32	24	3.96	0.83
5. Self-actualization	19.27	6.41	41.13	0.33	24	5.30	0.58
6. Empathy	19.28	6.63	43.93	0.34	28	5.45	0.68
7. Social responsibility	21.09	14.49	210.00	0.68	158	7.13	7.717

8. Interpersonal relationship	22.22	7.67	58.85	0.35	31	6.37	0.34
9. Reality testing	20.52	7.16	51.34	0.35	32	6.057	0.45
10. Flexibility	18.22	6.038	36.56	0.33	23	4.97	0.65
11. Problem solving	19.22	5.90	34.89	0.31	25	4.96	0.28
12. Stress tolerance	20.53	6.48	41.96	0.32	26	5.37	0.22
13. impulse control	18.59	7.50	56.26	0.40	30	6.36	0.67
14. Optimism	19.44	6.124	37.50	0.32	24	4.95	0.414
15. Happiness	19.92	6.32	39.93	0.32	25	5.16	0.46

Source: Self calculated and tabulated from questionnaires.

Table: 15

Mean, Standard deviation, variance, coefficient of variance, range, mean deviation and skewness of fifteen subscales of EQ-i on Sample of Female college teachers (N=152)

Subscale	Mean	SD	Variance	Coefficient of variance	Range	Mean deviation	Skewness
1. Self-regard	21.53	6.08	36.95	0.28	24	5.31	0.39
2. emotional self-awareness	18.81	4.56	20.8	0.24	20	3.67	0.63
3. Assertiveness	14.26	3.57	12.81	0.25	17	2.96	0.35
4. Independence	16.05	4.30	18.51	0.27	20	3.57	0.37
5. Self-actualization	21.13	5.85	34.20	0.28	23	4.79	0.27
6. Empathy	21.04	5.60	31.37	0.27	26	4.82	0.56
7. Social responsibility	22.49	5.97	35.74	0.27	28	5.27	0.41
8. Interpersonal relationship	25.80	7.09	50.33	0.28	30	6.09	0.54
9. Stress tolerance	22.21	5.58	31.17	0.25	25	4.65	0.17
10. Impulse control	20.05	7.18	51.49	0.36	28	6.05	0.50
11 Reality testing	22.90	6.17	38.06	0.27	26	5.41	0.47
12.. Flexibility	19.125	4.87	23.70	0.255	23	3.87	0.68
13. Problem solving	20.79	4.71	22.21	0.23	19	3.87	0.34
14. Optimism	20.59	5.19	26.92	0.25	23	4.09	0.48
15. Happiness	20.68	5.55	30.90	0.27	21	4.63	0.57

Source: Self calculated and tabulated from questionnaires.

Table # 16***Percentage of satisfied, ambivalent and dissatisfied of teachers of Govt College on job satisfaction survey***

Gender	Satisfied	% of satisfied	Ambivalent	% of ambivalent	Dissatisfied	% of dissatisfied	total
Female teachers	44	28.95%	96	63.16%	12	7.9%	152
Male teachers	35	26.52%	80	60.61%	17	12.88%	132
Total=	79	27.82%	176	61.97%	29	10.21%	284

Source: Self calculated and tabulated from questionnaires

FINDINGS OF THE STUDY:

In the present study, following findings are found:

1. There is strong positive relationship between emotional intelligence and job satisfaction in male and female teachers of Govt colleges of Hyderabad District., found through Spearman's Rho correlation and Pearson Correlation coefficient as shown in table # so it proved the hypotheses # 1; which is: There is positive relationship between emotional intelligence and job satisfaction in teachers.
2. It is found that there is statistically significant difference in emotional intelligence among male and female teachers of Govt College teachers of Hyderabad as shown in Table # , further it shows that mean of female teachers of Govt colleges on EQ-I is more than male teachers so it proved the hypotheses # 2 which is: Female teachers of Govt Colleges would be more emotionally intelligent as compare to male teachers of Govt Colleges.
3. It is found that there is statistically Non-significant difference in job satisfaction among male and female teachers of Govt College teachers of Hyderabad as shown in Table # , further it shows that there is no mean difference of male and female teachers of Govt colleges Hyderabad; so it rejects the hypotheses # 3 which is: Female teachers of Govt Colleges would be more satisfied towards their job as compared to male teachers of Govt Colleges.
4. By comparing the five areas of emotional intelligence among male and female teachers of Govt Colleges of Hyderabad it is found that :
 - (a) Female teachers are more intelligent in intrapersonal areas; secondly in interpersonal, thirdly in adaptability, while less intelligent areas are stress management and general mood as fourth and fifth respectively.
 - (b) Male teachers are emotionally intelligent firstly in intrapersonal areas secondly in interpersonal, thirdly in adaptability, while less emotionally intelligent areas, are stress management and general mood as both equally.
5. By comparing the nine facets of job satisfaction among male and female teachers of Govt Colleges of Hyderabad it is found that :

- (a) Female teachers are more scored in nature of work, coworkers, communication and supervision, while less scored areas are pay, operating conditions, fringe benefits, contingent rewards and promotion.
 - (b) Male teachers are more scored in nature of work; coworkers, communication supervision, pay and contingent rewards while less scored areas are promotion, fringe benefits and operating conditions respectively.
6. It is found that 28.95% female teachers of Govt colleges of Hyderabad are satisfied 63.16% are ambivalent and 7.9% are dissatisfied towards their jobs.
 7. It is found that 26.52% male teachers of Govt colleges of Hyderabad are satisfied, 60.61% are ambivalent and 12.88% are dissatisfied towards their jobs.
 8. It is found that overall teachers of Govt Colleges of Hyderabad (both male and female) shows 27.82% satisfaction, 61.97% ambivalent and 10.21% dissatisfaction towards their jobs.

DISCUSSION AND CONCLUSION

The purpose of present study was to evaluate “the relationship between emotional intelligence and job satisfaction and comparison of emotional intelligence and job satisfaction in between male and female teachers of Govt colleges of Hyderabad District “.Present research conforms/ proved following hypothesis:

1. There is positive relationship between emotional intelligence and job satisfaction in teachers of Govt colleges of Hyderabad.
2. Female teachers of Govt Colleges would be more emotionally intelligence as compare to male teachers of Govt Colleges of Hyderabad.
Present study rejects following hypotheses.
3. Female teachers of Govt Colleges would be more satisfied towards their job as compared to male teachers of Govt Colleges.

supported to present study; as hypotheses #1; some relevant past researches are such as concluded by Yarmohammadi (2012); i-e there is positive and significant relationship between emotional intelligence and job satisfaction in teachers; further three domains (self motivation, empathy and social skills) are predictors of job satisfaction in teachers, then a study on the effects of labor's emotional intelligence on their job satisfaction, job performance and commitment, the sample of 350 employees of corporation operating in Fars Province Industries; their results shows that emotional intelligence is positively correlated with job satisfaction of employees further there is significant relationship between labor's emotional intelligence with job satisfaction and no-significant relationship between labor's emotional intelligence with their commitment revealed by Shooshtarian, Ameli and Aminilari, (2013). Another; there is a positive correlation between emotional intelligence and job satisfaction in employees working in petroleum industry of India, further both male and female employee's emotional intelligence is positively correlated with job satisfaction study revealed by Thiruchelv, (2009), and same concluded in his research by Ealias, (2012).

Further relevant study for assessing the impact of emotional intelligence and gender on job satisfaction and job performance in Nigeria Police Officers; the findings shows that high emotional intelligent police officers re more satisfied towards their jobs and they perform better than low emotional intelligence police officers, revealed by Afolobi et al, (2010). So present study supported as above and proved the hypotheses #1.

Supporting to present study; hypotheses # 2 that Female have high emotional intelligence as compared to males findings of similar studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). It is found that female are more emotionally expressive as compared to males because they have better ability to understand emotions and have interpersonal skills and they are more empathetic and perceptive, (Aquino, 2003, Argyle,1990; Hargie, Saunders & Dickson,1995; Lafferty,2004; Topia & Marsh II, 2006; Trobst, Collins, & Embree,1994). A study of relationship between gender and emotional intelligence by Naghavi and Redzoan, (2011) concluded that there is significant difference in emotional intelligence in boys and girls. Girls are high emotional intelligent than boys.

Supporting to present study; hypotheses # 3 rejected on the basis that there is no significant difference between job satisfaction in men and women employees, as similar study revealed by Emdady, (2013). There are further studies supporting to present study such as a study by Richard P. Vlosky, (2009) indicated that there is no difference of male and female employees in job satisfaction towards their job in an Organization. In Pakistan, a study for examining the difference of job satisfaction in male and female bank employees of ANZ Grind lays Bank Karachi; the results show that there is insignificant difference in job satisfaction among male and female employees concluded by Munaf and Saadat, (1995). A study conducted in China for measuring job satisfaction among Hotel employees, it indicated that there is no significant difference in demographic variables (such as age, gender, experiences) of employees for job satisfaction. It means there is no significant difference in between junior, senior and male or female employees' job satisfaction. Another study conducted by David, B & Tom, W, (2009) indicated that employees of public & private have similar level of overall job satisfaction that is high level of satisfaction; further they found that there is significant difference between male and female respondents of public and private organizations A study conducted by Karimi, L, (2009) on 387 Iranian male & female employees of a variety of organizations. It indicated that Iranian male and female experiences are similar interference in their work-family and similar in life and job satisfaction. It means there is no significant gender difference in job satisfaction among Iranian employees.

CONCLUSION

It is concluded that there is strong positive correlation between emotional intelligence and job satisfaction found in teachers of Government Colleges of

Hyderabad. There is significantly gender difference found in emotional intelligence which indicated that female teachers are more emotionally intelligent as compared to male teachers further there is no-significant gender difference found in job satisfaction. Present study also shows that only 27.82% teachers of Government colleges of Hyderabad are satisfied towards their job while majority of teachers 61.97% fall in ambivalent category and remaining 10.21% are dissatisfied towards their job.

Any Government or Non-Government organization would be successful when employee will be interested towards their good job, & they will be well-known to the responsibilities of job. When in any organization male or female employees have ability to bear / tolerate hard situations; then they will do work for the welfare of humanity. Besides it they have considerable secure work environment & have a good salary. For satisfaction of job, & job performance, employee personality may be more important factor that is significantly affect on job satisfaction. There are spurious relationships between job satisfaction & performance, because both satisfaction & performance are the result of personality. Job satisfaction is affected by employees on the basis of employee's age, tenure, salary or wages, job type, job level, work environment, internal & external rewards, nature / personality of employee, supervisor, & co-workers. According to Walker, Churchill and Ford, (1977) employees' satisfaction has two dimensions, i-e extrinsic and intrinsic, whenever these both will be fulfilled then the employee will be satisfied towards his/her job.

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