

**A STUDY ON JOB SATISFACTION OF ELEMENTARY
SCHOOL FEMALE TEACHERS WITH RESPECT TO
EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS**

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CERTIFICATE

This is to certify that Ms. Chitra Agrawal has conducted her dissertation work entitled “A STUDY ON JOB SATISFACTION OF ELEMENTARY SCHOOL FEMALE TEACHERS WITH RESPECT TO EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS” under my guidance and supervision for the partial fulfilment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work. I find it satisfactory and fit for submission and evaluation.

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DECLARATION

I, Chitra Agrawal, hereby declare that the dissertation entitled “A STUDY ON JOB SATISFACTION OF ELEMANTARY SCHOOL FEMALE TEACHERS WITH RESPECT TO EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS” conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education, Faculty of Education & Psychology ,The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted earlier either to The Maharaja Sayajirao university of Baroda or to any other institution for any course requirement . I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

Place: Vadodara
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CHAPTER – I

CONCEPTUAL FRAMEWORK

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CONCEPTUAL FRAMEWORK

1.0.0 INTRODUCTION

Comprehensive educational system is viewed as the foundation of a developing country. The realization of such educational system largely depends on the teachers, thereby making the profession of teaching more challenging and demanding. The situation has forced teachers into a hectic and busy schedule which has made them to experience high level of stress, unhappiness and job dissatisfaction in recent time (Salim, et. al. 2012). In addition to this, teachers are forced to undertake certain tasks which are not mend for them. Students' performance and development are related to teachers' efficiency to teach and function expertly.

The society looks upon the teacher as a path–finder to carry the torch of learning forward and to alleviate people in distress and depression towards higher levels of thought and action in morality and intellect. Teachers are the main architect of building the nation. It is said that as is the teacher so is the nation. On the way round, as the teacher is satisfied with the job so satisfied is the nation. The Education Commission (1964-66) has rightly commended that the destiny of India is now being shaped in the classrooms of India. Job satisfaction of elementary teachers is, therefore, an important aspect to be considered in making education system efficient. Provision of equality education deserves engagement of satisfied and able teacher and retention of them. A teacher has to be professionally sound, emotionally stable, and economically independent and socially well adjusted.

Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction, emotional intelligence, academic stress level, etc. Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual is with his or her job. It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides. Teacher's job satisfaction is one of the key factors in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the school is evaluated. The

well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/ her pupils. A complex array of factors also affects job satisfaction among teachers. These factors can be categorized as intrinsic, extrinsic and demographic factors. Intrinsic sources originate from within the individual and have psychological value. Such type of satisfaction is essentially self-administered. Autonomy (that is, independence such as the ability to choose one's own work pace) is one of the sources of intrinsic satisfaction. The extrinsic sources of satisfaction originate from outside the individual; they come from his or her environment. The forces beyond the individual's control determine the frequency and magnitude of extrinsic sources of satisfaction. Working conditions and opportunities to interact with the co-workers are sources of extrinsic satisfaction, as are job security and fringe benefits. However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their job satisfaction and their desire to remain in teaching throughout their career. In addition to the above two factors, the demographic factors such as the gender, level of formal education, age, marital status, job experiences, salary and orientation to the work also play a significant role in determining the job satisfaction of teachers.

Today, when we conceptualize the role of a teacher, he/she plays roles of manager, curriculum planner, resource manager, managing examination, managing co-curricular activities, time management, conflict management, management of innovation and change, etc. Teachers like planners or architects are continuously involved in making innumerable practical, small and big decisions every day which are of great importance to the students, colleagues and management (Srivastava, 1997).

Teaching is not considered as one of the most sought-after careers in India; hence the primary challenge is to raise the status of teaching as a career choice. This stems from the general perception that people harbor about this profession which is, that anyone can become a teacher as it takes minimal skill and is nothing but glorified baby-sitting. These problems are not restricted to government or low-cost private schools but also to posh international schools where the average annual fee structure of a student ranges from Rs.6 Lakhs to 10 Lakhs. The school management and board of directors mostly prefer cheap labour. Again, this is because of the low professional status of teachers in our society. The teaching profession is dominated by women and we see very less men who prefer being a teacher. Women are not considered as the primary breadwinner of a family and hence their compensation is abysmally poor compared to the fee structure that these international schools charge. The biggest irony lies in the fact that

these schools celebrate Women's Day with great pomp and splendor even though more than 90% of the women workforce in these schools are financially dependent on their husband for expenditure like car loan, education loan etc. as their salary is almost one tenth of what their husbands earn in MNC. The school salary is just like pocket money for them.

It's high time that teachers need to value their self-esteem and take control of their situation rather than contributing to this vicious circle. One should always update their networking skills to be placed in the best of the organization rather than compromising on self-respect and injustice. If a teacher is smart enough to strike the right chord of work life balance, that teacher is branded as lazy and not hardworking as the myopic thought process of most of the coordinators make them feel that a good teacher is one who carries work at home.

The Education Commission (1964-66), popularly known as Kothari Commission emphasized that the most urgent need was to upgrade the remuneration of teachers substantially, particularly at the school stage. It recommended that the government should lay down minimum scales of pay for teachers and assist States and Union Territories to adopt equivalent or higher scales to suit their conditions. Scale of pay of school teachers belonging to the same category but working under different managements, such as government, local bodies or private managements should be the same. The conditions of work in educational institutions should be such as to enable teachers to function at their highest level of efficiency.

National Policy on Education (1968) emphasized on enrichment of curricula and improvement of textbooks and teaching methods.

The Ministry of Education document "Challenge of Education: A Policy Perspective" (1985) has mentioned that, teacher's performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teacher as much through their personal example as through – learning processes.

The National Policy on Education (1986) reiterated the position of teachers strongly by saying that no people can rise above the level of its teachers. The status of the teacher reflects the socio-cultural ethos of the society. The government and the society should endeavor to create condition which will help motivate and inspire teacher on constructive and creative lines. Teachers should have the freedom to innovate, to device appropriate methods of

communication and activities relevant to the needs and capabilities of and the concern of the community. The policy also suggested that District Institutes of Education and Training (DIET) need to be established with the capability to organize pre-service courses for elementary school teachers and non-formal and adult education.

The National Policy on Education (NPE) (1986, 1990) recognized the decline in teachers' status, the deteriorating service conditions, lower standards of teacher training, and the isolation at work. The decline in status has a direct bearing on the quality of education imparted and the manner in which teachers perform their duties. It envisaged landmark changes, covering a broad range of aspects including curriculum, textbooks, academic support to teachers, and provision of better infrastructure to schools and improving pupil – teacher ratios in school.

Ramamurti Committee and CAGE Committee (1990-92) both laid emphasis on the training of teachers. The centrality of the teachers' role in teaching –learning context requires that they enjoy high standards of physical and psychological well-being. Teachers living in poor conditions, having chronic deficiencies, falling sick off and on, having a low self-esteem and sagging morale cannot be the role models for students besides being unable to function in an efficient and effective manner.

National Knowledge Commission (2009) recommends that both pre-service and in-service teacher education programs are subject to the same regulatory, authority and with adequate monitoring of the training provide by private organizations.

XI Plan (2007-12) says to recruit additional teachers to deal with single teacher schools and multi grade teaching with mandatory two-third new teachers to be female for primary classes.

National Educational Policy (NEP – 2019) says that teachers will be recruited through robust, transparent processes, promotions will be merit-based, multi-source periodic performance appraisals will happen and progression paths to become educational administrators or teacher educators will be available. This Policy aims at appropriately integrating technology into all levels of education to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Some key initiatives are capacity development of teachers by continuously sensitizing them, creating alternate pathways for recruitment of teachers from educationally under-represented groups, restricting the pupil teacher ratio in schools with a

high proportion of learners from educationally underrepresented groups to not more than 25:1, creation of inclusive school environments through establishment of mechanisms which address harassments, intimidations and gender-based violence and eliminate exclusionary practices, revising curriculum to make it inclusive. Rejuvenating academic support institutions with a careful plan to strengthen all existing academic support institutions will be accorded priority. All teachers will be able to move into either educational administration or teacher education after a minimum number of years of teaching experience. In the long term, all educational administrative positions will be reserved for outstanding teachers who are interested in administration.

1.1.0 OBJECTIVES OF ELEMENTARY EDUCATION

In our country, education has been a state subject but now it has been put on the concurrent list i.e., shared by the central government. This has been done with a view to achieve the target of free and compulsory elementary education. Because it is clearly directed in Article 45 of the Indian constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the state.

The primary stage is very crucial stage in the life of the child. So, the objectives of elementary education are different from those in the middle stage of education. At the elementary level the child's curiosity, creativity and activity in general should not be restricted by a rigid and unattractive methods of teaching and learning. The elementary education in India is divided into two parts, namely Lower Primary (Class I-IV) and Upper Primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old.

The 1950 Constitution established the shape of the post-Independence Federal Republic of India. Article 45 promised free and compulsory education for all up to the age of fourteen within a period of ten years. Ten years was much shorter than the 40 years proposed by the British Government in 1944 in a plan drawn up by the Central Advisory Board of Education and known popularly as the Sergeant Plan, and shorter too than the sixteen years proposed subsequently by the Kher Committee (Naik, 1966).

Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. (National Informatics Centre, 2009)

NCERT (1977) has laid down the following objectives of elementary education to acquire the tools for formal learning namely literacy, numeracy and manual skills. To acquire the habits of cooperative behaviors within the family, school and community. To develop social responsibility by inculcating habits. To appreciate the culture and life styles of persons of other religions, regions and countries.

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.

The centrally—sponsored scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of primary education. Its objective was to provide all children access to primary education through either the formal or non-formal stream. And to reduce overall primary dropout rates for all children to less than 10 percent.

The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. (India, 2009)

Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009. (Ministry of Law and Justice (Legislative Department), 2009).

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic

experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimize learning for students based on cognitive development of children.

1.2.0 JOB SATISFACTION

Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individual. A satisfied employee is always important for an organization as he/she aims to deliver the best of their capability. Every employee wants a strong career growth and work life balance at workplace. If an employee feels happy with their company & work, they look to give back to the company with all their efforts.

Job satisfaction is difficult to define because it is intangible, unseen, unobserved variable and a complex assemblage of cognitions and emotional feeling, behaviour tendencies and academic stress.

Oxford dictionary- A feeling of fulfilment or enjoyment that person derives from their job.

Cambridge dictionary- The feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling.

Collins Advanced English Dictionary - Job satisfaction is the pleasure that you get from doing your job.

Collins English Dictionary - The extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled.

Macmillan dictionary- The feeling that you have when you enjoy your job.

Oxford Advanced American Dictionary- The good feeling that you get when you have a job that you enjoy.

Hoppock (1935) defined the concept of job satisfaction is 'any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say: I am satisfied with my job.'

Locke (1976) defines job satisfaction as pleasurable experience or positive emotional resulting from the appraisal of one's job or job experiences.

Davis (1977) defined Job Satisfaction as the favourableness or un-favourableness with which employee view their work. Job satisfaction results when the job characteristic and the want of the employee agree with each other. A worker is satisfied if he gets what he expects from his job.

Brin (1988) viewed job satisfaction as the amount of pleasure of contentment associated with a job. If you like your job intensely you will experience high job satisfaction. If you dislike your job intensely, you will experience job dissatisfaction.

Gibson et al. (1997) defines "job satisfaction as an attitude that individuals have about their jobs. It results from their perception of their jobs, based on factors of the work environment". This study has discussed attitudes and how it predicts behaviour such as job satisfaction. Further definitions of job satisfaction will be discussed.

Spector (1997) defines job satisfaction as a cluster of evaluative feelings about the job and identifies nine facets of job satisfaction, namely: Pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work and communication.

Knights & Kennedy (2005) suggest that job satisfaction is an attitude that reflects how people feel about their jobs.

Briones, Taberner, & Arenas (2010) defines Job satisfaction as affecting physical and psychological well-being of employees, mobility, not coming to work and organizational loyalty, is important in the organizational level as well as the individual level

From the above definitions it can be concluded that job satisfaction can be achieved only when a person gets appraisals, recognition and feeling of joy in a combination of psychological, physiological and environment circumstances.

1.2.1 Importance of Job Satisfaction

A satisfied employee is always important for an organization as he/she aims to deliver the best of their capability. Every employee wants a strong career growth and work life balance at workplace. If an employee feels happy with their company & work, they look to give back to the company with all their efforts. Importance of job satisfaction can be seen from two perspectives i.e., from employee and employer perspective:

For Employees: Job satisfaction from an employee perspective is to earn a good gross salary, have job stability, have a steady career growth, get rewards & recognition and constantly have new opportunities.

For Employers: For an employer, job satisfaction for an employee is an important aspect to get the best out of them. A satisfied employee always contributes more to the company, helps control attrition & helps the company grow. Employers need to ensure a good job description to attract employees and constantly give opportunities to individuals to learn and grow.

1.2.2 The positive effects of job satisfaction include:

1. More efficiency of employees of workplace if they are satisfied with their job.
2. Higher employee loyalty leading to more commitment.
3. Job satisfaction of employees eventually results in higher profits for companies.
4. High employee retention is possible if employees are happy.

1.2.3 Job Satisfaction Factors

Job satisfaction is related to the psychology of an employee. A happy & content employee at a job is always motivated to contribute more. On the other hand, a dissatisfied employee is lethargic, makes mistakes & becomes a burden to the company. The elements & factors which contribute to job satisfaction are:

1. Compensation & Working conditions: One of the biggest factors of job satisfaction are the compensation and benefits given to an employee. An employee with a good salary, incentives, bonuses, healthcare options etc is happier with their job as compared to someone who doesn't have the same. A healthy workplace environment also adds value to an employee.

2. Work life balance: Every individual wants to have a good workplace which allow them time to spend with their family & friends. Job satisfaction for employees is often due a good work life balance policy, which ensures that an employee spends quality time with their family along with doing their work. This improves the employee's quality of work life.

3. Respect & Recognition: Any individual appreciates and feels motivated if they are respected at their workplace. Also, if they are awarded for their hard work, it further motivates employees. Hence recognition is one of the job satisfactions factors.

4. Job security: If an employee is assured that the company would retain them even if the market is turbulent, it gives them immense confidence. Job security is one of the main reasons for job satisfaction for employees.

5. Challenges: Monotonous work activities can lead to dissatisfied employees. Hence, things like job rotation, job enrichment etc can help in job satisfaction of employees as well.

6. Career Growth: Employees always keep their career growth part as a high priority in their life. Hence, if a company helps groom employees and gives them newer job roles, it enhances the job satisfaction as they know they would get a boost in their career.

1.2.4 Job Satisfaction Facets Description:

According to Spector, (1997), job satisfaction can be measured using the nine facets approach. In other words, the survey instrument has to include nine job satisfaction facets or factors and those facets include: “pay, promotion, supervision, operating conditions, co-workers, nature of work and communication.” The author provides further descriptions of such facets:

- **Pay**– Satisfaction with pay and pay raises
- **Promotion**– Satisfaction with promotion opportunities
- **Supervision**– Satisfaction with the person’s immediate supervisor
- **Benefits**– Satisfaction with fringe benefits
- **Contingent rewards**– Satisfaction with rewards (not necessarily monetary) given for good performance
- **Operating conditions**– Satisfaction with rules and procedures
- **Co-workers**– Satisfaction with co-workers
- **Nature of work**– Satisfaction with the type of work done
- **Communication**– Satisfaction with communication within the organization

Sierpe (1999) argues that job satisfaction is associated with eight facets and these include salary, promotion, supervision, fringe benefits, rewards, procedures, workmates and the nature of the job.

- **Pay**– Fairness, opportunities, frequency of raises
- **Promotion**– Opportunities, fairness, frequency

- **Supervision**– Level of competence, fairness, interest insubordinates
- **Benefits**– Range of benefits, comparative value
- **Contingent rewards**– Recognition, appreciation, rewards
- **Operating procedures**– Rules and procedures, red tape, amount of work
- **Co-workers**– Level of competence, friendliness
- **Nature of work**– Interest, meaningfulness, enjoyment

1.3.0 EMOTIONAL INTELLIGENCE

Oxford dictionary- The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Cambridge dictionary- The ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems.

Cambridge dictionary- The ability to understand and control your own feelings, and to understand the feelings of others and react to them in a suitable way.

Oxford Advanced American Dictionary and Oxford Advanced Learner's Dictionary- the ability to understand your emotions and those of other people and to behave appropriately in different situations.

Collins Advanced English Dictionary –Emotional Intelligence is used to refer to people's interpersonal and communication skills.

Collins English Dictionary – Awareness of one's owns emotions and moods and those of others, esp. in managing people.

Macmillan dictionary - The ability to understand your own personal feelings and those of other people, and to consider other people's feelings when making decisions.

Van and Kunda (1989) defined emotions are “ineffable feelings of the self-referential sort”, and are comprehensively defined as “self-referential feelings an actor (employee) experiences or, at least, claims to experience in regard to the performances he or she brings off in the social world”. States of feeling refer to basic emotions (e.g., joy, love, anger) and 7 social emotions (e.g., shame, guilt, jealousy, envy), as well as to related constructs as affect, sentiments and moods.

Mayer, DiPaolo and Salovey (1990) gave their first definition of EI as “the part of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to differentiate among them and to use this information to guide one’s thinking and actions”

Mayer and Salovey (1993) expanded their definition to include “the verbal and non-verbal appraisal and expression of emotion, the regulation of emotion in the self and others, and utilization of emotional content in problem-solving.”

Goleman (1995) defined the emotional as emotional literacy. It is the emotional intelligence by which an individual has an ability to relate to others with companion and empathy, have well acquired social skills and use this emotional awareness to direct their acts and behaviours.

1.3.1 The Five Components of Emotional Intelligence

Emotion is a wide range of observable behaviours, expressed feelings, and changes in the state of mind and body. Feelings, emotions, our likes, and dislikes, give our individual lives meaning and cause us to be happy or unhappy, satisfied or dissatisfied. Intelligence is the ability to acquire and apply knowledge and skills. Emotional Intelligence is the ability to deal with other people successfully. By understanding one's own feelings they can understand and evaluate others. According to Daniel Goleman, there are five main elements of emotional intelligence.

Self-Awareness

This is the ability to recognize and understand one’s moods, motivations, and abilities. Also understanding the effects, they have on others. Goleman says to achieve a state of complete self-awareness, an individual must be able to monitor their emotional state and identify their emotions. Traits that prove an individual as emotionally mature include: confidence, the ability to laugh at one’s self and their mistakes, and the awareness of how you are perceived by others.

Example: By reading the reaction of someone else, you know how you are perceived by them.

Self-Regulation

This is the ability to control one’s impulses, the ability to think before you speak/react, and the ability to express yourself appropriately. Goleman defines emotional maturity in this component as being able to take responsibility for your actions, being able to adapt to change, and the ability to respond appropriately to other people’s irrational emotions or behaviour.

Example: If someone is screaming at you, you know that they are not always angry at you. You have the ability to understand they may be angry at a particular situation and feel they need to take it out on someone. You do not take this personally or react angry back.

Motivation

This is having an interest in learning and self-improvement. It is having the strength to keep going when there are obstacles in life. It is setting goals and following through with them. Goleman would define an emotionally mature individual in this category to have traits such as having initiative and the commitment to complete a task, and having perseverance in the face of adversity.

Example: One who chooses internal motivation driven goals instead of exterior motivation driven goals. Internal motivation driven goals are things such as earning a college degree or becoming a healthier person; things that show self-improvement. Exterior motivation driven goals are things that flaunt wealth or status. This is setting goals such as having the next newest and nicest car.

Example: If a student fails a class, they see this as an opportunity to learn and retake the class without self-doubt. They do not let failure get in the way of their goal.

Empathy

This is the ability to understand other people's emotions and reactions. Empathy can only be achieved if self-awareness is achieved. Goleman believes that one must be able to understand themselves before they can understand others. Emotional maturity in this category includes people having traits such as perception of others, being interested in other people's worries and concerns, the ability to anticipate someone's emotional response to a problem or situation, and the understanding of societies norms and why people act the way they do.

Example: Being able to understand cope with someone else's hardships or sadness. When you fully understand yourself and why you feel the things you feel, you can understand other people even if they are different than you.

Social Skills

This is the ability to pick up on jokes, sarcasm, customer service, maintaining friendships and relationships, and finding common ground with others. Goleman states that emotional maturity in this component defines someone who has good communication skills, good time

management, the ability to be a leader or manage a group of people, and the ability to resolve difficult situations or conflicts using negotiation or persuasion.

Example: Someone in a "boss" position usually has a good grasp on handling all different types of personalities. If two of their employees are having a conflict, they can find common ground and resolve the issue in a civilized and fair manner.

1.4.0 ACADEMIC STRESS

Academic stress is the anxiety and stress that comes from schooling and education.

Gupta and Khan, (1987)– Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure.

Kyriacou (2001) defines academic stress as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers.

Hanif (2004), Teachers deal with a wide variety of stress causes on a daily basis. A number of stress causes for teachers, including:

- High job demands,
- Pupil misbehavior,
- Poor working conditions,
- Poor relationships at work,
- Role conflict,
- Role ambiguity,
- Lack of autonomy,
- Poor school ethos and lack of developmental opportunities

1.4.1 Effects of academic stress

- Feeling pressure and stress at work, and having a lot of work responsibilities
- Academic pressure and responsibilities
- Family duties that become stressful and overwhelming, such as caring for an aging parent
- Taking on too many responsibilities
- A death in the family

- The loss of a job or some form of financial hardship
- A traumatic experience, like abuse

1.4.2 Factors causing academic stress

- Being overworked and working long hours
- Feeling unappreciated at work
- Doing work that is not meaningful or that is repetitive and not challenging
- Having a poor understanding of job expectations and duties
- Having expectations that are overly demanding
- Lacking control over work
- Being a poor fit for a particular job or duties
- Having different values from the company or employer
- Difficult relationships with co-workers
- Harassment from a boss or other person in a position of power

1.4.3 Principles of Stress Management

1. Self-knowledge: According to Asbell, Bernard (1989) and McCutcheon, Marc (1989).

Self-knowledge appears as the first principle, because most of the others build on it. It involves knowing one's capabilities and one's limits, one's personal temperament and typical coping style, and your values and goals. Many aspects will be shared with others in the social group, every person has a unique system of values and goals. Everyone has certain abilities - and limits.

One may feel comfortable with some of one's characteristics, less happy with others. In either case, to effectively manage stress one needs to be aware of one's own optimum stress level and coping style, as well as the goals and values that guide one's reactions.

Everyone has their own temperament, style of managing stress, and value system. One needs to develop strategies relevant to one's personal style and compatible with one's personal values, otherwise one is not likely to use them.

2. Self-acceptance and confidence: According to Hauck, P.A. (1992) and Dalrymple (1995)

Self-acceptance and confidence are closely related concepts. One builds on the other. Being able to accept oneself as one is, free of any demand that one be different, provides the basis for

confidence in one's abilities. Confidence, in turn, will enable one to take risks, try new things, and direct one's own life.

Accepting yourself: To accept yourself is to acknowledge three things: (1) you exist, (2) there is no reason why you should be any different from how you are, and (3) you are neither worthy nor unworthy.

Self-acceptance is radically different to self-esteem. Self-esteem is based on the idea that one is good or worthwhile person. Worthwhileness requires some criteria, like how well one perform, or the idea that one is worthwhile simply because one exists. Self-acceptance, on the other hand, is based on the idea that one doesn't have to be good or worthwhile. In fact, there is no need to evaluate oneself at all. Instead of evaluating oneself, one use one's energy and time to evaluate (1) one's behaviour, and (2) the quality of one's existence.

Self-knowledge and self-acceptance are preconditions for confidence. To have confidence in one's abilities involves three things. First, one knows what one can and can't do. Second, one is prepared to try things to the limit of one's ability. And third, one regularly works at extending one's capabilities.

3. Enlightened self-interest: According to Selye, Hans (1974)

The ability to act in one's own interests follows on from self-acceptance and confidence. The word enlightened has several related meanings. It is humanitarian - charitable, liberal, and idealistic; and at the same time utilitarian - useful, beneficial, and practical.

Developing enlightened self-interest: Begin by practicing enlightened behaviours. Here are some ideas:

- Going out of way to show positive feelings towards others - gratitude, respect, trust - which in turn will arouse goodwill from them.
- Choosing some new activities in various life areas - work, family, leisure - that will bring goodwill.
- At the same time, act assertively. Ask for what one wants, say no to what one don't, and tell others (when appropriate) what one think and how one feel.
- Make a point of doing something just for oneself each day for a while.
- Until enlightened self-interest becomes part of one, consciously seek to get more of what one want while facilitating the interests of the other people in one's world.

4. Tolerance for frustration and discomfort: According to Dryden, et.al (1993) and Hauck, Paul (1974)

The ability to tolerate frustration and discomfort is central to stress management. High tolerance will keep one from overreacting to things one dislike. It will help one tackle problems and issues rather than avoid them. It will enable one to take risks and try new experiences.

How to raise one's tolerance for discomfort and frustration:

- Avoiding uncomfortable situations;
- Overusing drugs or alcohol;
- Compulsive gambling, shopping, exercising, or bingeing on food;
- Losing your temper;
- Putting off difficult tasks.

5. Long-range enjoyment: According to Dryden, et.al (1993)

There are two parts to this principle. One seeks to get enjoyment from each of one's present moments, rather than always putting off pleasure till tomorrow, or dwelling on things that have happened in the past. The principle can be summed up as follows: live for the present with an eye to the future. In other words, seek to get as much pleasure and enjoyment as one can in the present - while taking into account the desirability of enjoying one's life in the long term.

6. Risk-taking: According to Roberts, Paul. Risk (1994)

Human beings, by nature, seek safety, predictability, and freedom from fear. But humans also pursue risk. A totally secure life would be a boring one. To grow as a person and improve one's quality-of-life means being prepared to take some chances. Here are some important areas of risk-taking that relate to stress management:

- Learning new things which may challenge existing beliefs.
- Tackling tasks which have no guarantee of success.
- Trying new relationships.

Risk-taking is necessary for self-knowledge. To discover one's limits, one need to take some risks and try oneself out. One can open up fresh opportunities to increase pleasure and avoid boredom.

7. Moderation: According to Kishline, Audrey (1996) and Birkedahl, Nonie (1990)

Sensible risk-taking recognises the innate human desire for safety and security. The principle of moderation will help one avoid extremes in thinking, feeling, and behaving.

The principle of moderation: Taking a moderate approach to your life starts with one's ultimate goals and ranges through to one's daily activities.

One need to develop long-term goals, short-term objectives, and tasks that will challenge and move one on. But it is equally important they are potentially achievable and do not set one up for failure and disillusionment.

8. Emotional and behavioural responsibility: According to Bernard, Michael E (1986) and Ellis, Albert (1988).

People who see their emotions and behaviours as under their control are less prone to distress than people who see themselves as controlled by external forces. The principle of responsibility can help one take charge of one's emotions, one's actions, and in turn one's life. It involves taking responsibility for (1) what one feel, and (2) how one act.

Blame and responsibility are not the same thing. Blame is moralistic. It seeks not only to identify who may be the cause of a problem, but also to damn and condemn them. Responsibility, on the other hand, is practical. It seeks either to identify a cause so it can be dealt with; or to identify who needs to take action for the problem to get solved - irrespective of who or what caused it. Responsibility is concerned not with moralising, but with finding solutions.

9. Self-direction and commitment: According to Ellis, Albert and Lange, Arthur (1994) and Hauck, Paul (1976).

Emotional and behavioural responsibility lay the basis for taking control over one's life and committing oneself to action and involvement.

Self-direction: Taking responsibility for the direction of one's life involves:

- Choosing your goals, making sure they are one's own.
- Actively pursuing one's goals, rather than waiting and dreaming.
- Making one's own decisions, even though one may seek opinions from others.

- Choosing to work at managing stress, developing one's potential, and changing things one dislike, rather than just drifting along or expecting a miracle to occur.
- Not condemning any person (including oneself) when things go wrong in one's life, even though one or someone else may be responsible; but rather identifying any causes and looking for solutions.

Self-direction does not mean open opposition and non-cooperation with others. One can keep one's self-direction on the right track by balancing it with other principles such as enlightened self-interest, long-range enjoyment, moderation, and flexibility.

There are several prerequisites for self-direction. Commitment follows on from self-direction. There are two elements:

Perseverance: The ability to bind oneself emotionally and intellectually to courses of action. This involves a willingness to do the necessary work (and tolerate the discomfort involved) in personal change and goal-achievement.

Deep involvement: The ability to enjoy and become absorbed in (but not addicted to) other people, activities and interests as ends in themselves - where one gets pleasure from the doing, irrespective of the final result. This may include such areas as work, sports, hobbies, creative activities, and the world of ideas.

10. Flexibility: According to Ingham, Christine (1994), Toffler, Alvin (1990) and Von Oech, Roger (1984).

Flexible people can bend with the storm rather than be broken by it. One knows how to adapt and adjust to new circumstances that call for new ways of thinking and behaving. One has resilience - the ability to bounce back from adversity.

The principle of flexibility: To be flexible is to be open to change in oneself and in the world. As circumstances alter, one is able to modify one's plans and behaviours. One is able to adopt new ways of thinking that help one cope with a changing world. One is able to let others hold their own beliefs and do things in ways appropriate to them - while one do what is right for the one.

Flexibility in thinking means:

- One's values are preferences rather than rigid, unvarying rules.
- One is open to changing ways of thinking in the light of new information and evidence.

- One view change as a challenge rather than a threat.

Flexibility in behaviour means:

- One is able to change direction when it is in one's interests.
- One is willing to try new ways of dealing with problems and frustrations.
- One can let others do things their way.
- One avoids distressing oneself when others think or act in ways one dislike.

11. Objective thinking: According to Thouless R.H (1939)

Flexibility and openness, as well as the other principles, require freedom from ways of thinking that are narrow-minded, sectarian, bigoted and fanatical; or that rely on uncritical acceptance of dogmatic beliefs or magical explanations for the world and what happens in it.

Objective thinking is scientific in nature. There are four aspects - it is (1) empirical, (2) logical, (3) pragmatic, and (4) flexible.

Objective thinking is empirical: It is based on evidence gained from observation and experience rather than on subjective feelings or uncritical belief. It seeks to avoid distortions of reality.

Objective thinking is logical: It reaches conclusions that validly follow from the evidence.

Objective thinking is pragmatic: Science evaluates an idea not just on its evidence or logical validity, but also on its usefulness to human beings. In other words, one need to be concerned with the effects, both short- and long-term, of what one believes.

Objective thinking is open-minded and flexible: Nothing is seen as absolute or the last word. Beliefs are seen as theories that are subject to change as new evidence comes along and existing ideas are proved false. Objectivity encourages us to continually search for explanations that are more accurate and useful than the ones we have now.

12. Acceptance of reality: According to Seligman, Martin E.P (1994)

It makes sense, wherever possible, to change things one dislikes. But there will be some things one will not be able to change. One has two choices –one can rail against fate and stay distressed; or one can accept reality and move on.

The principle of acceptance: To accept something is to (1) acknowledge that it exists, (2) believe there is no reason it should not exist, and (3) see it as bearable.

There are three things to strive for: the courage to change the things we can, the serenity to accept the things we can't - and the wisdom to know the difference. One last thing, don't make these principles into demands. They are ideals. Probably no-one could practice them all consistently. Rather than see them as absolute musts for managing your stress, use them as guidelines to a better life.

1.5.0 RATIONALE OF STUDY

In today's scenario, a teacher's role has changed from chalk and duster, to a planner, manager, designer, director, researcher, psychologist, philosopher, sociologist, artist, friend, guide, role model, well-wishers, organizer, etc. With the development in the technology and its use in the school as teaching aid, lesson planning, module developer; knowledge explosions; family problems and its responsibility; social issues; behavioural problems of students; adjustments with colleagues and management are other challenges that make a teacher's role more complex. They experience the problem of role conflict, which arises more when they ignore their household duties and responsibilities and give more importance to their career. The dual role of women employees of handling household responsibility and career in their life faces more difficulties and challenges. Balancing work-life and professional life is becoming a major issue to maintain well. Such conflict role creates stress. They have to face not only physical but also mental stress. The abilities to cope up with physical and mental stress are limited. Teaching is one of the most underpaid jobs barring some schools which strictly adhere to pay commission of scales. Even appreciation in form of financial incentive is not a very popular culture.

There is evidence that emotional intelligence affects job satisfaction of employees. Awareness of interpersonal emotions can help the regulation of negative feelings & emotions and thus the individual will have a better performance in their job; better performance will in turn set the foundations for job satisfaction. It seems that employees with high emotional intelligence will be more satisfied with their jobs, for they will identify the sense of despair and stress more easily and will reduce it. Meanwhile results of different research studies have shown that people with less workplace stress enjoy a higher level of job satisfaction. Further, researchers have come to the conclusion that people with higher emotional intelligence are at a favourable level of life satisfaction, while job satisfaction is a small portion of the larger concept of life satisfaction.

Whenever there is mention of teaching profession, society respects teacher not because of teaching profession but because teachers chose to be a teacher instead of what a fancy college degree expected to become. So, the researcher, in the study is willing to identify the issues related to the women teachers who play the dual role as teachers and a very responsible member of her family. This study will try to give a picture of a gap between the different policies recommendations and actually they are followed or not in relation to emotional intelligence and academic stress in their job satisfaction level. It will also deal the background variable related to the school and home environment.

1.6.0 STATEMENT OF THE PROBLEM

A Study on Job Satisfaction of Elementary School Female Teachers with Respect to Emotional Intelligence and Academic Stress

1.7.0 OBJECTIVES OF THE STUDY

1. To assess the level of Job Satisfaction of female teachers working in the elementary schools of Vadodara District.
2. To study the Emotional Intelligence of female teachers working in the elementary schools of Vadodara District.
3. To study the Academic Stress of female teachers working in the elementary schools of Vadodara District.
4. To study the relationship of Job Satisfaction with the Emotional Intelligence of female teachers working in the elementary schools of Vadodara District.
5. To study the relationship of Job Satisfaction with the Academic Stress of female teachers working in the elementary schools of Vadodara District.
6. To study the relationship of Emotional Intelligence with the Academic Stress of female teachers working in the elementary schools of Vadodara District.
7. To study the relation of both Emotional Intelligence and Academic Stress with Job Satisfaction of female teachers working in the elementary schools of Vadodara District.

1.8.0 HYPOTHESIS OF THE STUDY

Following null hypothesis will be formulated and tested at 0.05 level of significance.

1. There will be no significant relationship between job satisfaction and Emotional Intelligence of female teachers working in the elementary schools of Vadodara District.
2. There will be no significant relationship between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District.
3. There will be no significant relationship between Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.
4. There will be no significant relationship between job satisfaction and the predicted job satisfaction on the basis of Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.

1.9.0 OPERATIONALIZATION OF THE TERMS

Job Satisfaction: It is the score obtained by elementary school teachers in the Teacher's Job Satisfaction Scale (TJSS) developed by Mudgil, Mulhar & Bhatia (2012).

Emotional Intelligence: It is the score obtained by elementary school teachers in the Emotional Intelligence Inventory developed by Heather Craig (2019).

Academic stress: Score It is the score obtained by elementary school teachers in Perceived Stress Scale (PSS) developed by Sheldon Cohen (1994).

1.10.0 DELIMITATION OF THE STUDY

The following study is delimited to female teachers of Vadodara District.

1.11.0 SCHEME OF CHAPTERIZATION

The present study follows the listed scheme of chapterization.

Chapter I details the introduction of the present study along with all the taken variables. The chapter helps to build the rationale for the present study. The appropriateness of the study and the reason to conduct the study is presented in this chapter. The chapter also presents the details of the objectives of the study, the hypothesis, operational definition of terms and delimitations of the present study.

Chapter II gives a detail of the reviewed literatures in the field of job satisfaction, emotional intelligence and academic stress. This helped the researcher to prepare the implications of the review of related literature for the present study. It also helped the researcher to consider different methodological aspects for the present study.

Chapter III details with the methodology adopted in the present study. This chapter details about the design of the study, the population and sample, the procedure followed to develop and select the tools used for data collection and the procedure of data analysis adopted.

Chapter IV provides details of the analysis and interpretation of collected data. The chapter also provides the findings of the present study and implications of the same.

Chapter V presents the whole study in a nutshell along with the major findings of the present study, the discussion on the results arrived at after the analysis, implications drawn from the present study and suggestions. This chapter is followed by the Bibliography and Appendices.

CHAPTER -II

REVIEW OF RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

A systematic review of previous literature related to the intended research study is vital in the process of research. It helps in clearing the dark clouds from the mind of researcher and show the silver line. It shows that what have been done already and what to and what not to do in his/her research. Best and Kahn (2001) “A brief summary of previous research and writing of recognised experts provide the researcher familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful suggestions for significant investigation”. In the present chapter, the researcher has made an attempt to understand the objectives, sample, data collection tools, data analysis techniques and the findings of the related studies in the areas of the present study. On the basis of the analysis of the review of related literature, the researcher made an attempt to prepare the implication of the related literature for the present study.

2.1.0 STUDIES RELATED TO JOB SATISFACTION

Goswami (1988) compared the job satisfaction of teachers among four teaching cadres- PGT, TGT, PRT and other category of Central School teachers, and found that the all teachers except PRT of the North Eastern region were dissatisfied with their job.

Saxena (1990) studied some correlates of job satisfaction in the teaching profession at all levels and found that i) a positive correlation between aptitude and job satisfaction, ii) positive but not significant correlation between attitude and job satisfaction, and iii) negative correlation between socio-economic status and job satisfaction.

Vinokur-Kaplan (1991) stated that organization factors such as workload and working condition were negatively related with job satisfaction.

Tett and Meyer (1993) divided the driving factors in job satisfaction into two categories: organizational, social, and cultural characteristics which are considered as external aspects and personality, affective, and emotional characteristics which are referred to as internal aspects. In other words, according to the view of organizational behaviour theorists, job satisfaction of employees is not affected only by wage, benefits, co-workers and other external factors; rather, emotions, personality traits, and other internal factors of this sort have a close relationship with

employees' job satisfaction. Personality characteristics can be taken into account as determinants of adjustment of employees with organizational conditions and their job motivation.

Spector (1997), in a model of job satisfaction, states that job satisfaction is affected by two factors: organizational and personal factors.

Kumar. S, Patnaik. P. S. (2004) conducted a study on perceived stress of teachers in relation to job satisfaction and certain personality characteristics. The major objective of the study was to find out extent and levels of perceived stress and job satisfaction of teachers. Survey method was followed in this study. The sample consisted of 300 teachers, 100 each from the primary, secondary and higher secondary schools of Kerala state by using proportionate stratified sampling technique. The major findings were: 1) the teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction. And the 10 teachers with favourable personality characteristics, experiences less stress than those with less favourable personality characteristics.

Duggal K, Goyal S (2004) conducted a study on teacher's burnout in relation to their personality characteristics, work environment and job satisfaction. During her study, she found that private school teachers are more prone to stress as compared to their counter teachers of government schools. It also revealed that teachers of rural area and aged teachers have more stress.

Bindhu C M (2007) conducted a study on relationship between job satisfaction and stress coping skills of primary school teachers. The objective of the study was to find the Job Satisfaction and Stress Coping Skills between male and female Primary School Teachers. The study was conducted with the representative of sample taken 500 teachers from the primary schools of Kerala State. Proportionate stratified sampling techniques were employed for the study. The tools were used to collect data such as Scale of Job Satisfaction by Kumar and Stress Copying Inventory by Bindhu. Mean, Standard Deviation, correlation and t-test were used for the calculation of the data in the study. The findings revealed that the job satisfaction differentiates male and female primary school teachers and there is a positive correlation between job satisfaction and stress coping skills among primary school teachers.

Babu (2008) conducted a study on relationship between occupational stress and emotional intelligence of higher secondary school teachers. The objectives were to find out the level of 11 emotional intelligence and occupational stress of higher secondary school teachers, to find

out the significant difference between English medium and Malayalam medium higher secondary school teachers in their occupational stress, to find out the significant difference between male and female higher secondary school teachers in their emotional intelligence, to find out the significant correlation between emotional intelligence and occupational stress of higher secondary school teachers. Survey method was adopted in this study. Sample consisted of 250 higher secondary school teachers. Occupational Stress Inventory and Emotional Intelligence Scale were the tools used in this study. T-test, ANOVA and Product moment correlation were the statistical techniques used to analyse the data. Findings of the study revealed that no significant difference was found between male and female, and English medium and Malayalam medium higher secondary school teachers in their emotional intelligence.

Kinman, et.al. (2011) conducted their study on Emotional Labour, Burnout and Job Satisfaction in UK Teachers: The Role of Workplace Social Support. The study examined relationships between "emotional labour", burnout (emotional exhaustion, depersonalisation and personal accomplishment) and job satisfaction in a sample of UK teachers. Also examined was whether workplace social support moderated any relationships found between emotional labour and strain. The relationship between job experience and emotional labour was also investigated. Six hundred and twenty-eight teachers working in secondary schools in the UK completed questionnaires. Significant associations were observed between emotional labour and all outcomes, with a positive relationship found between emotional labour and personal accomplishment. Some evidence was found that social support mitigates the negative impact of emotional demands on emotional exhaustion, feelings of personal accomplishment and job satisfaction. More experienced teachers reported higher levels of emotional labour. Findings highlight the need for teacher-training programmes to raise awareness of the emotional demands of teaching and consider ways to enhance emotion regulation skills in experienced as well as recently qualified staff.

Cui-Callahan, Natalia (2012) conducted study on An Examination of Job Satisfaction among Urban High School Teachers. The research is a quantitative study using ten separate multiple analyses of variance (MANOVA) tests. This was done through the use of the Job Satisfaction Survey (JSS) with 9 subscales, in conjunction with an individual Demographic Questionnaire on gender, age group, ethnicity, marital status, highest level of education, national board certification, subject taught, salary, years of experience, and the number of schools at which the individual worked. The findings from the Demographic Questionnaire indicate that the

typical high school teacher was white, female, married, over the age of 51, in possession of a master's degree but not, reported of having a salary of \$40,001-\$50,000. From the 449 teachers, respondents scored higher in the intrinsic job satisfaction than extrinsic job satisfaction consistently in all 7 high schools. In addition, on average, teachers scored the lowest subscales in pay and highest in supervision. Quantitative analyses were conducted to address the proposed research questions and identify any patterns or relationships between the dependent and independent variables. The results indicate no significance was found for the null hypothesis with independent variables involving gender, ethnicity, marital status, national board certification, subject taught, and the number of schools taught. Key findings suggest that differences exist with independent variables involving age group, level of education, salary, and years of experience. In all four cases, high school teachers in the younger age category of 21-30, with the lowest level of education obtaining only a bachelor's degree, making a salary of \$30,000-\$40,000, and have been teaching the shortest amount of time from 0-5 years had higher intrinsic and extrinsic job satisfaction than their older, more educated, teachers with more income, and more experienced counterparts. The data also supports the belief that regardless of demographic factors, teachers resulted in higher intrinsic job satisfaction than extrinsic job satisfaction. Another intriguing finding of this study was that teachers who were working in high poverty, minority populated, and high-risk schools did not necessarily display lower job satisfaction than teachers working in more affluent and socio-economically advantaged schools.

Gaziel, Haim (2014) conducted their study on the effect of the school organization on teachers'. The study was designed in order to look for the relationships among organizational dimensions of school teachers' responses of work satisfaction and perceptions of efficacy at work. For that purpose 280 secondary school teachers chosen from the six educational districts in Israel were required to complete the teacher self-efficacy and job satisfaction questionnaire on teacher self-efficacy and job satisfaction, the amount of control teachers have over classroom conditions, the school level measures such as school size, average SES and average achievement in matriculation exams and the social organization of school variables such as, sense of community, principal style and student misbehaviour. Results reveal that major sources of teachers work efficacy are intrinsic: teachers' sense of control over their environment, students' level of ability, school size, strong principal leadership, and climate of support

Elom, et. al. (2015) conducted their study on Marital Stress and Extraversion Personality as Predicators of Job Satisfaction among Married Women Teachers in Enugu, Nigeria. The study investigated marital stress and extraversion personality as predictors of job satisfaction among married women teachers in Enugu, Nigeria. One hundred and eighty-eight married women teachers in Enugu, Nigeria participated in the study. Three instruments were used to gather information in this study. They included marital stress inventory (MSI), big five inventory (BFI) sub-scale measuring extroversion personality and Minnesota satisfaction questionnaire (MSQ). Mean, standard deviation, Pearson's correlation and multiple regression analysis were employed to analyse the data. The results of the study showed that the predictor variable marital stress showed no significant prediction to job satisfaction ($B = 0.074, p < 0.05$). The results also showed that extraversion personality was a significant predictor of job satisfaction ($B = 0.28, p < 0.001$).

Nathaniel et al. (2016) in their study of Teacher stress, teaching-efficacy, and job satisfaction in response to test-based educational accountability policies used Structural equation modelling to evaluate the hypothesized relationships within a sample of 1242 teachers in one state in the South-eastern United States. Results indicated a significant influence of self-efficacy in student engagement and self-efficacy in classroom management on the relationship between sources of stress and job satisfaction, as well as efficacy in classroom management on the relationship between manifestations of stress and job satisfaction was also identified. These initial findings underscore the importance of supporting teacher self-efficacy to reduce stress associated with high-stakes accountability policies and increase job satisfaction.

Sener et al. (2017) conducted their study on Investigation of Job Satisfaction Levels of School Administrators and Teachers. The descriptive method based on screening model for revealing the existing situation was used in the study. An attempt to determine the job satisfaction levels of administrators and teachers in educational organizations was made in this research. It was concluded in the research that the job satisfactions of administrators and teachers regarding the management, additional payment, reward, working conditions, workmates, the job itself and communication were mainly at medium-level, and their satisfactions regarding wage and promotion were at low level. The satisfaction or dissatisfaction experienced by school administrators and teachers while working affect the structure and functioning of the school in which they work. Accordingly, it is necessary to establish a school environment in which the job satisfactions of school administrators and teachers are ensured for educational

organizations to achieve their objectives. Work saturation has been done in many studies in the related field.

Kapa et al. (2018), in their study of job satisfaction, school rule enforcement and teacher victimization found that teacher job satisfaction is primarily affected by workplace conditions. Hierarchical ordinal logistic regression was utilized to analyse effects of school rule enforcement and teacher victimization on job satisfaction. Findings indicated that teachers who perceived higher enforcement of school rules had higher job satisfaction. In particular, consistent enforcement of rules by school administrators had a significantly greater effect on satisfaction than collegial enforcement of rules. Findings also indicated that teacher victimization has a significantly negative effect on job satisfaction. Consistent enforcement of school rules may reduce instances of student misbehaviour and teacher victimization, helping reduce teacher stress and anxiety, leading to greater job satisfaction.

Wolomasi, Asaloei, Werang (2019) conducted their study of Job satisfaction and performance of elementary school teachers of Boven Digoel district, Papua, Indonesia. The study predicts their job performance. The study was survey research. Two survey questionnaires were self-administered to 352 teacher-respondent which were incidentally drawn from amongst 412 elementary school teachers of Boven Digoel district, Papua. Derived data were examined statistically using simple linear regression analysis method by utilizing Statistical Package for the Social Sciences (SPSS) version 21. Result of data analysis showed that job performance of elementary school teachers of Boven Digoel district is significant positively predicted by their job satisfaction. Finding of this study may be imperative for the school management and education administrator at the regional authority to make paramount efforts of creating valuable plans for enhancing teacher's satisfaction in order to promote a better job performance of elementary school teachers of Boven Digoel district, Papua. how it predicts their job performance.

Topchyan, et al (2021) in their study on "Do Teacher Status, Gender, and Years of Teaching Experience Impact Job Satisfaction and Work Engagement?". The study explored whether teacher status (full-time vs. substitute) and its interaction with teacher gender and length of work experience had an effect on the linear combination of teacher job satisfaction and work engagement. The study was conducted with 238 full-time and substitute teachers. The findings suggested that full-time teachers' social engagement, social engagement with students, and job satisfaction were significantly higher than those of substitute teachers, and that female teachers were more engaged with students than their male counterparts and substitute teachers. Length

of teaching experience did not have any significant effect on job satisfaction or work engagement.

2.2.0 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Emotional intelligence enables one to understand feeling in ourselves and in others. In today's competitive scenario working women face great stress while managing their personal as well as professional duties which indirectly affect their job performance. Emotional intelligence plays an important role in managing self-emotions and other people's emotions so that performance is not affected; it also helps us to cope with physiological & psychological stress leading to increase job performance.

The idea of Emotional Intelligence first appeared in two academic journal articles (Mayor.et.al 1990). Mayor J and Salovey P (1990) conducted research to answer why some individuals were better at reading emotions than others. It was this study where first Emotional Intelligence was introduced. Mayor Salvoy, "Emotional Intelligence was defined as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions"

Goleman (1995) described that Emotional Intellig0ence has five major components such as self-awareness, self-regulation, empathy, motivation and social skills.

Goleman (1998) claimed that emotional intelligence, not intelligence quotient (IQ) is the true measure of human intelligence. He argued that qualities such as understanding one's emotions, recognizing and empathizing with other's emotions and regulating one's emotions are much more important than IQ. People's life experience is greatly influenced by how they feel and perceive which in turn can play a major role in determining their level of satisfaction.

Mayer and Salovey (2000), found one of the personality characteristics of an individual is their emotional or affective intelligence.

Fisher (2002), conducted a study on mood, emotions and job satisfaction revealed that mood and emotions accounted for unique variance for overall job satisfaction.

Hendee (2002) expanded this model and incorporated emotional intelligence as a personal factor which, along with other personal factors such as gender, educational degree, demographic characteristics, etc., affects one's job satisfaction. Thus, it appears that personality and personal characteristics of individuals, including their emotional intelligence,

must be taken into consideration along with other factors in studying job satisfaction of the employees of any organization.

Zeidner, Matthews and Roberts (2004) claimed that people of higher emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. They suggested that emotional intelligence is related to the social skills necessary for teamwork. Together, these abilities contribute to a satisfying personal and professional life.

Seibert et al (2004), found simply possessing Emotional Intelligence cannot lead to higher performance unless it affects how people use their emotions at work setting. Emotional Intelligence may contribute to performance for satisfaction by enabling people to nurture positive relationship at work and motivate them to work affectively in teams. Work performance often depends on support and advice.

Thomas and Tram (2006) suggested that emotional intelligence of employees has a significant positive relationship with their job performance. There exists a weak negative relationship between stress management component of emotional intelligence and a weak positive relationship between adjustment and general mood components of emotional intelligence and job satisfaction; yet, these relationships are not significant.

Hasankhoyi (2006) concluded that there is a significant relationship between emotional intelligence and job satisfaction. Further, there is no significant difference between men and women in motivation, self-awareness, self-control, and social skills; however, women had a higher level of emotional intelligence and empathy. Moreover, he points out that emotional intelligence skills can be used in order to increase job satisfaction in educational environments.

Hosseinian et al. (2008) studied the relationship between emotional intelligence and job satisfaction and concluded that there is no significant difference between any of Bar-One's components of emotional intelligence and job satisfaction which was measured using the Job Description Index.

Nirmala and Sreejith (2009) conducted a study on Emotional Intelligence and life skills to cope with stress and interpersonal relationship. The objective of the study was to find out the relationship between emotional intelligence and skills to cope with stress for the total and sub samples. Normative survey method was employed to find the influence of emotional intelligence on life skills to cope with stress. The tools used were Emotional Intelligence Scale and Life Skill Assessment Questionnaire. Findings revealed that Emotional Intelligence has a determining influence on skills to cope with stress and interpersonal relationship among the

Higher Secondary students for total sample. Emotional Intelligence has a substantial high relationship on skills to cope with stress among the Higher Secondary students for total and sub sample based on locality.

Platsidou and Maria (2010) conducted their study on Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction. This study investigates perceived emotional intelligence (EI) in relation to burnout syndrome and job satisfaction in primary special education teachers from Greece. EI was measured by the EIS developed by Schutte et al. (1998). Factor analysis revealed that four factors can be identified in the EIS. Results showed that Greek teachers reported fairly high scores in the specific factors and the overall EI. Perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction. Regression analysis revealed that emotional exhaustion can be predicted by satisfaction with the job itself and with the principal subscales; depersonalization is predicted by satisfaction with the job and with prospective promotions; personal accomplishment is predicted by satisfaction with the job itself as well as by an EI factor, optimism/ mood regulation and a demographic variable, age.

Anari and Nahid (2012) conducted their study on Teachers: Emotional Intelligence, Job Satisfaction, and Organizational Commitment. The purpose of this study is to investigate the relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment among high-school English teachers. Furthermore, the study aims to examine the role of gender and age in emotional intelligence, job satisfaction and organizational commitment. The participants were selected by proportional stratified sampling and simple random selection. This study adopted a survey research design that utilized an ex post facto research type in which the researcher used questionnaires to collect data from the respondents. The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. It is also found there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the findings in this study provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants. The present study gains significance as the results can assist the teachers and

organizations in enhancing the job satisfaction and organizational commitment of teachers, thus stemming the tide of high turnover in the teaching profession.

Yin and Hongbiao (2015) conducted their study on The Effect of Teachers' Emotional Labour on Teaching Satisfaction: Moderation of Emotional Intelligence. Using hierarchical regression analysis to examine this issue, this study investigates teachers' perceptions of the relationships among the emotional job demands, emotional intelligence, emotional labour strategies and teaching satisfaction, with a particular focus on the moderating role of emotional intelligence. The results of a survey of 1281 Chinese teachers reveal that teachers' perceptions of emotional job demands and emotional intelligence significantly predict the three emotional labour strategies. Emotional intelligence significantly moderates the impact of emotional job demands on surface acting and expression of naturally felt emotion but not deep acting. Even after controlling for emotional job demands and emotional intelligence, deep acting and expression of naturally felt emotion still have a positive influence on teachers' teaching satisfaction. Deep acting and expression of naturally felt emotion are more effective emotional labour strategies for teachers.

Singh and Kumar (2016) conducted their study on Effect of Emotional Intelligence and Gender on Job Satisfaction of Primary School Teachers. The objective of the study was to find out the effect of EI and gender on job satisfaction of primary school teachers. A total of 300 (150 male and 150 female) primary school teachers were selected randomly for the study. Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect the data. The study found a significant positive relationship between emotional intelligence and job satisfaction. Regression analysis showed that emotional management and emotional maturity significantly predicted the job satisfaction. The results of the two-way ANOVA showed that the interaction effect of gender and EI was not significant. Results also showed that level of EI significantly affected the job satisfaction of primary school teachers. However, there is no significant difference between male and female teachers regarding the level of job satisfaction. There are other factors which affect job satisfaction but the role of EI cannot be neglected. So, the level of EI must be taken into consideration in order to select the best teachers.

Lee., et al. (2019) conducted their study on Emotional Intelligence, Unpleasant Emotions, Emotional Exhaustion, and Job Satisfaction in Physical Education Teaching. The purpose of this study was to investigate the relationships among emotional intelligence, unpleasant emotions, emotional exhaustion, and job satisfaction in physical educators. A total of 271 high

school physical educators in the United States completed online questionnaires that measured the proposed variables. Confirmatory factor analysis and structural equation modelling were employed to test study hypotheses. The results revealed that emotional intelligence was negatively associated with unpleasant emotions experienced by physical educators. In turn, unpleasant emotion was positively associated with emotional exhaustion and negatively associated with job satisfaction. In addition, emotional intelligence was negatively associated with emotional exhaustion.

Wijayati, et al. (2020) conducted their study on Emotional Intelligence, Work Family Conflict, and Job Satisfaction on Junior High School Teacher's Performance. According to their studies female workers do not always get the same rights as their male colleagues. Many women are forced to dispel their desires to become structural career women because they are unable to compete with men. Therefore, it is necessary to have clear performance measurements to prove that female teachers also have good performance. The research was conducted using explanatory research with a quantitative approach. The test was conducted by SEM analysis techniques using AMOS. The study found a significant influence between Emotional Intelligence on Job Satisfaction as well as Job Satisfaction on Commitment. In the next test it was found that Job Performance was only influenced by family conflict in a negative direction, while Commitment and Job Satisfaction had no effect on Job Performance.

2.3.0 STUDIES RELATED TO ACADEMIC STRESS

Kahn and Quinn (1970), role stress means anything about an organizational role that produces adverse consequences for the individual.

Coleman (1976) in modern times has called as the “age of anxiety and stress”. The stress itself will be affected by number of stressors.

Beehr and Newman (1978) had defined stress as a situation which will force a person to deviate from normal functioning due to the change (i.e., disrupt or enhance) in his/her psychological and/or physiological condition, such that the person is forced to deviate from normal functioning. From the definition that has been identified by researchers, we can conclude that it is truly important for an individual to recognize the stresses that are facing by them in their career. Some demographic factor may influence the way a university academic staff act in their workplace.

Fletcher & Payne (1980) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. This study reveals that, both of job stress and job satisfaction were found to be interrelated.

Landsbergis (1988) and Terry et al. (1995) showed that high levels of work stress are associated with low levels of job satisfaction.

Jackson & Schuler (1985) and Muchinsky (1997) studies found role ambiguity to lead to such negative outcomes as reduces confidence, a sense of hopelessness, anxiety, and depression.

Cummins (1990) have emphasized that job stressors are predictive of job dissatisfaction and greater propensity to leave the organization.

Lasky (1995) demands associated with family and finances can be a major source of 'extra organizational' stress that can complicate, or even precipitate, work-place stress.

Russo and Vitaliano (1995) argued that the occurrence of stressors in the workplace either immediately following a period of chronic stress at home, or in conjunction with other major life stressors, is likely to have a marked impact on outcome. Several studies have highlighted the deleterious consequences of high workloads or work overload.

Sarantakos (1996) found family and work are inter-related and interdependent to the extent that experiences in one area affect the quality of life in the other. Home-work interface can be known as the overlap between work and home; the two-way relationship involves the source of stress at work affecting home life and vice versa effects of seafaring on home life, demands from work at home, no support from home, absent of stability in home life. For example, it questions whether the workers have to take work home, or inability to forget about work when the individual is at home. Home-work interface is important for the workers to reduce the level of work-related stress.

Cascio (1995) and Quick (1999) said that rapidly changing global scene is increasing the pressure of workforce to perform maximum output and enhance competitiveness. Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies.

Alexandros et al., (2003) says that management role of an organization is one of the aspects that affect work-related stress among workers. Workers in an organization can face occupational stress through the role stress that the management gave. Management will have

their own role that stands as their related. Role related are concerned with how individuals perceive the expectations other have of them and includes role ambiguity and role conflict. It also asks about whether home problems are brought to work and work has a negative impact on home life.

Al-Aameri (2003) has mentioned in his studies that one of the six factors of occupational stress is pressure originating from workload.

Alexandros et al. (2003) also argued that “factors intrinsic to the job” means explore workload, variety of tasks and rates of pay.

Mishra (2004) conducted a study on stress among primary school teachers to compare stress among government and private school teachers. The sample consisted of 180 teachers selected randomly (90 teachers working in 25 Parishadiya schools and 90 teachers working in 16 Private schools). Survey method of descriptive research was used to conduct the study. The Chi-square ‘t’ – ratio and ANOVA techniques were used to analyse the data. The finding was, more than 40 percent teachers experienced stress due to students’ factors, i.e., lack of teaching aids, lack of promotion, lack of good study habits seen in students, etc.

Sharma and Bansal (2005) focused on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups: school teachers and bank clerks. No significant difference was found between occupational stress patterns as a whole. Only one stressor, responsibility for persons was found to vary for the two groups. On the other hand, three out of twelve stressors i.e., low status, role conflict, unreasonable group and political pressure were found to be the predictor variables for job satisfaction in the study.

Sheena et al. (2005) studied in UK found that there are some occupations that are reporting worse than average scores on each of the factors such as physical health, psychological wellbeing, and job satisfaction. The relationship between variables can be very important to academicians. If a definite link exists between two variables, it could be possible for an academicians to provide intervention in order to increase the level of one of the variables in hope that the intervention will also improve the other variable as well (Koslowsky, et al., 1995).

Singla (2006) conducted a study on the occupational stress among employees from different careers of Chandigarh. It was found that there was no significant difference in the occupational stress among teachers working in government schools and private schools. It was found that doctors and teachers are highly stressed as compared to the employees from other professions. It also revealed that females are most stressed as compared to males.

Chopra R., & Gartia, R (2009) conducted a study on accountability of secondary school teachers in relationship to their occupational stress. The objective of the study was to find out the difference in accountability of private and government secondary school teacher. The researcher used descriptive survey method and stratified random sampling for the present standardized by the investigators themselves. The finding of the study was that most of the secondary school teachers are occupationally stress and are less accountable.

Lath (2010) conducted a study on occupational stress among teachers working in different schools of district, Hoshiarpur. The objective of the study was to compare the level of occupational stress among teachers working in government schools in relation to their teaching experience. Survey method was followed in this study. The data for the study were collected from the teachers of various schools by using occupational role questionnaire; a part of occupational stress invented by Osipow S H and Spokane, A.R. (1987). The statistical techniques such as mean, standard deviation, percentages and t-test were followed. The finding was that teacher working in government schools with rich teaching experience had less occupational stress.

Eres & Atanasoska (2011) carried out a study entitled occupational stress of teachers: a comparative study between Turkey and Macedonia tried to determine stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. The results of their study revealed that Turkish teachers have mild stress levels and Macedonian teachers have moderate stress levels. There is a meaningful difference in the stress level points of Turkish and Macedonian teachers. Policy makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher stress.

Hasan (2014) studied the occupational stress of primary school teachers of primary government and private school teachers. The findings revealed that primary school teachers have found to be highly stressed. Findings also revealed that the private primary school teachers have also found to be highly stressed in comparison to their government primary school teacher counterparts.

Nobile (2014) investigated the relationships between biographical variables of gender, age, experience, and employment position and occupational stress of staff members in catholic primary schools. They found that age, gender and position were related to three out of the four identified domains of occupational stress as well as overall occupational stress. In addition,

male staff experience higher levels of general occupational stress than their female colleague overall. It was recommended by the researcher that there should be a reasonable quantum of research regarding stress of teacher's aids.

Demjaha et al. (2015) investigated the stress causing factors among teachers in elementary schools and their relationship with demographic and job characteristics. The results of the study depicted that the highest levels of perceived teachers' work-related stress were caused by changes in terms and conditions without consultation and given responsibility without the authority to take decisions.

Demjaha, Bislimovska, Mijakoshi (2015) examined the level of work-related stress among teachers in elementary schools. The findings revealed that the majority of interviewed teachers perceived their work-related stress as high or very high. In terms of the relationship between the level of teachers' stress and certain demographic and job characteristics, the level of work-related stress has shown significantly high relation to gender, age, levels of grades taught as well as working experience, and significant relation to the level of education.

Hee, et al. (2021) conducted their study on Factors Influencing Job Satisfaction among Academic Staffs. The purpose of this study is to examine the relationship between pay and benefits, work environment, top management leadership, workload and job satisfaction among academic staffs in a private academic institution in Malaysia. Motivation-Hygiene Theory, Maslow's Needs Hierarchy theory and Leader-Member Exchange (LMX) theory were used to establish the theoretical framework of this study. Questionnaire survey method was employed to collect data which yielded 82 responses in this study. Statistical Package for Social Science (SPSS) was used to perform data analysis throughout the study. All study variables were found to have significant positive relationships with job satisfaction among academic staffs in the selected institution. Top management leadership was discovered to have the most significant relationship with job satisfaction. The findings of this research provide a clear message to the top management that leadership plays an important role in enhancing job satisfaction of the academic staffs.

2.4.0 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

From the review of related literature of various studies conducted in India and abroad on job satisfaction, emotional intelligence and academic stress, it was observed that these variables play major role in teachers job satisfaction. Goswami (1988) compared job satisfaction with

PGT, TGT, PRT and another category. Saxena (1990) found positive correlation between aptitude and job satisfaction. Cui-Callabau, Natalia A (2012), Wolamasi, Asaloei, Werang (2019), Topchyal et al. (2021) observed dissatisfaction in the teachers for their job. Vindaur-Kalpan (1991), Tett & Mayer (1993), Spector (1997), Gaziel, Hamin Henry (2014), Kapa, et al. (2018) observed organization factors as workload and working conditions.

- They found organizational factors negatively related with job satisfaction.
- Job satisfaction is affected by wage, benefits, co-workers, emotions, personality traits, etc.
- Teachers' victimization has significantly negative effect on job satisfaction.

Sener, et al. (2017) conducted study on job satisfaction of teachers in relation to school administration and teachers. Kumar (2004), Duggal (2004), Nathaniel et al. (2016) conducted their study on stress of teachers in relation to job satisfaction and certain personality characteristics.

- They found favorable personality characteristics, experiences less stress than those with less favorable personality characteristics.
- More stress as compared to their counter teachers.
- Teachers of rural area and aged teachers have more stress.
- There is importance of supporting teacher self-efficacy to reduce stress associated with high stakes accountability policies and increase job satisfaction.

Bindu (2007) conducted studied on job satisfaction and stress coping skills and found positive correlation between job satisfaction and stress coping skills. Babu (2008) and Kinman et al. (2011) conducted their study on relationship between occupational stress and emotional intelligence.

- They found no significant difference between male and female school teachers.
- There is need for teacher training programmes to raise awareness of emotional demands of teaching and consider ways to enhance emotion regulation skills.

Goleman (1995) described that Emotional Intelligence has five major components such as self-awareness, self-regulation, empathy, motivation and social skills. Goleman (1998) stated that people's life experience is greatly influenced by how they feel and perceive which in turn can play a major role in determining their level of satisfaction. Mayer and Salovey (2000), found one of the personality characteristics of an individual is their emotional or affective

intelligence. Fisher (2002), conducted a study on mood, emotions and job satisfaction revealed that mood and emotions accounted for unique variance for overall job satisfaction. Hendee (2002) stated personality and personal characteristics of individuals, including their emotional intelligence, must be taken into consideration along with other factors in studying job satisfaction of the employees of any organization. Zeidner, Matthews and Roberts (2004) claimed that people of higher emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. Seibert et al (2004), Work performance often depends on support and advice. Thomas and Tram (2006) suggested that emotional intelligence of employees has a significant positive relationship with their job performance. Hasankhoyi (2006) concluded that there is a significant relationship between emotional intelligence and job satisfaction. Hosseinian et al. (2008) studied the relationship between emotional intelligence and job satisfaction and concluded that there is no significant difference between any of Bar-On's components of emotional intelligence and job satisfaction which was measured using the Job Description Index. Nirmala and Sreejith (2009) conducted a study on Emotional Intelligence and life skills to cope with stress and interpersonal relationship. Platsidou, Maria (2010) Perceived emotional intelligence was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived emotional intelligence are likely to experience less burnout and greater job satisfaction. Anari, Nahid Naderi (2012) conducted their study on Teachers: Emotional Intelligence, Job Satisfaction, and Organizational Commitment. The findings in this study provide support for gender differences, with females reporting higher emotional intelligence. Yin, Hongbiao (2015) conducted their study on The Effect of Teachers' Emotional Labour on Teaching Satisfaction: Moderation of Emotional Intelligence. Singh, Bhagat; Kumar, Arun (2016) conducted their study on Effect of Emotional Intelligence and Gender on Job Satisfaction of Primary School Teachers. And found level of EI significantly affected the job satisfaction of primary school teachers. Lee. et al. (2019) conducted their study on Emotional Intelligence, Unpleasant Emotions, Emotional Exhaustion, and Job Satisfaction in Physical Education Teaching. And found emotional intelligence was negatively associated with unpleasant emotions experienced by physical educators. Unpleasant emotion was positively associated with emotional exhaustion and negatively associated with job satisfaction. emotional intelligence was negatively associated with emotional exhaustion. Wijayati et al. (2020) conducted their study on Emotional Intelligence, Work Family Conflict, and Job Satisfaction on Junior High School Teacher's Performance. It was found that Job Performance was only influenced by family conflict in a negative direction, while Commitment and Job Satisfaction had no effect on Job Performance.

Female workers do not always get the same rights as their male colleagues. Many women are forced to dispel their desires to become structural career women because they are unable to compete with men.

Several studies have tried to determine the link between stress and job satisfaction. Job satisfaction and job stress are the two hot focuses in human resource management researches. Kahn and Quinn (1970), role stress means anything about an organizational role that produces adverse consequences for the individual. Coleman (1976) called as the “age of anxiety and stress. Beehr and Newman (1978) had defined stress as a situation which will force a person to deviate from normal functioning due to the change (i.e., disrupt or enhance) in his/her psychological and/or physiological condition, such that the person is forced to deviate from normal functioning. Fletcher & Payne (1980) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. Landsbergis (1988) and Terry et al. (1995) showed that high levels of work stress are associated with low levels of job satisfaction. Jackson & Schuler (1985) and Muchinsky (1997) studies found role ambiguity to lead to such negative outcomes as reduces confidence, a sense of hopelessness, anxiety, and depression. Cummins (1990) have emphasized that job stressors are predictive of job dissatisfaction and greater propensity to leave the organization. Lasky (1995) demands associated with family and finances can be a major source of ‘extra organizational’ stress that can complicate, or even precipitate, work-place stress. Russo and Vitaliano (1995) argued that the occurrence of stressors in the workplace either immediately following a period of chronic stress at home, or in conjunction with other major life stressors, is likely to have a marked impact on outcome. Sarantakos, (1996) found family and work are inter-related and interdependent to the extent that experiences in one area affect the quality of life in the other. Cascio, (1995) and Quick (1999) said that rapidly changing global scene is increasing the pressure of workforce to perform maximum output and enhance competitiveness. Division of Human Resource (2000) - Workload stress can be defined as reluctance to come to work and a feeling of constant pressure (i.e., no effort is enough) accompanied by the general physiological, psychological, and behavioural stress symptoms. Alexandros-Stamatios et al., (2003) says that management role of an organization is one of the aspects that affect work-related stress among workers. Al-Aameri AS. (2003) has mentioned in his studies that one of the six factors of occupational stress is pressure originating from workload. Alexandros-Stamatios et al. (2003) also argued that “factors intrinsic to the job” means explore workload, variety of tasks and rates of pay. Mishra (2004) conducted a study on stress among primary school teachers to compare stress among government and private school teachers. Sharma and

Bansal (2005) focused on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups: school teachers and bank clerks. Sheena et al. (2005) studied in UK found that there are some occupations that are reporting worse than average scores on each of the factors such as physical health, psychological wellbeing, and job satisfaction. Singla (2006) conducted a study on the occupational stress among employees from different careers of Chandigarh. It was found that there was no significant difference in the occupational stress among teachers working in government schools and private schools. Chopra R (2009) conducted a study on accountability of secondary school teachers in relationship to their occupational stress. Lath (2010) conducted a study on occupational stress among teachers working in different schools of district, Hoshiarpur. Eres & Atanasoska (2011) carried out a study entitled occupational stress of teachers: a comparative study between Turkey and Macedonia tried to determine stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. Hasan (2014) studied the occupational stress of primary school teachers of primary government and private school teachers. Nobile (2014) investigated the relationships between biographical variables of gender, age, experience, and employment position and occupational stress of staff members in catholic primary schools. Demjaha, et al. (2015) investigated the stress causing factors among teachers in elementary schools and their relationship with demographic and job characteristics. Demjaha, Bislimovska, Mijakoshi (2015) examined the level of work-related stress among teachers in elementary schools. The findings revealed that the majority of interviewed teachers perceived their work-related stress as high or very high. Hee et al. (2021) conducted their study on Factors Influencing Job Satisfaction among Academic Staffs.

Job satisfaction of primary teachers is largely dependent on three categories of determinants. They are, namely, factors relating to teachers' characteristics, factors relating to social or community characteristics and factors relating to organizational characteristics. With the change of every organization or every community, the determinants of job satisfaction of the teachers change. Again, job satisfaction depending upon teachers' characteristics also differs with the level of education imparted by the institution. That is, job satisfaction of the teachers belonging to primary school teachers, high school teachers, college teachers and university teachers are supposed to be different. Job satisfaction at work is one of the widely researched areas in the field of different professions, in India few studies has been explored in this concept especially on primary teachers in Vadodara District. Though there is a paucity of researches on job satisfaction of elementary school teachers in India. There are some studies which evince that demographical variable are important determinants of job satisfaction. Thus, it is assumed

that the present study will provide a new information and perspective describing job satisfaction with respect to certain demographical variables among elementary school teachers. Numerous studies found that job stress influences the employees' job satisfaction and their overall performance in their work. Because most of the organizations now are more demanding for the better job outcomes. It is the choice of the teacher to find pleasure in one's threads of work, connection with families of strangers, appreciating the craft of an educator as the rhythm of the years pass by. Above all it is the choice of the teacher to find the purpose of teaching which is to teach children not to seek the best but to seek the deepest, the most varied, the fullest, the calmest and the truest.

CHAPTER III

RESEARCH METHODOLOGY

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3.0.0 INTRODUCTION

Research is a systematic investigation to study the nature of a problem and to find a solution. It is a formal process adhering to certain well-established procedures and methods. The spirit of research guides the investigation. “It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions” (Best and Kahn, 1992).

This chapter gives a brief description of the methodology used in the present study. It explains the sample selected for study, construction of the tool, other tools used in the study, procedure of data collection and statistical analysis of the data collected to study the job satisfaction of elementary school female teachers with respect to emotional intelligence and academic stress.

3.1.0 METHODOLOGY OF THE STUDY

The present study is a survey research. Survey research is a method for collecting and analysing data obtained from a large number of respondents, representing a specific population. The collection of data was done through google form. It is an organized attempt to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. It is concerned with phenomena those are typical of the normal conditions. It seeks to find the real facts with regard to existing conditions. The following methodology of the survey research was used in the present study.

3.1.1 POPULATION OF THE STUDY

The population of the present study comprised of the elementary school female teachers of Vadodara District of Gujarat. Hence, 502 primary school teachers constituted as the population of the present study.

3.1.2 SAMPLE OF THE STUDY

With the help of stratified random sampling method, the sample of the proposed study was drawn. 27 schools were selected randomly from the Vadodara district and all the female teachers in those schools constituted as the sample of the study. The sample size was 120 female teachers working in the elementary schools of Vadodara city.

3.1.3 Tools for Data Collection

The following tools were used for the purpose of data collection in the present study.

a) Job Satisfaction

Job satisfaction of elementary school teachers was measured with the Teacher’s Job Satisfaction Scale (TJSS) developed by Y, Mudgil, I.S. Mulhar & P. Bhatia (2012) to measure

global job satisfaction. The items of the scale are of MCQ (Multiple Choice Question) pattern. The scale was based as 1 for strongly disagree, 2 for disagree, 3 for can't say, 4 for agree and 5 for strongly agree. There are nine dimensions taken for job satisfaction level, such as supervisor and management, colleagues, students, society, institution (school), profession (teaching), personal feelings, salary, and administration. The scale comprised of 91 items. 10 items were taken from the dimension like Supervisor and Management. 11 items were taken on the dimension of colleague's cooperation and motivation, 4 items were taken on the student's satisfaction level, 12 items were taken for the societal support, 8 items were taken for the teaching profession, 27 items were taken as personnel satisfaction, 4 items were taken for salary satisfaction, and 7 items were taken as support from school administration. Fifteen to eighteen minutes of the time was taken by each primary school teacher to complete the survey. All the statements in the scale were positive. The job satisfaction scale is given in Appendix-1.

b) Emotional Intelligence

Emotional Intelligence of elementary school teachers were measured by the Emotional Intelligence Inventory developed by Heather Craig (EI-quiz, Mind Tools, 2019). This scale consists of 15 items based on how one reacts in a particular situation i.e., emotional side in a particular situation. The items of the scale have 5-point response namely 1 never, 2 almost never, 3 sometimes, 4 fairly often and 5 very often. The emotional intelligence includes the awareness of the emotions, how one feels while experiencing any unpleasant emotions, how one calms itself while experiencing the emotional breakdown, being able to cope up with the emotions, building the rapport with others, knowing strengths and weaknesses, etc. The emotional intelligence scale is given in Appendix-2.

c) Academic Stress

Academic Stress of elementary school teachers was measured by the Perceived Stress Scale (PSS) developed by Sheldon Cohen (1994). There were 10 items in this scale. The scale has the rating like, 1 - Not at all, 2 - Rarely, 3 - Sometimes, 4 - Often, 5 - Very often. The academic stress scale is given in Appendix-3.

3.1.4 PROCEDURE OF DATA COLLECTION

The researcher took the permission from the selected elementary schools and gave the questionnaire in google form format. According to the availability of the teachers, the tools were administered on the sample through google form. Hence, data collection procedure was completed during a period of 2 and half months of time.

3.1.5 STATISTICAL ANALYSIS OF DATA

Data were analysed with the help of Excel sheets for mean, median, mode, percentage of mean and standard error of mean and SPSS for correlations. For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean, skewness and kurtosis was used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data. Detailed analysis and interpretation of data is given in chapter IV.

CHAPTER IV

ANALYSIS AND

INTERPRETATION

OF THE DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.0.0 INTRODUCTION

In the previous chapter, a detailed description of the research methodology and tools for data collection was presented. Also, the process of data collection and the methods applied for

analysis and interpretation of the data though various statistical measures were presented. The present chapter deals with the analysis and interpretation of data according to the objectives and hypotheses of the present study. In social science research, where direct knowledge of population parameters is rare, hypothesis testing is the often-used strategy for generalization. The analysis and interpretation of data represents the application inductive logic to the research process. Analysis of data includes the comparison of outcomes of various treatments upon the several groups and making of a decision as to the achievement of the objectives of research.

Analysis of data involves studying material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation and testing of hypothesis.

Guilford and Fruchter (1979) summarized the advantages of statistical thinking and operations in research as under:

- Permit the most exact kind of description.
- Focused to be definite and exact in procedures and in thinking.
- Enables to draw general conclusion.
- Enables to predict

The data collected has been subjected to the statistical treatment as there is no guarantee about the outcomes of objectives only through collection of data or selection of tools. Keeping in view the objectives under investigation, accordingly suitable statistical device has been employed.

The investigator is concerned with the job satisfaction of elementary school female teachers with respect to emotional intelligence and academic stress. Taking into consideration the objectives formulated by present study, the data collected was statistically and analysed by employing various statistical methods viz., Mean, S.D., coefficient of correlation and multiple correlation.

So, the data of the present study involving 120 elementary school female teachers were subjected to

- Descriptive analysis
- Co-relation analysis and

- Multiple correlation analysis

4.1.0 DESCRIPTIVE ANALYSIS

It involves computing of measures of central tendency such as mean and the measures of variability such as standard deviation. The computed value is used to describe the properties of sample. The numerical methods include measures of mean, standard deviation, standard error of mean, frequency and percentage.

4.1.1 Job Satisfaction of Elementary School Female Teachers

Job satisfaction level of elementary school female teachers were measured with the help of job satisfaction scale constructed and validated by Y, Mudgil, I.S. Mulhar & P. Bhatia to measure global job satisfaction. Data analysis for job satisfaction is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figures.

Table 4.1: Mean, Standard Deviation, Standard Error of Mean and Maximum possible score wise distribution of Job Satisfaction of 120 (N) Elementary School Female Teachers with components.

Job Satisfaction and its Components	Maximum score	Mean	Percentage of Mean	S.D.	Standard error of Mean
Job Satisfaction (total)	419	397.67	94.91	13.18	1.20
Supervisor and Management	50	41.34	84.21	5.16	0.47
Colleagues	55	45.86	84.04	4.95	0.45
Students	20	16.84	88.31	2.83	0.26
Society	40	33.62	89.98	4.08	0.37
Institution (school)	59	52.1	97.09	4.94	0.45
Profession	40	35.99	89.75	2.40	0.22
Personal	126	122.34	93.01	1.88	0.17
Salary	20	17.95	82.5	1.22	0.11
Administration	34	31.63	77.34	1.69	0.15

From the table 4.1, it was observed that the mean score of job satisfaction of elementary school female teachers was 397.67 out of the total score of 419 with the standard deviation of 13.18 and the standard error of mean 1.20. From the said mean it can be said that elementary school female teachers were high in their job satisfaction with 94.91% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogeneous with high level of standard error.

From the table 4.1, it was also observed that the mean score of supervisor and management component of job satisfaction of elementary school female teachers were 41.34 out of total score of 50 with the standard deviation of 5.16 and the standard error of mean 0.45. From the said mean it can be said that elementary school female teachers were very high in their supervisor and management dimension of job satisfaction securing only 84.21% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of colleague component of job satisfaction of elementary school female teachers were 45.86 out of total score of 55 with the standard deviation of 4.95 and the standard error of mean 0.47. From the said mean it can be said that elementary school female teachers were very high in their colleague's support dimension of job satisfaction securing only 84.04% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogeneous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of student component of job satisfaction of elementary school female teachers were 16.84 out of total score of 20 with the standard deviation of 2.83 and the standard error of mean 0.26. From the said mean it can be said that elementary school female teachers were very high in their students' dimension of job satisfaction securing only 88.31% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogeneous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of societal component of job satisfaction of elementary school female teachers were 33.62 out of total score of 40 with the standard deviation of 4.08 and the standard error of mean 0.37. From the said mean it can be said that elementary school female teachers were very high in their societal dimension of job satisfaction securing only 89.98% of mean job satisfaction score. Also, from the said standard

deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of institution (schools) component of job satisfaction of elementary school female teachers were 52.1 out of total score of 59 with the standard deviation of 4.94 and the standard error of mean 0.45. From the said mean it can be said that elementary school female teachers were very high in their institutional dimension of job satisfaction securing only 97.09% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of profession (teaching) component of job satisfaction of elementary school female teachers were 35.99 out of total score of 40 with the standard deviation of 2.40 and the standard error of mean 0.22. From the said mean it can be said that elementary school female teachers were very high in their professional dimension of job satisfaction securing only 89.75% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of personal feelings component of job satisfaction of elementary school female teachers were 122.34 out of total score of 126 with the standard deviation of 1.88 and the standard error of mean 0.17. From the said mean it can be said that elementary school female teachers were very high in their personal feelings dimension of job satisfaction securing only 93.01% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of salary component of job satisfaction of elementary school female teachers were 17.95 out of total score of 20 with the standard deviation of 1.22 and the standard error of mean 0.11. From the said mean it can be said that elementary school female teachers were high in their salary dimension of job satisfaction securing only 82.5% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

From the table 4.1, it was also observed that the mean score of administration component of job satisfaction of elementary school female teachers were 31.63 out of total score of 34 with

the standard deviation of 1.69 and the standard error of mean 0.15. From the said mean it can be said that elementary school female teachers were moderate in their administration dimension of job satisfaction securing only 77.34% of mean job satisfaction score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low standard error of mean.

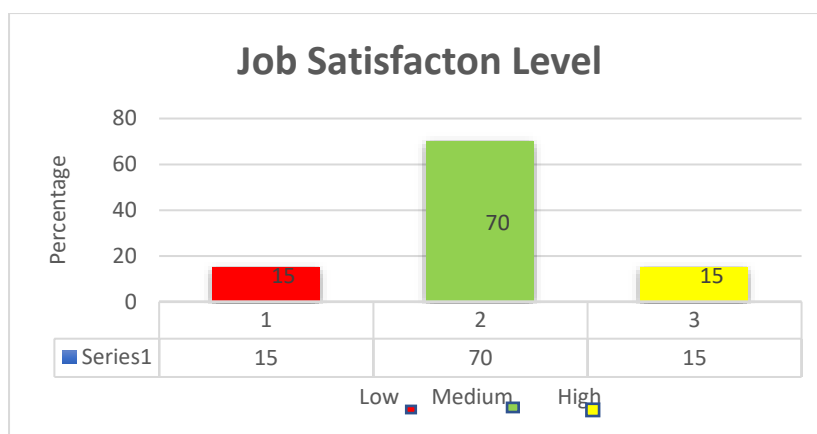
Further description of elementary school female teachers in terms of job satisfaction is given in table 4.2 and figure 4.1

Table 4.2: Frequency and Percentage wise distribution of Elementary School Female Teachers in terms of their Job Satisfaction.

Variable	Level	Frequency	Percentage
Level of Job satisfaction	Low	18	15
	Moderate	84	70
	High	18	15
Total		120	100

The frequencies of elementary school female teachers for high and low group in terms of job satisfaction were found by using the formula $\text{Mean} + \text{S.D}$ and $\text{Mean} - \text{S.D}$ respectively. The percentage for lower group was found by using formula $(\text{frequency of lower group} \times 100 / \text{Total})$. Same way moderate and high percentage was found out.

Figure 4.1: Bar graph showing the Percentage Distribution of Elementary School Female Teachers in terms of high, moderate and low Job Satisfaction.



Elementary school female teachers were divided in the low, moderate and high level of job satisfaction level considering the total score below 383 as low level, considering the total score between 388 – 410 as moderate level and the total score above 419 as high level.

From the table 4.2 and the figure 4.1, it was found that 15% of elementary school female teachers had low level of job satisfaction level, 70% of elementary school female teachers had moderate level of job satisfaction level and rest 15% of elementary school female teachers had high level of job satisfaction level. It has been observed from the same table that a large number of elementary school female teachers were moderate in job satisfaction level.

4.1.2 Emotional Intelligence of Elementary School Female Teachers

Emotional intelligence of elementary school female teachers was measured with the help of Emotional Intelligence Inventory developed by Heather Craig (EI-quiz, Mind Tools, 2019). Data analysis for Emotional intelligence is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figures.

Table 4.3: Mean, Standard Deviation, Standard Error of Mean and Maximum possible score wise distribution of Emotional Intelligence of 120 (N) Elementary School Female Teachers.

Variable	Maximum Score	Mean	Percentage of Mean	S.D.	Standard error of mean
Emotional Intelligence	75	52.85	70.47	7.53	0.68

From the table 4.3, it was observed that the mean score of Emotional intelligence of elementary school female teachers was 52.85 out of total score of 75 with the standard deviation of 7.53

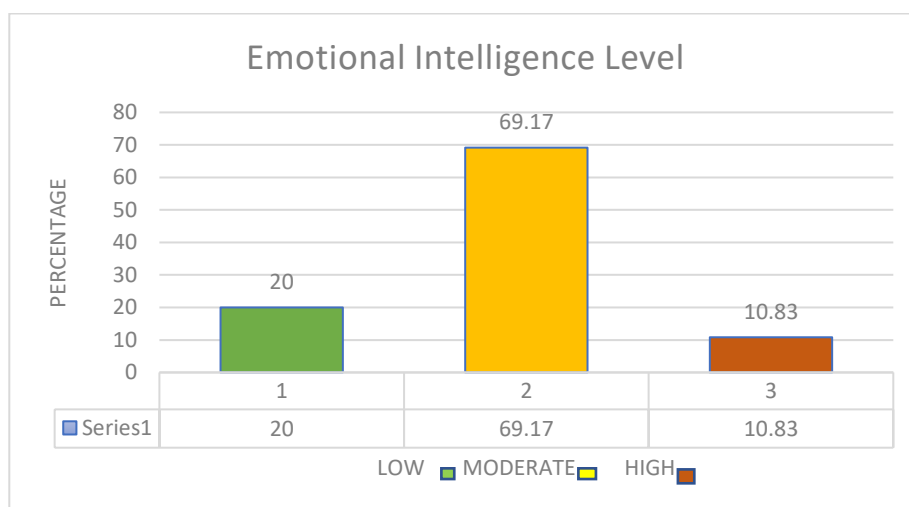
and the standard error of mean 0.68. From the said mean it can be said that elementary school female teachers were moderate in their Emotional intelligence securing 70.47% of mean emotional intelligence. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low standard error.

Table 4.4: Frequency and Percentage wise distribution of Elementary School Female Teachers in terms of the Level of Emotional Intelligence.

Variable	Level	Frequency	Percentage
Job Satisfaction	Low	24	20
	Moderate	83	69.17
	High	18	10.83
Total		120	100

The frequencies of elementary school female teachers for high and low group in terms of emotional intelligence were found by using the formula $\text{Mean} + \text{S.D}$ and $\text{Mean} - \text{S.D}$ respectively. The percentage for lower group was found by using formula $(\text{frequency of lower group} \times 100 / \text{Total})$. Same way moderate and high percentage was found out.

Figure 4.2: Bar graph showing the Percentage Distribution of Elementary School Female Teachers in terms of High, moderate and Low Emotional Intelligence Groups.



Elementary school female teachers were divided in the low, moderate and high level of emotional intelligence considering the total score below 45 as low level, considering the total score between 46 – 60 as moderate level and the total score above 75 as high level.

From the table 4.4 and figure 4.2, it was found that 20% of elementary school female teachers have low level of emotional intelligence, 69.17% of elementary school female teachers have moderate level of emotional intelligence and rest 10.83% of elementary school female teachers have high level of emotional intelligence. It has been observed from the same table that a large number of elementary school female teachers are moderate in emotional intelligence.

4.1.3 Academic Stress of Elementary School Female Teachers

Academic Stress of elementary school female teachers were measured with the help of Perceived Stress Scale (PSS) developed by Sheldon Cohen (1994). Data analysis for Academic Stress is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figures.

Table 4.5: Mean, Standard Deviation, Standard Error of Mean and Maximum possible score wise distribution of Academic Stress of 120 (N) Elementary School Female Teachers.

Variable	Maximum Score	Mean	Percentage of Mean	S.D.	Standard error of mean
Academic Stress	50	41.25	82.5	5.32	0.48

From the table 4.5, it was observed that the mean score of Academic Stress of elementary school female teachers was 41.25 out of total score of 50 with the standard deviation of 5.32 and the standard error of mean 0.48. From the said mean it can be said that elementary school female teachers were high in Academic Stress securing 82.5% of mean coping skill score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low standard error.

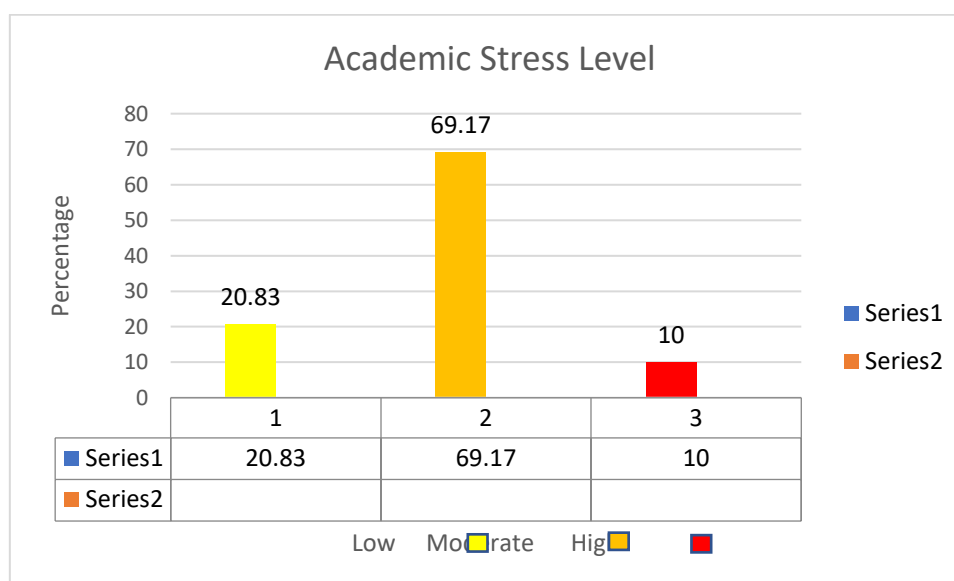
Further description of elementary school female teachers in terms of Academic Stress is given in table 4.6 and figure 4.3.

Table 4.6: Frequency and Percentage wise distribution of Elementary School Female Teachers in terms of high, moderate and Low Academic Stress.

Variable	Level	Frequency	Percentage
Academic Stress	Low	25	20.83
	Moderate	83	69.17
	High	12	10
Total		120	100

The frequencies of elementary school female teachers for high and low group in terms of Academic Stress were found by using the formula Mean + S.D and Mean – S.D respectively. The percentage for lower group was found by using formula (frequency of lower group X 100 / Total). Same way moderate and high percentage was found out.

Figure 4.3: Bar graph showing the percentage distribution of elementary school female teachers in terms of their levels of academic stress



Elementary school female teachers were divided in the low, moderate and high level of academic stress considering the total score below 36 as low level, considering the total score between 37 – 47 as moderate level and the total score above 50 as high level.

From the table 4.5 it was found that 20.83% of elementary school female teachers had low level academic stress, 69.17% of elementary school female teachers had moderate level of academic stress and rest 10% of elementary school female teachers had high level of academic stress. It has been observed from the same table that a large number of elementary school female teachers are moderate in academic stress level.

4.2.0 RELATIONAL ANALYSIS OF DATA

The relationship between job satisfaction, emotional intelligence and academic stress of elementary school female teachers were found out using the statistical measures like Pearson's correlation and the multiple correlation which are given in the following tables. It also helps the researcher to test the formulated null hypothesis related to these three variables.

To find the correlation between job satisfaction and emotional intelligence of elementary school female teachers and to test the H01 i.e., "There will be no significant relationship between job satisfaction and Emotional Intelligence of female teachers working in the elementary schools of Vadodara District." analysed data is presented in table 4.7 followed by the interpretation.

Table 4.7: Coefficient of correlation, level of correlation and significance of Correlation between Job Satisfaction and Emotional Intelligence of Elementary School Female Teachers

Correlation Between	r – Value	Level of Correlation	Significant at 0.01Level
Job Satisfaction and Emotional Intelligence	0.03	Negligible	Not Significant

It has been observed from the table 4.7 that the calculate r-value of the correlation between job satisfaction and emotional intelligence of elementary school female teachers was found to be 0.03 which can be referred very negligible correlation (page. 176 of (Garrett, 2008) between the variables. Further, referring the table 25 (page 201) of (Garrett, 2008) for the degree of freedom (df) 119 at the significant level of 0.01, the calculated value was found to be smaller than the table value (0.228). Hence, the H01 i.e. "There will be no significant relationship between job satisfaction and Emotional Intelligence of female teachers working in the elementary schools of Vadodara District." is retained. So, it can be said that there is very negligible correlation between job satisfaction and emotional intelligence.

To find the correlation between job satisfaction and academic stress of elementary school female teachers and to test the H02 i.e. "There will be no significant relationship between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District." analysed data is presented in table 4.8 followed by the interpretation.

Table 4.8: Coefficient of correlation, level of correlation and significance of Correlation between Job Satisfaction and Academic Stress of Elementary School Female Teachers.

Correlation Between	r – Value	Level of correlation	Significant at 0.01 level
Job Satisfaction and Academic tress	0.53	Moderate/Substantial	Significant

It has been observed from the table 4.8 that the calculate r-value of the correlation between job satisfaction and academic stress of elementary school female teachers was found to be 0.53 which can be referred as positive and moderate correlation (page. 176 of (Garrett, 2008) between the variables. Further, referring the table 25 (page 201) of (Garrett, 2008) for the degree of freedom (df) 119 at the significant level of 0.01, the calculated value was found to be greater than the table value (0.228). Hence, the H02 i.e. “There will be no significant relationship between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District” is rejected. So, it can be said that the correlation between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District was found to be positive, moderate and significant.

To find the correlation between emotional intelligence and academic stress of elementary school female teachers and to test the H03 i.e. “There will be no significant relationship between emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.” analysed data is presented in table 4.9 followed by the interpretation.

Table 4.9: Coefficient of correlation, level of correlation and significance of Correlation between Emotional Intelligence and Academic Stress of Elementary School Female Teachers.

Correlation Between	r – Value	Level of correlation	Significant at 0.01 Level
Emotional Intelligence and Academic Stress	0.22	Low	Not Significant

It has been observed from the table 4.9 that the calculate r-value of the correlation between emotional intelligence and academic stress of elementary school female teachers was found to be 0.22 which can be referred as positive and low correlation (page. 176 of (Garrett, 2008) between the variables. Further, referring the table 25 (page 201) of (Garrett, 2008) for the degree of freedom (df) 119 at the significant level of 0.01, the calculated value was found to be greater than the table value (0.228). Hence, the H03 i.e. “There will be no significant relationship between emotional intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.” is retained. So, it can be said that the correlation between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District was found to be positive, low and not significant.

To find the multiple correlation of between job satisfaction and the predicted job satisfaction on the basis of Emotional Intelligence and academic stress of female teachers working in the elementary schools and to test the H04 i.e. “There will be no significant relationship between job satisfaction and the predicted job satisfaction on the basis of Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.” The summary of multiple correlation is given in table 4.10.

Table 4.10: Summary of Multiple Correlation of Emotional Intelligence (EI) and Academic Stress (AS) on Job Satisfaction (JS) of Elementary School Female Teachers with N=120.

Between Variables	r-value	Multiple Correlation (R)	F value and DF	Level of Significance	SE of R	0.99 Confidence Interval	Degree of R
JS & EI	0.026	0.540	24.112	0.01	0.065	0.37 to 0.71	Moderate
JS & AS	0.531		DF =				
EI & AS	0.226		2/120				

From the table 4.10, the correlations of 0.026, 0.531 and 0.226 were found between the variables Job Satisfaction and Emotional Intelligence, Job Satisfaction and Academic Stress, Emotional Intelligence and Academic Stress respectively. The multiple correlation considering job satisfaction as dependent variable and emotional intelligence and academic stress as independent variables, was found to be 0.540. The F-value of ANOVA for regression-residual model was found to be 24.112 and this F-value was found to be significant at 0.01 level of

significance with the degree of freedom (DF) of 2 and 120. Hence, the multiple correlation between these three variables was found to be significant at our decided level of significance i.e., 0.01. Further analysing, from the same table the standard error of multiple correlation was found to be 0.065. From the said multiple correlation and the standard error of multiple correlation, the 0.99 confidence interval for the population R is from 0.37 to 0.71. The said confidence interval of correlation can be considered as moderate or substantial (page. 176) of (Garrett, 2008). So, on the basis of this analysis the calculate R can be considered as moderately significant. Hence, the H04 i.e. “There will be no significant relationship between job satisfaction and the predicted job satisfaction on the basis of Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.” is rejected and it can be said that emotional intelligence and academic stress had moderately significance influence on the job satisfaction of elementary school female teachers.

4.3.0 CONCLUSION

The present chapter described in details the descriptive and relational analysis of data related to job satisfaction, emotional intelligence and academic stress of elementary school teachers. The major findings and discussion thus obtained from the analysis have been summarized and presented along with a brief report of the research study in the next chapter.

The present scenario of education in our country is deteriorating its standards both qualitatively and quantitatively. The society looks upon the teacher as a path-finder to carry the torch of learning forward and to alleviate people in distress and depression towards higher levels of thought and action in morality and intellect. Teachers are the main architect of building the nation. It is said that as is the teacher so is the nation. On the way round, as the teacher is satisfied with the job so satisfied is the nation. The Education Commission (1964-66) has rightly commended that the destiny of India is now being shaped in her classroom. Job satisfaction of elementary teachers is, therefore, an important aspect to be considered in making education system efficient. Provision of equality education deserves engagement of satisfied and able teacher and retention of them. A teacher has to be professionally sound, emotionally stable, and economically independent and socially well adjusted.

CHAPTER V

SUMMARY, DISSCUSSION

AND CONCLUSION

CHAPTER V

SUMMARY, DISSCUSSION AND CONCLUSION

5.0.0 INTRODUCTION

This chapter presents the summary of the entire study, major findings of the present study, discussions of the major findings and suggestions for the future endeavours. The findings are drawn out from the analysis of the data and the interpretations of the data arrived from the data analysed.

5.1.0. OVERVIEW OF THE STUDY

Comprehensive educational system is viewed as the foundation of a developing country. The realization of such educational system largely depends on the teachers, thereby making the profession of teaching more challenging and demanding. The situation has forced teachers into a hectic and busy schedule which has made them to experience high level of stress, unhappiness and job dissatisfaction in recent time (Salim, et. al. 2012). In addition to this, teachers are forced to undertake certain tasks which are not mend for them. Students' performance and development are related to teachers' efficiency to teach and function expertly.

Today, when we conceptualize the role of a teacher, he/she plays roles of manager, curriculum planner, resource manager, managing examination, managing co-curricular activities, time management, conflict management, management of innovation and change, etc. Teachers like planners or architects are continuously involved in making innumerable practical, small and big decisions every day which are of great importance to the students, colleagues and management (Srivastava 1997).

The Education Commission (1964-66), popularly known as Kothari Commission emphasized that the most urgent need was to upgrade the remuneration of teachers substantially, particularly at the school stage. Scale of pay of school teachers belonging to the same category but working under different managements, such as government, local bodies or private managements should be the same. National Policy on Education (1968) emphasized on enrichment of curricula and improvement of textbooks and teaching methods. The Ministry of Education document "Challenge of Education: A Policy Perspective" (1985) has mentioned that, teacher's performance is the most crucial input in the field of education. The National Policy on Education (1986) reiterated the position of teachers strongly by saying that no people can rise above the level of its teachers. Teachers should have the freedom to innovate, to device

appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. The National Policy on Education (NPE) (1986, 1990) recognized the decline in teachers' status, the deteriorating service conditions, lower standards of teacher training, and the isolation at work. The decline in status has a direct bearing on the quality of education imparted and the manner in which teachers perform their duties. It envisaged landmark changes, covering a broad range of aspects including curriculum, textbooks, academic support to teachers, and provision of better infrastructure to schools and improving pupil – teacher ratios in school. Ramamurti Committee and CAGE Committee (1990-92) both laid emphasis on the training of teachers.

The centrality of the teachers' role in teaching –learning context requires that they enjoy high standards of physical and psychological well-being. Teachers living in poor conditions, having chronic deficiencies, falling sick off and on, having a low self-esteem and sagging morale cannot be the role models for students besides being unable to function in an efficient and effective manner. National Knowledge Commission (2009) recommends that both pre- service and in-service teacher education programs are subject to the same regulatory, authority and with adequate monitoring of the training provide by private organizations. XI Plan (2007-12) says to recruit additional teachers to deal with single teacher schools and multi grade teaching with mandatory two-third new teachers to be female for primary classes.

National Educational Policy (NEP – 2019) says that teachers will be recruited through robust, transparent processes, promotions will be merit-based, multi-source periodic performance appraisals will happen and progression paths to become educational administrators or teacher educators will be available. This Policy aims at appropriately integrating technology into all levels of education to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Some key initiatives are capacity development of teachers by continuously sensitizing them, creating alternate pathways for recruitment of teachers from educationally under-represented groups, restricting the pupil teacher ratio in schools with a high proportion of learners from educationally underrepresented groups to not more than 25:1, creation of inclusive school environments through establishment of mechanisms which address harassments, intimidations and gender-based violence and eliminate exclusionary practices, revising curriculum to make it inclusive.

Rejuvenating academic support institutions with a careful plan to strengthen all existing academic support institutions will be accorded priority. All teachers will be able to move into

either educational administration or teacher education after a minimum number of years of teaching experience. In the long term, all educational administrative positions will be reserved for outstanding teachers who are interested in administration.

Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. Every employee wants a strong career growth and work life balance at workplace. Job satisfaction is difficult to define because it is intangible, unseen, unobserved variable and a complex assemblage of cognitions and emotional feeling, behaviour tendencies and academic stress.

Importance of Job Satisfaction: Job satisfaction from an employee perspective is to earn a good gross salary, have job stability, have a steady career growth, get rewards and recognition and constantly have new opportunities. For an employer, job satisfaction for an employee is an important aspect to get the best out of them. A satisfied employee always contributes more to the company, helps control attrition and; helps the company grow.

The positive effects of job satisfaction include: efficiency of employees, more commitment, higher profits for companies, high employee retention.

Job Satisfaction Factors includes: Compensation and; Working conditions. Work life balance. Respect and Recognition, Job security, Challenges, Career Growth.

Job Satisfaction Facets Description includes: According to Spector (1997), Pay, Promotion, Supervision, Benefits, Contingent rewards, Operating conditions, Co-workers, Nature of work, Communication. Sierpe (1999) argues that job satisfaction is associated with eight facets and these include salary, promotion, supervision, fringe benefits, rewards, procedures, workmates and the nature of the job.

Emotion is a wide range of observable behaviours, expressed feelings, and changes in the state of mind and body. Feelings, emotions, our likes, and dislikes, give our individual lives meaning and cause us to be happy or unhappy, satisfied or dissatisfied. According to Daniel Goleman, there are five main elements of emotional intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills.

Academic stress is the anxiety and stress that comes from schooling and education. A number of stress causes for teachers, including: High job demands, Pupil misbehaviour, Poor working conditions, Poor relationships at work, Role conflict, Role ambiguity, Lack of autonomy, Poor school ethos and lack of developmental opportunities.

Effects of academic stress includes: lot of work responsibilities, Academic pressure, Family duties, financial hardship, abuse.

Factors causing academic stress: Being overworked and working long hours, Feeling unappreciated at work, Doing work that is not meaningful or that is repetitive and not challenging, Having a poor understanding of job expectations and duties, Having expectations that are overly demanding, Lacking control over work, Being a poor fit for a particular job or duties, Having different values from the company or employer, Difficult relationships with co-workers, Harassment from a boss or other person in a position of power.

Principles of Stress Management: Self-knowledge, Self-acceptance and confidence, Enlightened self-interest, Tolerance for frustration and discomfort, Long-range enjoyment, Risk-taking, Moderation, Emotional and behavioural responsibility, Self-direction and commitment, Flexibility, Objective thinking, Acceptance of reality.

5.2.0 REVIEW OF RELATED LITERATURE

The reviewed literature was categorized into the following three categories: studies on job satisfaction, studies on emotional intelligence and studies on academic stress. The implications of the reviewed literature for the present study are as follow.

Review of the literature is the very important part of any research to know about the area of the study. Many studies related to job satisfaction and emotional intelligence, job satisfaction and academic stress have been conducted in the past. The main aim of understanding job satisfaction and emotional intelligence and academic stress is to know the relationship between them. On the basis of the analysis of the previous studies conducted on the variables, job satisfaction, emotional intelligence and academic stress, it was found that survey method was followed by the researchers in most of the studies.

5.3.0 RATIONALE OF THE STUDY

In today's scenario, a teacher's role has changed from chalk and duster, to a planner, manager, designer, director, researcher, psychologist, philosopher, sociologist, artist, friend, guide, role model, well-wishers, organizer, etc. With the development in the technology and its use in the school as teaching aid, lesson planning, module developer; knowledge explosions; family problems and its responsibility; social issues; behavioural problems of students; adjustments with colleagues and management are other challenges that make a teacher's role more complex. They experience the problem of role conflict, which arises more when they ignore their

household duties and responsibilities and give more importance to their career. The dual role of women employees of handling household responsibility and career in their life faces more difficult and challenging. Balancing work-life and professional life is becoming a major issue to maintain well. Such conflict role creates stress. They have to face not only physical but also mental stress. The abilities to cope up with physical and mental stress are limited. Teaching is one of the most underpaid jobs barring some schools which strictly adhere to pay commission of scales. Even appreciation in form of financial incentive is not a very popular culture.

There is evidence that emotional intelligence affects job satisfaction of employees. Awareness of interpersonal emotions can help the regulation of negative feelings and emotions and thus the individual will have a better performance in their job; better performance will in turn set the foundations for job satisfaction. It seems that employees with high emotional intelligence will be more satisfied with their jobs, for they will identify the sense of despair and stress more easily and will reduce it. Meanwhile results of different research studies have shown that people with less workplace stress enjoy a higher level of job satisfaction. Further, researchers have come to the conclusion that people with higher emotional intelligence are at a favourable level of life satisfaction, while job satisfaction is a small portion of the larger concept of life satisfaction.

Whenever there is mention of teaching profession, society respects teacher not because of teaching profession but because teachers chose to be a teacher instead of what a fancy college degree expected to become. So, the researcher, in the study is willing to identify the issues related to the women teachers who play the dual role as teachers and a very responsible member of her family. This study will try to give a picture of a gap between the different policies recommendations and actually they are followed or not in relation to emotional intelligence and academic stress in their job satisfaction level. It will also deal the background variable related to the school and home environment.

5.4.0 STATEMENT OF THE PROBLEM

A Study on Job Satisfaction of Elementary School Female Teachers with Respect to Emotional Intelligence and Academic Stress

5.5.0 OBJECTIVES OF THE STUDY

1. To assess the level of Job Satisfaction of female teachers working in the elementary schools of Vadodara District.

2. To study the Emotional Intelligence of female teachers working in the elementary school of Vadodara District.
3. To study the Academic Stress of female teachers working in the elementary schools of Vadodara District.
4. To study the relationship of Job Satisfaction with the Emotional Intelligence of female teachers working in the elementary schools of Vadodara District.
5. To study the relationship of Job Satisfaction with the Academic Stress of female teachers working in the elementary schools of Vadodara District.
6. To study the relationship of Emotional Intelligence with the Academic Stress of female teachers working in the elementary schools of Vadodara District.
7. To study the relation of both Emotional Intelligence and Academic Stress with Job Satisfaction of female teachers working in the elementary schools of Vadodara District.

5.6.0 HYPOTHESIS

Following null hypothesis will be formulated and tested at 0.05 level of significance.

Ho1. There will be no significant relationship between job satisfaction and Emotional Intelligence of female teachers working in the elementary schools of Vadodara District.

Ho2. There will be no significant relationship between job satisfaction and academic stress of female teachers working in the elementary schools of Vadodara District.

Ho3. There will be no significant relationship between Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.

Ho4. There will be no significant relationship between job satisfaction and the predicted job satisfaction on the basis of Emotional Intelligence and academic stress of female teachers working in the elementary schools of Vadodara District.

5.7.0 EXPLANATION OF THE TERMS

Job satisfaction: A feeling of fulfilment or enjoyment that person derives from their job.

Emotional intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Academic stress: Academic stress is the anxiety and stress that comes from schooling and education.

Elementary school: The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old.

5.8.0 OPERATIONAL DEFINATION OF TERMS

Job Satisfaction: Score obtained by elementary school teachers in the Teacher's Job Satisfaction Scale (TJSS) tool was developed by Y, Mudgil, I.S. Mulhar and P. Bhatia to measure global job satisfaction.

Emotional Intelligence: Score obtained by elementary school teachers in the Emotional Intelligence Inventory tool developed by Heather Craig (EI-quiz, Mind Tools, 2019) will be their Emotional Intelligence.

Academic stress: Score obtained by elementary school teachers in Perceived Stress Scale (PSS) tool developed by Sheldon Cohen (1994) will be their Academic Stress.

5.9.0 DELIMITATION OF THE STUDY

The following study is delimited to female teachers of Vadodara District.

5.10.0 METHODOLOGY

The present study is a survey research. Survey research is a method for collecting and analysing data obtained from a large number of respondents, representing a specific population. The collection of data will be done through google form. It is an organized attempt to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects, attitudes and beliefs. It is concerned with phenomena those are typical of the normal conditions. It seeks to find the real facts with regard to existing conditions. The following methodology of the survey research was used in the present study.

5.11.0 Population

The population of the present study comprised of the elementary school female teachers of Vadodara District of Gujarat State. Hence, 502 elementary school teachers will constitute as the population of the present study.

5.12.0 Sample

With the help of stratified random sampling method, the sample of the proposed study was taken. A required number of schools was selected randomly and all the female teachers in those schools was constituted as the sample of the study. The sample size was 120 female teachers working in the elementary schools of Vadodara city.

5.13.0 Tools for Data Collection

a) Job Satisfaction

Score obtained by elementary school teachers in the Teacher's Job Satisfaction Scale (TJSS) tool was developed by Y, Mudgil, I.S. Mulhar and P. Bhatia to measure global job satisfaction.

There are nine dimensions taken for job satisfaction level, such as supervisor and management, colleagues, students, society, institution (school), profession (teaching), personal feelings, salary, and administration. The reliability was worked out by both the split half and test-retest methods. The reliability coefficients were 0.85 and 0.95 respectively. The scale was validated against Brayfield and Rather's (1951) Job Satisfaction index. The validity coefficient was worked out and it was found to be 0.87. Since both the reliability and validity coefficients were significant at 0.01 levels.

b) Emotional intelligence

Score obtained by elementary school teachers in the Emotional Intelligence Inventory tool developed by Heather Craig (EI-quiz, Mind Tools, 2019) will be their Emotional Intelligence. This scale consists of 15 items based on how one reacts in a particular situation i.e., emotional side in a particular situation. The items of the scale have 5-point response namely 1 never, 2 almost never, 3 sometimes, 4 fairly often and 5 very often. To consider EI as a scientific construct, it is necessary to determine whether EI is a measurable phenomenon (Matthews et al., 2004). Self-report measures of EI have shown satisfactory internal consistency reliably across a variety of cultures, as well as more than adequate levels of test-retest reliability over 1 – and 4-month periods (Matthews et al., 2004).

c) Academic stress

Score obtained by elementary school teachers in Perceived Stress Scale (PSS) tool developed by Sheldon Cohen (1994) will be their Academic Stress. There is total 10 items in this inventory. The scale is 1 - Not at all, 2 - Rarely, 3 - Sometimes, 4 - Often, 5 - Very often.

Psychometric properties of PSS were investigated by confirmatory factor analysis (construct validity), Cronbach's alpha (reliability), and by investigating relations with the DASS-21 scores and the number of symptoms, across individuals' characteristics. The two-factor structure of PSS-10 and PSS-14 was confirmed in our analysis. We found satisfactory Cronbach's alpha values (0.82 for the full scale) for PSS-14 and PSS-10 and marginal satisfactory values for PSS-4 (0.69). PSS score exhibited high correlation coefficients with DASS-21 subscales scores, meaning stress ($r = 0.64$), depression ($r = 0.61$), and anxiety ($r = 0.54$).

5.14.0 Procedure of Data Collection

The researcher took the permission from the selected elementary schools. According to the availability of the teachers. The questionnaire was given in the google form to collect the data as due to covid-19 – a global pandemic, it was not possible to collect all the data physically. Hence, data collection procedure was completed during a period of two months.

5.15.0 Statistical Analysis of Data

Data were analysed with the help of Excel Sheet for mean, median, mode, standard deviation, standard error of mean and percentage of mean and SPSS for correlations. For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean, skewness and kurtosis was used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data.

5.16.0 MAJOR FINDINGS OF THE STUDY

Following major findings were drawn from the analysis and interpretation of data:

- (i) Job Satisfaction of elementary school female teachers were found high in their job satisfaction level with 397.67% of mean score. The group was found to be homogenous in terms of their mean job satisfaction score. Teachers were also found with similar mean score ranging from 17.95% to 122.34% in all the nine dimensions of job satisfaction supervisor and management, colleagues, students, society, institution (school), profession (teaching), personal feelings, salary, and administration. Out of these elementary school female teachers 15% were found low, 70% were found moderate and 15% were found high in their job satisfaction.
- (ii) Elementary school female teachers were found moderate in their emotional intelligence with 52.85 % of mean score. The group was found to be homogenous in terms of their mean

emotional intelligence score. Out of these elementary school female teachers 20 % were found low, 69.2% were found moderate and 10.83% were found high in their emotional intelligence.

(iii) Elementary school female teachers were found low in their academic stress with 41.25 % of mean score. The group was found to be homogenous in terms of their mean academic stress score. Out of these elementary school teachers 69.16% were found moderate, 20.83% were found low and 10% were found high in their academic stress.

(iv) The correlation between job satisfaction and emotional intelligence of elementary school female teachers was found to be negligible.

(v) The correlation between job satisfaction and academic stress of elementary school female teachers was also found to be positive, moderate and significant.

(vi) The correlation between emotional intelligence and academic stress of elementary school female teachers was also found to be positive, low and not significant.

(vii) The multiple correlation of Emotional intelligence and Academic stress have moderate influence on the Job Satisfaction of the elementary school female teachers.

5.17.0 DISCUSSION

Teachers are pillars of the nation. They help in building good citizens of the country. They play major role in the field of education. Their roles include mentor, coordinator, planner, organizer, counsellor, etc.

One of the important objectives was to define job satisfaction along with its dimensions and to develop the tool to know the job satisfaction level of elementary school female teachers of Vadodara district. The dimensions of this component were identified through in-depth study and review of literature related to job satisfaction. The identified dimensions of job satisfaction were supervisor and management, colleagues, students, society, institution (school), profession (teaching), personal feelings, salary, and administration.

The findings of the present study revealed that nearly 70% of the secondary school teachers were moderate in their job satisfaction. The mean, standard deviation and the standard error of mean of the job satisfaction of elementary school female teachers were 397.67, 13.17 and 1.20 respectively that explains that the score of distribution is clustered more in the centre of the graph. The findings were supported by study conducted by Bindu (2007) while the other research studies by Duggal (2004), Babu S (2008) and Kumar A (2004) revealed that emotional

intelligence and occupational stress played an important role in their job satisfaction. It also states that a teacher with high job satisfaction can be an effective resource for the organization and employer. The findings related to relational analysis of the data revealed that there is low and significant relation between job satisfaction and emotional intelligence of teachers. Job satisfaction also has a high and significant relationship with academic stress as well. These findings are supported by the study conducted of Kinman, et. al (2011).

The findings of the present study involving emotional intelligence revealed that nearly 69.16% of the elementary school female teachers were moderate. The mean, standard deviation 70 and the standard error of mean of the emotional stability of secondary school teachers were 52.85, 7.52 and 0.68 respectively which explains that the score of distribution is clustered more in the centre of the graph compared to the other parts. The findings are supported by study conducted by Hendee (2002) and Thomas and Tram (2006) while there are other research studies by Hasankhoyi (2006) and Yin, Hongbiao (2015) which reveal that emotional intelligence of teachers have an impact on their job satisfaction. It also reveals that a teacher with high emotional intelligence can be an effective source for the overall job satisfaction level. The findings related to relational analysis of the data stated that there is low and significant relation between job satisfaction and emotional intelligence of teachers. The results for the component involving job satisfaction also showed results of similar kind which were supported by the findings of the study conducted by Singh, Bhagat; Kumar, Arun (2016).

The other aspect of the study was the job satisfaction and academic stress of the teachers. When this component was further studied the analysis revealed that nearly 69.16% of the elementary school teachers were moderate in academic stress. The mean, standard deviation and the standard error of mean of academic stress were 41.25, 5.32 and 0.48 respectively that explains that the score of distribution is clustered more in the centre of the graph. Due to a paucity of articles related to academic stress, other studies analysing academic stress and job satisfaction were reviewed to draw conclusions for the present study. The studies related to academic stress, conducted by Alexandros-Stamatios et. al., (2003), Mishra (2004), and Hasan (2014) explained that level of academic stress plays a vital role in the job satisfaction of elementary school teachers. The studies conducted by Nobile (2014) and Demjaha, et. al. (2015) showed that job satisfaction is related to academic stress. The studies related to academic stress conducted by Hee, et.al. (2021), Singla G (2006), Sharma and Bansal (2005) conducted a study on the occupational stress among employees from different careers and found that it is important to be stress-free for personal well - being, professional satisfaction and motivation at work place.

Lasky (1995), Russo and Vitaliano (1995), Sarantakos, (1996) demands associated with family and finances can be a major source of 'extra organizational' stress. Hence, there reviewed literature was beneficial for the investigator to define academic stress and design a tool to collect the data for the same. As academic stress level is necessary to implement job satisfaction of teachers, the teachers with low academic stress can be an asset for the schools.

5.18.0 IMPLICATION OF THE PRESENT STUDY

The following implications were drawn from the major findings of the present study:

The findings can give suggestions to government and non- government schools to organise such programs which takes care of the needs of teachers. Such as promotions, giving incentives, giving recognitions, giving appreciations, certificates etc. on regular basis.

The findings also suggest that regular sessions should be kept for teachers with the counsellor, so that the teachers can share their problems professionally and personally and come with proper solutions to increase job efficiency. Teachers need to take care of different emotions and cope up with them.

The findings also suggest that female teachers should work on themselves for reducing academic stress.

The findings also suggest that schools should focus on the stress management skills of the teachers which will benefit them in future. For this the teachers can be given performance appraisals, performance management workshop, refresher courses on regular basis can be arranged.

5.19.0 SUGGESTION FOR FURTHER STUDIES

The present research was limited to Elementary School Female Teachers schools of Vadodara District in Gujarat. The researcher would like to suggest some more area and issues for the further studies which are as below:

- The studies could be conducted with a little bigger sample.
- Job Satisfaction scale could be standardized and can be used for different sample.
- Apart from emotional intelligence and academic stress, some other variables such as spiritual intelligence, multiple intelligence, self-efficacy, meta cognition, thinking styles, training, commitment, transformational leadership, motivation, autocratic leadership, etc. could be taken for the research.

- Job Satisfaction of teachers could be studied with few personal, social and academic variables.
- The studies should be conducted for the teachers' conditions during global pandemic such as work from home, salary cut, online class management, forceful pressure to resign as could not pay the salaries or demanding teachers to go for long leaves without pay.

5.20.0 CONCLUSION

The present study was conducted with the objective to determine the level of job satisfaction, emotional intelligence and academic stress of elementary school female teachers and to determine the relationship among these variables. The findings of the study revealed that most of the elementary school female teachers have moderate level of job satisfaction, whereas, teachers were found low in academic stress in job satisfaction. The study also revealed that emotional intelligence and academic stress had moderate significance influence on the job satisfaction of elementary school female teachers. Hence, attempt could be taken to stabilize the academic stress of teachers. Further, by concentrating on job satisfaction level of elementary school female teachers can help in making a group of efficient teachers and preparing them for the future education system. Though teachers are high in their emotional intelligence, they could be motivated to show it in their teaching learning skill in schools.

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APPENDICES

APPENDIX – I

Job Satisfaction

Job satisfaction of elementary school teachers was measured with the Teacher's Job Satisfaction Scale (TJSS) developed by Y, Mudgil, I.S. Mulhar & P. Bhatia (2012) to measure global job satisfaction.

Dear Friend,

I am working on my M. Ed Dissertation; the purpose of the study is to find out the gap in the satisfaction level of job at different parameters. According to Hoppock R (1935) the concept of job satisfaction is any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say: I am satisfied with my job.

While completing this survey, please note that here is no right or wrong answer to each question, so please answer each question honestly. You are assured that all your responses will be kept confidential and used for research purpose only.

1. Name - _____
2. Age - _____
3. Name of the school currently working or last worked school -

4. Number of years of experience as a teacher -

5. In which salary bracket do you fall?
 - 5K to 15K
 - 15K to 25K
 - 25 K to 35K
 - 35 K to 45 K

You are already working as a teacher, so with reference to your experiences, you are requested to respond to the following statements that aim to find out about your job satisfaction level. The statements are presented as a five-point scale, viz., 5 - Strongly Agree, 4 - Agree, 3 - Can't Say, 2 - Disagree, 1 - Strongly Disagree. Please tick in the appropriate box against each of the statements.

Particulars	1. Strongly Disagree	2. Disagree	3. Can't Say	4. Agree	5. Strongly Agree
1. In my profession, people get promotion due to personal pulls.					
2. The service conditions here are at least at par with those provided by other institutions.					
3. The school administration extends every possible help to teachers during any emergency.					
4. For the sake of higher salary, I am prepared to change my profession.					
5. I usually discuss my problems/ achievements with my colleagues.					
6. Most of my colleagues work under duress and fear.					
7. Teachers are considered to be the national builders.					
8. I have no regret in joining this school.					
9. My Heads / Seniors sympathetically listen to my difficulties.					
10. My income is sufficient to maintain my family according to my status.					
11. The overall working conditions in my school are satisfactory.					
12. Teaching is undoubtedly the best profession.					
13. Even on the same salary and grade, I would like to move to another institution.					
14. I think that the work I am doing is interesting.					
15. I am often given such order by my superiors, which are difficult to carry out					
16. Teaching profession provides better facilities for the education of teacher's wards (children).					

17. My work provides opportunity to display my talent and skill.					
18. The promotions/ appointments in this institution are usually merit-based.					
19. I used to feel/ am feeling insecure in the probationary period.					
20. The seating arrangement for the students in the classroom is inadequate.					
21. Excepting Head of the Departments/ Principals Senior members, other teachers are not involved in policy formulation.					
22. Salary grades in my profession are inadequate.					
23. I have to face unnecessary harassment in the imbursement of medical bills.					
24. Most of the people at my work place misunderstand me.					
25. I have adequate time to my research pursuits.					
26. Text and reference books are usually available in the library.					
27. My colleagues are very helpful.					
28. My job has scope for promotions in time.					
29. It is very difficult to maintain discipline in classes these days.					
30. Hard and conscientious (dedicated) work pay in teaching profession.					
31. The thought of future mishaps make me worried.					
32. My job allows me sufficient time for rest and recreation.					
33. I feel/would feel more secure after being confirmed in job.					

34. My seniors appreciate my academic knowledge and abilities					
35. The physical facilities (classroom, laboratory equipment etc.) are sufficient for the number of students admitted to the class.					
36. I am happy with the academic environment of my school.					
37. My profession is respected by others.					
38. My Head of the Department/Principal usually give sympathetic hearing to any problem brought to his/her notice.					
39. There are no perks in my profession.					
40. I am sure the school administration would grant me leave if I get on opportunity to go abroad for further studies/research work.					
41. The Principal thinks that most of the teachers are hard working.					
42. I would advise my children to adopt teaching profession					
43. I generally feel tired after returning from my school.					
44. I am happy with the leave rules of my school.					
45. People join teaching profession as a last resort when they have failed to get into any other profession.					
46. I sometimes feel like giving up this job and taking up some other job.					
47. Still good teachers are respected by their students.					
48. The school administration believes that teachers' welfare is their own welfare.					
49. I think teaching profession commands respect in society.					

50. Teacher's workload should be drastically cut.					
51. I love my job.					
52. Even small things hurt my feelings.					
53. My annual salary increments are released in time by the administrative office unless reminders are sent by me.					
54. Teachers should be available to students in the school for about 7.5 hours daily as recommended by the MHRD.					
55. I feel that I have no job involvement.					
56. Teachers lead isolated life in society.					
57. School administration is full of bureaucracy.					
58. Political changes at the state level affect teachers.					
59. I usually think that I could have earned more, if I had joined any other profession					
60. Grants for the development of my school are usually inadequate.					
61. I would feel more secure for the old age if the job was pensionable (not to be answered by Govt, employees)					
62. I think that I have selected the right job for myself.					
63. While going to bed I often get ideas linked with my job, which keep me, awake for quite some time.					
64. My students usually come to me to discuss their difficulties.					
65. My employer provides me with adequate medical facilities.					
66. My neighbours are indifferent to me because being a teacher, I have no administrative power inherent in public servants					

67. It is usually difficult to locate a required book/journal periodical in the library					
68. I sometimes feel that there is none in my profession in whom I can confide.					
69. Teachers' Association is absolutely necessary in my school.					
70. I have also to work with people whom I do not like.					
71. Most of the teachers cannot put best in their profession because of economic worries.					
72. No one tells me that I am a good teacher.					
73. I am not getting ahead in my present teaching position.					
74. Working conditions in my school can be improved.					
75. I receive recognition from my immediate supervisor.					
76. I do not have the freedom to make my own decisions.					
77. My immediate supervisor offers suggestions to improve my teaching.					
78. The administration in my school does not clearly define its policies.					
79. My immediate supervisor gives me assistance when I need help.					
80. Working conditions in my school are comfortable.					
81. Teaching provides me the opportunity to help my students learn.					
82. I like the people with whom I work.					
83. I am afraid of losing my teaching job.					
84. I am responsible for planning my daily lessons.					

85. My colleagues provide me with suggestions or feedback about my teaching					
86. I do not get cooperation from the people I work with.					
87. I receive too many meaningless instructions from my immediate supervisor.					
88. My immediate supervisor is not willing to listen to suggestions.					
89. Teaching provides a good opportunity for advancement.					
90. My interests are similar to those of my colleagues.					
91. I have made lasting friendships among my colleagues.					

APPENDIX– II

Job Satisfaction and Emotional Intelligence

INSTRUCTION

Emotional Intelligence of elementary school teachers were measured by the Emotional Intelligence Inventory developed by Heather Craig (EI-quiz, Mind Tools, 2019).

Answer each statement as you actually are, rather than as you think you should be. The scale is 1 - Not at all, 2 - Rarely, 3 - Sometimes, 4 - Often, 5 - Very often.

Particulars	1. Not at all	2. Rarely	3. Sometimes	4. Often	5. Very Often
1. I can recognize my emotions as I experience them.					
2. I lose my temper when I feel frustrated.					
3. People have told me that I'm a good listener.					
4. I know how to calm myself down when I feel anxious or upset.					
5. I enjoy organizing groups.					
6. I find it hard to focus on something over the long term.					
7. I find it difficult to move on when I feel frustrated or unhappy.					
8. I know my strengths and weaknesses.					
9. I avoid conflict and negotiations.					
10. I feel that I don't enjoy my work.					
11. I ask people for feedback on what I do well, and how I can improve.					
12. I set long-term goals, and review my progress regularly.					
13. I find it difficult to read other people's emotions.					

14. I struggle to build rapport with others.					
15. I use active listening skills when people speak to me.					

APPENDIX – III

Job Satisfaction and Academic Stress

INSTRUCTION

Academic Stress of elementary school teachers was measured by the Perceived Stress Scale (PSS) developed by Sheldon Cohen (1994).

The questions in this scale ask you about your feelings and thoughts during the last month. This is to measure academic stress at workplace. In each case, you will be asked to indicate by ticking how often you felt or thought a certain way. 1 = Never, 2 = Almost Never, 3 = Sometimes, 4 = Fairly Often, 5 = Very Often

Particulars	1. Never	2. Almost Never	3. Sometimes	4. Fairly Often	5. Very Often
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and “stressed”?					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
5. In the last month, how often have you felt that things were going your way?					
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
7. In the last month, how often have you been able to control irritations in your life?					

8. In the last month, how often have you felt that you were on top of things?					
9. In the last month, how often have you been angered because of things that were outside of your control?					
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					