



EMPIRICAL OVERVIEW OF THE RELATIONSHIP BETWEEN JOB SATISFACTION AND EMOTIONAL MATURITY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The purpose of the study is to assess the relationship between job satisfaction and emotional maturity among secondary school teachers in Jammu Division. The paper consists of 240 sample. For the collection of data teachers job satisfaction by Nasrin and A. Annes and emotional maturity scale by investigator was used. Multistage probability sampling technique was used in the study. The main findings of the study showed that there was a significant positive relation between job satisfaction and emotional maturity among secondary school teachers.

INTRODUCTION

In the contemporary society there is no profession pious and the best except the teaching and who deals with this profession is treated as the shadow of God. Teacher is called the nation builder. He is the maker and destroyer of the nation also. If he is satisfied with his profession and emotionally mature then the future of the nation will be bright if not the whole system will be collapse. So all depends upon the teacher his intelligence, satisfaction, competency, emotional maturity and dedication. Job satisfaction is the most crucial part in any work. Satisfaction from the job is necessary for full devotion and commitment of teachers towards their schools. Even the best educational system is bound to fail in the absence of competent, emotionally mature and satisfied teachers. Unless the teacher is satisfied with his job and not emotionally mature, he cannot deliver the lesson properly. He will be a loss not to himself only but also to the country's future. Satisfied and emotional maturity can make the teachers not only able to deal with their students but with their colleagues as well. The researcher felt necessary to study the relationship between teacher's job satisfaction and emotional maturity among

secondary school teachers in the contemporary society is the need of the hour.

Job Satisfaction

Job satisfaction is the heart and most important part of any work because without satisfaction one cannot do the work as the condition needs. Blum and Naylor (1968) define job satisfaction as, the result of various attitudes the employee holds towards his job, towards related factors, and towards life in general. It is an individual's emotional reaction to the job itself. It is a person's attitude and behaviour towards the job which is the result of various attitudes possessed by an employee, these attitudes may be towards various aspects of the job and related factors. The attitudes may be towards pay, supervision, administration policy, etc. Similarly, job satisfaction may be affected by individual characteristics as well as by group relation outside the job. Vroom (1978) says about job satisfaction as, It is a set of favorable or unfavorable feelings and emotions with which individuals view their work. Job satisfaction is an effective attitude a feeling of relative like or dislike towards work role which they act. Ronan (1970)

defines Job satisfaction as, it is the expressed opinion concerning the job, the organization, and variables related to job context. Thus, we can conclude that it is a positive emotional state resulting from the perception of one's job fulfilling or allowing the fulfilment of one's job values, provided these values are compatible with one's needs.

Emotional Maturity

Emotion is a magic term that makes human life dynamic, active and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with feelings urges, needs, and interests. If they are satisfied, an individual is said to be enjoying a happy and healthy life. Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in a sophisticated manner when dealing with others. It is the ability to understand your own emotions and those who are around you. The concept of emotional maturity means you must have a self-awareness that enables you to recognize feelings, manage and control your emotions. Emotionally mature is not one who necessarily has resolved all conflicts that aroused anxiety and possibility but it is continuously in process of seeing himself in clearer perspective, positive and continually involved in a struggle to gain healthy integration of feeling, action and thought. Jersild, (1957) said that emotional maturity is not a state in which all problems are solved but, instead, it is a continuous process of clarification and evaluation, an attempt to integrate feeling, thinking and behaviour. Hambrick, (2014) defined emotional maturity in terms of two features; according to him, emotional maturity is (a) the ability to differentiate and properly identify one's emotions while (b) granting your-self the freedom to experience whatever emotion is appropriate to a given situation.

Purpose of the study

The purpose of this study was to assess the relationship between job satisfaction and emotional maturity among secondary school teachers.

Objective of the study

To study the relationship between teacher's job satisfaction and emotional maturity among secondary school teachers in relation to their teaching subjects, teaching experience, category and locality

Hypothesis of the study

There will be no significant positive relationship between teacher's job satisfaction and emotional maturity for the following groups:

- Secondary school teachers having arts as their teaching subject
- Secondary school teachers having science as their teaching subject
- Secondary school teachers belongs to general category
- Secondary school teachers belongs to reserved category
- Secondary school teachers having above 10 years as their teaching experience
- Secondary school teachers having 10 and below 10 years as their teaching experience

- Secondary school teachers belongs to urban locality
- Secondary school teachers belongs to rural locality

Methodology

In the present study, the descriptive survey method was used for the collection of data. The sample consisted of the 240 secondary school teachers. Multistage probability sampling technique was used to conduct the present study.

Tools Used

To collect the data for present study teacher's job satisfaction scale by *Nasrin and A. Annes* and emotional maturity scale by investigator was used. The teacher's job satisfaction scale has 20 items; each item has five possible alternative responses. The positive items were scored as Strongly Disagree = 5, Disagree = 4, Undecided = 3, Agree = 2, Strongly Agree = 1 and reverse procedure was followed in case of negative items given in the scale and same with the case of emotional maturity scale.

Analysis and interpretation of the data

Table 1. Summary of coefficients of correlations between job satisfaction and emotional maturity among secondary school teachers in relation to their teaching subject (Arts & Science)

S. No.	Group	N	df	R	Significant Level
1	Arts	124	122	**0.62	Significant at 0.01 level
2	Science	116	114	**0.40	Significant at 0.01 level

**Significant at 0.01 level of Significance

* Significant at 0.05 level of Significance

Table 2. Summary of coefficients of correlations between job satisfaction and emotional maturity among secondary school teachers in relation to their category (General and Reserved)

S. No.	Group	N	df	R	Significant Level
1	General	147	145	**0.61	Significant at 0.01 level
2	Reserved	93	91	**0.39	Significant at 0.05 level

**Significant at 0.01 level of Significance

* Significant at 0.05 level of Significance

Table 3. Summary of coefficients of correlations between job satisfaction and emotional maturity among secondary school teachers in relation to their teaching experience (Above 10 years and 10 years and below experience)

S. No.	Group	N	df	R	Significant Level
1	Experience Above 10 years	125	123	**0.47	Significant at 0.01 level
2	Experience 10 years and below	115	113	**0.56	Significant at 0.01 level

**Significant at 0.01 level of Significance

* Significant at 0.05 level of Significance

Table 4. Summary of coefficients of correlations between job satisfaction and emotional maturity among secondary school teachers in relation to their locality (Urban and Rural)

S. No.	Group	N	df	R	Significant Level
1	Urban	102	100	**0.56	Significant at 0.01 level
2	Rural	138	136	**0.50	Significant at 0.01 level

**Significant at 0.01 level of Significance

* Significant at 0.05 level of Significance

Further, review of table 1 revealed that the calculated value of 'r' among secondary school teachers having arts as their teaching subject came out to be 0.62 which was higher than the table value of 'r' (0.22) for degree of freedom 122

signifying that the level of significance was significant at 0.01. Table 1 also shows that the calculated value of 'r' among government secondary school teachers having science as their teaching subject was 0.40 which was higher than the table value of 'r' (0.22) for degree of freedom 114. It means, in other words, that the computed value of 'r' was significant at 0.01 of significance. Further, review of table 2 revealed that the calculated value of 'r' among secondary school teachers belongs to general category came out to be 0.61 which was higher than the table value of 'r' (0.20) for degree of freedom 145 signifying that the level of significance was significant at 0.01. Table 2 shows that the calculated value of 'r' among government secondary school teachers belongs to reserved category was 0.39 which was higher than the table value of 'r' (0.26) for degree of freedom 91. It means, in other words, that the computed value of 'r' was significant at 0.01. Table 3 shows that the calculated value of 'r' among secondary school teachers having above 10 years of teaching experience came out to be 0.47 which was higher than the table value of 'r' (0.22) for degree of freedom 123. It means, in other words, that the computed value of 'r' is significant at 0.01 level. Further, table 3 shows that the calculated value of 'r' among secondary school teachers having 10 years and below as their teaching experience is + 0.56 which is higher than the table value of 'r' (0.25) for degree of freedom 113. It means, in other words, that the computed value of 'r' was significant at 0.01 level of significance.

Table 4 shows that the calculated value of 'r' among secondary school teachers belongs to urban background was + 0.56 which is higher than the table value of 'r' (0.25) for degree of freedom 100. It means, in other words, that the computed value of 'r' was significant at 0.01 level of significance. Table 4 also shows that the calculated value of 'r' among secondary school teachers belongs to rural background came out to be + 0.50 which was higher than the table value of 'r' (0.20) for degree of freedom 136. It means, in other words, that the computed value of 'r' was significant at 0.01 level of significance. On the basis of above findings it can be inferred that the correlation between teachers emotional maturity and job satisfaction is positive and significant. Thus, it can be asserted that the more the emotional intelligence of secondary school teacher is, the more will be their job satisfaction. Therefore correlational analysis showed that teachers who are satisfied with their job have also high emotional maturity. Hence, the Hypotheses that there will be no significant positive relationship between teachers job satisfaction and emotional maturity among secondary school teachers was not accepted.

RESULTS AND DISCUSSION

In the present study, significant positive relationship between teacher's job satisfaction and emotional maturity among secondary school teachers was found. The findings are in line with the findings of Praveen, (2015) concluded that job satisfaction and emotional maturity are positively related with each other. (Anari, 2012; Hasankhoyi, 2006; Gardner & Stough 2003; Hussain, Ahmed, & Haider, 2014) concluded that there was a significant positive relationship between emotional maturity and job satisfaction among teachers. The findings of the research also was contradictory to the findings of (Hendee 2002; Villard 2004; Millet 2007; Casper 2007 & Kumar & Singh, 2013) came to the conclusion that there is no significant relationship between emotional intelligence

(maturity) and job satisfaction. In conclusion we can say that when emotional maturity increases job satisfaction also increases and when emotional maturity decreases it causes job satisfaction to decrease.

Findings

On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

- There were significant positive relationship between emotional maturity and teacher's job satisfaction among secondary school teachers.

Educational implications

Teaching is the most crucial and challenging profession in the world. Teachers are the builders of the nation. For facilitating teaching learning process and in making teaching more interesting successive, effective and efficient teachers play a very important and central role. It is the teacher who holds the key role to success of any education system and teachers are accountable for successful human development of the nation and for preparing the foundation for social, political and economic development. The present study has accessed the relationship between teacher's job satisfaction and emotional maturity among secondary school teachers in Jammu division of J&K state. Teacher education programmes must be redesigned and enriched accordingly. These programs can empower teachers with high emotional maturity and satisfaction towards their job. Administrators must take care of the problems of the teachers and make such kind of activities in which the relations between teachers will be develop and they love with each other. The heads of the institution most appreciated the talent, effort, dedication and punctuality of the teachers. Administrators must organize the seminars, workshops and meaningful conferences in the institutions to refresh and motivate the teachers in both academic and professional sector.

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