EXPLORING THE ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG TEACHERS

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submitted in partial fulfillment of the requirements for the award of the Degree of Master of Psychology (Clinical and Counselling) to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of Ms. Upasana Moten, Assistant Professor.

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c) All sources of information used in this study have been duly acknowledged.

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LIST OF ABBREVIATION

ABBREVIATION	FULL FORM
BEIS-10	Brief emotional intelligence scale (10 - item version)
EI	Emotional intelligence
MSQ	Minnesota satisfaction questionnaire
M	Mean
n	Number of participants/Sample size
r	Pearson Correlation coefficient
p	Probability value (level of significance)
SPSS	Statistical Package For The Social Sciences
JS	Job satisfaction
t	t-test value
SD	Standard Deviation
EQ	Emotional Quotient
GOVT.	Government
PVT.	Private
No.	Number
%	Percentage
SIG	significance

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ABSTRACT

The present study aimed to examine the relationship between emotional intelligence and job satisfaction among teachers. Teaching is a profession that requires both cognitive and emotional competencies, and emotional intelligence plays an important role in managing professional responsibilities and interpersonal relationships.

The study was conducted on a sample of 209 teachers from various schools and colleges. Data were collected using standardized tools, namely the Brief Emotional Intelligence Scale (BEIS-10) and the Minnesota Satisfaction Questionnaire (MSQ). The data were analyzed using statistical techniques such as mean, standard deviation, Pearson correlation, and t-test.

The findings revealed a significant positive relationship between emotional intelligence and job satisfaction among teachers. This indicates that teachers with higher emotional intelligence tend to experience higher levels of job satisfaction. The results also showed that there was no significant difference in emotional intelligence and job satisfaction based on gender.

The study highlights the importance of emotional intelligence in enhancing teachers' well-being and professional effectiveness. It is suggested that educational institutions should focus on developing emotional intelligence among teachers to improve job satisfaction.

Keywords: Emotional Intelligence, Mood State, Job Satisfaction, Emotional Regulation,

CHAPTER I

INTRODUCTION

Teaching is one of the most demanding professions, requiring not only intellectual engagement but also emotional resilience and interpersonal sensitivity (Brackett, 2010).In the current educational climate, teachers are frequently exposed to heavy workloads, high expectations, limited resources, and increasing accountability, all of which place them under considerable psychological pressure .The ability to understand and regulate emotions is known as Emotional Intelligence, which plays a significant role in shaping teacher's behavior, motivation, and relationships (Goleman, 1995). Teachers with high emotional intelligence can handle classroom stress, communicate effectively, and create a positive learning environment (Salovey & Mayer, 1990).Job satisfaction refers to the level of contentment teachers feel about their job roles, work conditions, and professional growth (Locke, 1976). It influences their motivation, teaching effectiveness, and overall well-being. Studies have shown that teachers with higher emotional intelligence tend to experience greater job intelligence on job satisfaction in teaching is essential to enhance teacher performance, reduce burnout, and promote a healthier educational environment.

Teachers constantly experience various emotional and cognitive demands while managing students' behavior, maintaining discipline, and fostering a positive learning environment. Emotional intelligence enables teachers to understand and regulate their emotions and to respond sensitively to students' needs (Goleman, 1995). Similarly, motivation determines a teacher's commitment, enthusiasm, and persistence in the face of challenges (Deci & Ryan, 1985). When teachers possess healthy psychological traits such as self-confidence, empathy, and emotional balance, they are more likely to experience job satisfaction and build supportive relationships with students and colleagues. On the other hand, psychological stress, burnout, or emotional exhaustion can negatively affect teaching quality and job satisfaction. Therefore, understanding the psychological factors that influence teachers' performance is crucial for promoting mental well-being, professional effectiveness, and a healthy educational environment. Focusing on these psychological elements

helps not only in improving teachers' personal growth but also in enhancing students' academic and emotional development.

1.1 EMOTIONAL INTELLIGENCE

Emotional Intelligence is a psychological construct that has gained significant attention in educational research due to its influence on teacher's professional effectiveness and emotional well-being. The concept was first introduced by Salovey and Mayer (1990), who defined emotional intelligence as the ability to perceive, understand, and regulate emotions in oneself and others, and to use this emotional information to guide thinking and action. They described it as a form of social intelligence that enables individuals to monitor their own and others' feelings, discriminate among them, and use this information to direct one's behavior. Later, Goleman (1995) expanded the framework of emotional intelligence and emphasized its importance in personal and professional success. He identified five major dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. These components collectively help individuals recognize emotions, control impulsive behaviors, stay motivated, show empathy towards others, and maintain positive relationships. In the context of teaching, these dimensions are crucial because teaching is a highly interpersonal profession that requires emotional balance, patience, and effective communication.

For teachers, emotional intelligence is not merely an additional skill but an integral part of their professional identity. Teachers are required to interact daily with students of diverse backgrounds, manage classroom conflicts, handle performance pressure, and meet academic goals—all of which demand strong emotional competence. High emotional intelligence enables teachers to remain calm under stress, understand student behavior more deeply, and respond with empathy and composure.

1.2 EFFECTS OF EMOTIONAL INTELLIGENCE AMONG SCHOOL AND COLLEGE TEACHERS

Emotional intelligence has wide-ranging effects on teachers' personal, social, and professional functioning. The following points summarize its major influences:

Improved Classroom Management and Discipline-Teachers high in emotional intelligence can interpret students' emotional cues and respond appropriately, preventing conflicts before they escalate. Their self-regulation allows them to remain calm during disruptive incidents, setting a model for emotional control. Such teachers apply empathy-based discipline rather than punitive approaches, fostering respect and trust within the classroom (Brackett & Katulak, 2007).

Strengthened Teacher–Student Relationships-Emotionally intelligent teachers can connect with students at an emotional level. By understanding students' moods, stress levels, and motivations, they can modify teaching methods to suit diverse emotional and cognitive needs. This leads to stronger teacher–student bonds, higher student engagement, and improved academic outcomes (Jennings & Greenberg, 2009).

Enhanced Job Satisfaction-Emotional intelligence contributes to teachers' ability to cope with job-related pressures and emotional demands. Teachers with high EI can manage stress, maintain optimism, and find meaning in their work, leading to higher levels of job satisfaction (Huang, Yin, & Lv, 2019). They are more likely to experience professional fulfillment, lower absenteeism, and reduced turnover intentions.

Reduction in Stress and Burnout-Teachers often experience stress due to workload, classroom behavior issues, and institutional pressures. Emotional intelligence helps them manage these challenges through emotional regulation and positive coping strategies. Studies indicate that emotionally intelligent teachers show lower levels of emotional exhaustion and depersonalization (Chan, 2006).

Increased Teaching Effectiveness and Student Outcomes-Emotionally intelligent teachers adapt their teaching methods to students' emotional states, enhancing motivation and participation. A positive emotional climate encourages curiosity, creativity, and confidence among students. Research suggests that teachers with higher EI tend to foster better academic performance and socio-emotional skills in their students (Dolev & Leshem, 2016).

Greater Leadership and Professional Growth-In both schools and higher education institutions, teachers often serve as mentors or leaders. Emotional intelligence enhances leadership qualities such as empathy, vision, and

communication. Teachers with high EI are more likely to inspire colleagues and students, contributing to institutional development and professional learning communities (Cherniss, 2010).

Positive School Climate and Institutional Effectiveness-Emotionally intelligent teachers contribute to a positive organizational culture where mutual respect, cooperation, and open communication thrive. This improves morale among staff and students and enhances the overall effectiveness of the institution. Schools and colleges that encourage emotional intelligence training experience reduced conflicts and higher staff retention (Vesely, Saklofske, & Leschied, 2013).

1.3 MODELS OF EMOTIONAL INTELLIGENCE

According to researchers, emotional intelligence can be understood through three major models: the Ability Model, the Trait Model, and the Mixed Model.

The Ability Model proposed by Mayer and Salovey (1997) defines emotional intelligence as a form of true intelligence. It emphasizes four core abilities: perceiving emotions, using emotions to enhance thinking, understanding emotions, and managing emotions effectively.

The Trait Model developed by Petrides and Furnham (2001) views emotional intelligence as a collection of personality traits that exist within the broader framework of personality. This model includes components such as emotional self-perception, empathy, assertiveness, and overall well-being.

The Mixed Model, introduced by Daniel Goleman (1995), integrates emotional skills with social and motivational competencies. Goleman identified five key elements of emotional intelligence: self-awareness (recognizing one’s own emotions), self-regulation (controlling disruptive feelings and impulses), motivation (maintaining persistence toward goals despite challenges), empathy (understanding and recognizing others’ emotions), and social skills (developing and maintaining positive interpersonal relationships).

1.4 IMPORTANCE OF EMOTIONAL INTELLIGENCE

Improves Classroom Climate: Teachers with high emotional intelligence create a positive and supportive environment that enhances student engagement and learning.

Strengthens Relationships: Emotional Intelligence helps teachers build trust and empathy with students and colleagues, improving communication and cooperation.

Reduces Stress and Burnout: Emotionally intelligent teachers manage their emotions better, handle pressure calmly, and maintain overall well-being.

Enhances Job Satisfaction and Effectiveness: Emotional Intelligence increases motivation, job satisfaction, and teaching performance, leading to more meaningful and successful teaching experiences.

Emotional intelligence plays a crucial role in the professional and personal lives of teachers. Among both school and college educators, Emotional Intelligence enhances self-awareness, strengthens interpersonal relationships, reduces stress, and increases job satisfaction. It not only improves teaching performance and classroom climate but also contributes to long-term well-being and institutional harmony. Developing emotional intelligence through teacher training programs, workshops, and self-reflective practices can significantly enhance educational quality. Therefore, fostering emotional intelligence should be a central objective of teacher education and professional development initiatives.

1.5 FACTORS INFLUENCING EMOTIONAL INTELLIGENCE

A. Biological factors - Brain development (amygdala, prefrontal cortex) and genetic temperament.

B. Environmental factors - Family upbringings , childhood experiences , education and socialization and cultural expectations.

C. Personal factors - Personality traits , mental health , self-esteem and coping styles.

1.6 JOB SATISFACTION

Job satisfaction is one of the central concepts in psychology and organizational behavior, as it reflects the extent to which individuals feel happy, content, and fulfilled in their professional roles. It encompasses both emotional and cognitive aspects of how employees perceive and evaluate their work. According to Locke (1976), job satisfaction is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." This definition highlights that job satisfaction arises from an individual's emotional reaction to their job and their evaluation of how well the job meets their personal needs, values, and expectations.

In the field of psychology, job satisfaction is regarded as a multidimensional construct, involving not only how individuals feel about their job but also how they interpret and appraise their work conditions, achievements, and growth opportunities. It serves as a key indicator of psychological well-being and organizational effectiveness. The level of job satisfaction among employees often determines their motivation, performance, and overall commitment to their organization.

Job satisfaction is influenced by a wide range of intrinsic and extrinsic factors. Intrinsic factors include the nature of the work itself, opportunities for creativity and professional growth, autonomy in decision-making, and recognition for achievements. These aspects contribute to a sense of fulfillment and personal accomplishment. Extrinsic factors, on the other hand, consist of salary, job security, promotion opportunities, supervision quality, physical work environment, and interpersonal relationships with colleagues. Both sets of factors interact to shape an employee's overall job satisfaction and emotional connection to their work.

Several psychological theories help explain the underlying mechanisms of job satisfaction. Herzberg's Two-Factor Theory (1959) distinguishes between motivators (such as achievement, responsibility, and recognition), which lead to satisfaction, and hygiene factors (such as salary, company policies, and working conditions), which prevent dissatisfaction but do not necessarily create satisfaction. Maslow's Hierarchy of Needs (1943) also provides insight, suggesting that as employees fulfill higher-level psychological and self-actualization needs at work, their job satisfaction

increases. Likewise, Equity Theory (Adams, 1965) highlights that fairness in rewards, compared to peers, significantly influences satisfaction levels.

The importance of job satisfaction extends far beyond individual happiness. It plays a crucial role in improving organizational efficiency, enhancing employee motivation, and fostering psychological well-being. High levels of job satisfaction are linked with increased productivity, organizational commitment, and a stronger sense of purpose. Conversely, job dissatisfaction often leads to absenteeism, turnover, burnout, and psychological problems such as anxiety, emotional exhaustion, and depression.

In the teaching profession, job satisfaction holds particular significance. Teachers' job satisfaction not only influences their mental health, motivation, and retention but also directly affects classroom quality and student learning outcomes. According to Skaalvik and Skaalvik (2010), satisfied teachers demonstrate greater enthusiasm, emotional stability, and commitment, which foster a more positive and effective learning environment. Therefore, understanding the factors that influence teachers' job satisfaction is essential for improving educational quality and sustaining teacher well-being.

1.7 EFFECTS OF JOB SATISFACTION AMONG TEACHERS

Job satisfaction has a significant influence on teachers' professional performance, emotional health, and the overall effectiveness of the school system. When teachers are satisfied with their jobs, they display higher levels of enthusiasm, commitment, and creativity in classroom teaching. It enhances instructional quality, student engagement, and academic outcomes. Satisfied teachers maintain positive relationships with students and colleagues, creating a supportive and productive school environment. Moreover, job satisfaction reduces stress, burnout, absenteeism, and turnover, promoting teachers' psychological well-being and institutional stability. Teachers who feel valued and supported are more likely to remain in the profession, seek professional growth, and contribute to school improvement initiatives. Conversely, dissatisfaction can lead to low morale, emotional exhaustion, and decreased performance, ultimately affecting student learning and institutional success.

1.8 FACTORS INFLUENCINGJOB SATISFACTION

Job satisfaction is shaped by a combination of intrinsic and extrinsic factors that influence how employees evaluate their work experiences. These factors determine whether individuals feel motivated, valued, and fulfilled in their professional roles. The major factors influencing job satisfaction are as follows:

1. Intrinsic Factors-Intrinsic factors are internal to the job itself and relate to the nature of the work teachers perform.

a. Nature of Work-Meaningful, engaging, and intellectually stimulating work enhances satisfaction. In teaching, positive interactions with students and the ability to influence learning outcomes increase intrinsic motivation**.**

b. Autonomy-Teachers who have freedom in planning lessons, using teaching methods of their choice, and making decisions in the classroom experience higher satisfaction.

c. Recognition and Achievement-Receiving appreciation from students, parents, colleagues, and school administration boosts teachers' morale and emotional fulfillment.

d. Professional Growth-Opportunities for skill development, training, promotions, and career advancement play a major role in improving job satisfaction.

2.Extrinsic Factors-Extrinsic factors relate to the environment and conditions surrounding the job.

a. Salary and Financial Benefits-Adequate pay, timely increments, job security, and benefits significantly affect satisfaction, especially in regions where teachers are underpaid.

b. Work Environment-A positive, supportive, and resource-rich environment helps teachers work efficiently and reduces stress. Poor infrastructure or heavy workloads decrease satisfaction.

c. Leadership and Supervision-Supportive, fair, and approachable school leadership increases satisfaction. Autocratic or unsupportive leadership contributes to dissatisfaction.

3. Organizational Factors-These structural elements of the institution also influence satisfaction.

a. School Policies and Administration-Clear, fair, and transparent policies improve satisfaction, while inconsistent or rigid policies create frustration.

b. Opportunities for Participation-Teachers who can participate in decision-making feel more valued and satisfied.

c. Job Security-Stable employment and long-term contracts promote satisfaction and reduce stress.

4. Personal and Psychological Factors-

a. Emotional Intelligence-Teachers with strong emotional intelligence cope better with stress, manage classroom challenges effectively, and report higher job satisfaction.

b. Personality Traits-Optimism, resilience, patience, and self-efficacy positively influence job satisfaction.

c. Work–Life Balance-Teachers who maintain balance between professional and personal life experience greater satisfaction and lower burnout.

1.9 CONSEQUENCES OF JOB SATISFACTION

1. Positive Outcomes- Higher productivity, Increased motivation, Commitment to organization, Lower turnover intentions, Less absenteeism, Better mental well-being.

2. Negative Outcomes- Burnout, Emotional exhaustion, Stress, Poor performance, Conflict at workplace, High turnover.

1.10 OPERATIONAL DEFINITION

1. Emotional intelligence refers to an individual's capacity to recognize, understand, and manage their own emotions and the emotions of others.

2. Job satisfaction means how happy and satisfied a person feels with their job, including the work they do, their pay, and their work environment.

1.11 NEED FOR THE STUDY

Teachers today work in increasingly demanding school environments where they must manage academic responsibilities, diverse classrooms, behavioral issues, and administrative pressures. These challenges often impact their emotional well-being and overall job satisfaction, making it essential to understand the psychological factors that support teachers' professional success. Emotional Intelligence (EI) has emerged as a vital construct that influences how teachers understand, regulate, and use their emotions while interacting with students, colleagues, and administrators. Prior research shows that teachers with higher emotional intelligence experience lower stress, better classroom management, stronger relationships, and healthier coping strategies, all of which contribute to improved job satisfaction. Numerous international and Indian studies indicate that emotional intelligence is positively correlated with job satisfaction, burnout prevention, and teacher effectiveness; however, findings also vary across demographic groups, school types, and teaching experience. Despite the significance of emotional intelligence in the teaching profession, limited empirical work has focused on examining the combined relationship between emotional intelligence and job satisfaction among teachers in the Indian educational context, particularly in the region where your study is conducted. This creates a gap in localized understanding and the need to explore whether emotional intelligence meaningfully predicts job satisfaction within this population. Therefore, the present study is necessary to generate region-specific evidence, assist school administrators in planning emotional intelligence -based training programs, enhance teacher well-being, and contribute to the growing body of educational psychology research addressing the emotional competencies required for teaching in the modern era.

1.12 OBJECTIVES

1. To assess the relationship between emotional intelligence and job satisfaction among teachers.
2. To assess the difference in job satisfaction among male and female teachers.
3. To examine the difference in emotional intelligence among male and female teachers

1.13 HYPOTHESES

1. There is significant and positive relationship between emotional intelligence and job satisfaction among teachers.
2. There is no significant difference in the level of job satisfaction among male and female teachers.
3. There is no significant difference in emotional intelligence among male and female teachers.

CHAPTER II

REVIEW OF LITERATURE

A review of literature is a critical summary and evaluation of existing research, theories, and scholarly writings related to a specific topic or area of study. It shows what has already been studied, what gaps exist, and how your research will contribute something new. It is an evaluation and synthesis of previous studies related to your research problem. It helps place your study in the context of existing knowledge. The purpose of literature is to understand what has already been researched. To identify gaps, inconsistencies, or limitations in previous work. By synthesizing information from books, journals, theses, and other credible sources, a literature review helps researchers justify the significance of their study, refine their research questions, and select appropriate methodologies.

2.1 EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG TEACHERS

Chen and Xie (2025) investigated the relationships between job stress, emotional intelligence, resilience, and job satisfaction among 1,020 college teachers using a cross-sectional online survey. Standardized scales were used to measure all variables, and PLS-SEM analysis assessed the relationships. The results showed that resilience played a key mediating role, reducing the negative impact of job stress on job satisfaction while strengthening the positive influence of emotional intelligence. The study also identified gender differences in how these psychological factors affected job satisfaction. Overall, the findings highlight resilience as a crucial protective factor that enhances teachers' job satisfaction by buffering stress and enhancing the benefits of emotional intelligence.

Zhang (2025) investigated how teacher engagement relates to mental health among 1,264 Chinese college teachers, focusing on the mediating roles of emotional intelligence and teacher-student relationship quality. The study found that higher teacher engagement directly predicted better mental health. Mediation analyses showed that emotional intelligence components attention and repair significantly mediated this effect, while clarity alone did not. A sequential mediation revealed that

emotional intelligence clarity, together with high-quality teacher-student relationships, enhances mental health, highlighting the importance of both emotional skills and positive student relationships for teacher well-being.

Pandey (2024) conducted a scoping review to examine the role of emotional intelligence in teachers' well-being, job satisfaction, and professional performance within the Indian context. The study reviewed more than 20 Indian research papers on emotional intelligence among teachers. The results showed that teachers with higher emotional intelligence demonstrated greater well-being, higher job satisfaction, and better classroom performance. They were also more capable of managing stress, preventing burnout, and maintaining positive relationships with students and colleagues. The review further revealed that emotional intelligence enhances motivation, emotional stability, and teacher retention. He emphasized the importance of including emotional intelligence training in teacher education programs to strengthen teachers' emotional skills and professional effectiveness.

Usmani et al. (2024) conducted a study on 400 university teachers from public and private institutions in Uttar Pradesh to examine the link between emotional intelligence and job satisfaction. The objective was to find out whether teachers with higher emotional intelligence experience greater satisfaction in their jobs. Using standardized EI and job satisfaction scales, the study found a positive and significant correlation ($r = 0.164$, $p = 0.001$) between EI and JS. The results showed that teachers with higher emotional intelligence were more satisfied and motivated at work. The researchers concluded that developing emotional intelligence can enhance teachers' job satisfaction and overall performance.

Li, Cheng, and Liu (2024) investigated the relationship between teachers' emotional intelligence and job satisfaction, examining whether expression of naturally felt emotion and perceived teacher–student closeness mediate this link. Using data from 503 Chinese primary and secondary school teachers, the study found that higher EI was significantly associated with greater ENFE, which in turn predicted closer perceived teacher–student relationships. This sequential mediation ultimately led to higher job satisfaction. Structural equation modeling confirmed that emotional intelligence indirectly influences JS through the chain of ENFE and teacher–student closeness, highlighting that teachers with higher emotional intelligence experience

more authentic emotional expression, stronger relational bonds with students, and greater job satisfaction.

Chauhan and Kumar (2023) conducted a study to examine emotional intelligence, work engagement, job satisfaction, and perceived stress among 100 government-school teachers in Chandigarh, India. Standardized tools—including the Schutte Emotional Intelligence Scale, Utrecht Work Engagement Scale, Job Satisfaction Scale, and Perceived Stress Scale—were used to collect data. The findings showed that teachers with higher emotional intelligence reported significantly greater job satisfaction and work engagement, along with lower levels of perceived stress. Emotional intelligence emerged as a strong positive predictor of both job satisfaction and engagement, highlighting its importance for teacher well-being and effectiveness.

Singh (2023) conducted a study in India with 220 school teachers to examine how emotional intelligence affects job satisfaction and student performance. The main aim was to see whether emotionally intelligent teachers are more motivated and satisfied in their work. Using Goleman's Emotional Intelligence Inventory and a Job Satisfaction Scale, the study found that teachers with higher emotional intelligence were more satisfied, motivated, and better at managing stress. The results also showed that emotional intelligence indirectly improved student performance by creating a positive and supportive classroom environment. This study suggested that emotional intelligence training should be part of teacher development programs to enhance both teacher and student outcomes.

Oberes and Tan (2022) examined the influence of organizational commitment on turnover intention among 220 senior high private-school teachers in Cebu City, Philippines. Using purposive sampling and confirmatory factor analysis, the study found that both affective commitment (teachers' emotional attachment to their school) and normative commitment (sense of obligation to stay) had significant negative relationships with turnover intention. This indicates that teachers who feel emotionally connected to their school or morally obligated to remain are less likely to consider leaving. The authors emphasized the need for schools to strengthen teacher–institution relationships to reduce turnover and suggested studying mediators such as job satisfaction and employee empowerment.

Mérida-López, Extremera, and Rey (2022) conducted a study in Spain with 300 teachers to examine how emotional intelligence influences teacher well-being and job satisfaction. Using the Trait Meta-Mood Scale and the Teacher Well-being Questionnaire, the study found that teachers with higher emotional intelligence had greater job satisfaction, better emotional support, and lower stress levels. The results showed that emotional clarity and emotional regulation help teachers manage work pressures effectively and maintain positive mental health. The researchers concluded that emotional intelligence plays a key role in improving teachers' well-being and overall job satisfaction.

A study conducted in Tehsil Sarai Alamgir (District Gujrat) examined the relationship between emotional intelligence and job satisfaction among 79 randomly selected elementary school teachers. Using a self-developed questionnaire based on emotional intelligence components (self-awareness, self-management, social awareness) and job satisfaction components from the JDI, the results showed a significant positive relationship between emotional intelligence and job satisfaction overall. Strong associations were found particularly for self-awareness and job satisfaction, while social awareness showed a moderate relationship. However, teachers with lower qualifications (B.A/B.Sc) and those with less than 10 years of experience showed a negative correlation. Teachers with 11–20 years showed a moderate relationship, and those with 20+ years showed a strong positive relationship between emotional intelligence and job satisfaction.

Javed (2020) conducted a study among 180 private school teachers in Hyderabad, India, to examine the relationship between emotional intelligence and job satisfaction. The main objective of the study was to find out how emotional intelligence influences teachers' satisfaction, motivation, and ability to manage work-related stress. The researcher used the Emotional Intelligence Appraisal and a Job Satisfaction Questionnaire to collect data. The results showed that teachers with higher emotional intelligence reported greater job satisfaction, better emotional control, and higher motivation levels. They were also more capable of maintaining positive relationships with students and colleagues. The study concluded that emotional intelligence plays an important role in improving teachers' professional satisfaction and helps them handle classroom and organizational challenges more effectively.

Wijayati, Kautsar, and Karwanto (2020) investigated the relationships between emotional intelligence, work-family conflict, job satisfaction, commitment, and job performance among junior high school teachers. Using a quantitative explanatory research design and SEM analysis via AMOS, the study found that emotional intelligence significantly influenced job satisfaction, and job satisfaction significantly influenced commitment. However, when predicting job performance, only work-family conflict had a significant negative effect, while commitment and job satisfaction did not significantly affect performance. This suggests that while emotional intelligence and job satisfaction support teachers' commitment, external factors like family conflict have a stronger impact on actual job performance.

Dr. Shaikh Shakeel Abdul Majeed (2020) conducted a study titled "Emotional Intelligence and Job Satisfaction Among the Secondary School Teachers" to examine the relationship between emotional intelligence (EI) and job satisfaction among secondary school teachers in Amravati district, Maharashtra. A descriptive survey design was used, with a sample of 200 teachers (100 male and 100 female). Data were collected using the Emotional Intelligence Scale (Hyde, Pethe, & Dhar, 2007) and a Job Satisfaction Scale by Dr. Meera Dixit, and analyzed using t-tests. The results indicated that male teachers scored slightly higher than female teachers in both emotional intelligence and job satisfaction. Statistical analysis revealed significant differences between male and female teachers for both EI and job satisfaction. Importantly, a positive and significant relationship was found between emotional intelligence and job satisfaction, suggesting that teachers with higher EI are more likely to be satisfied with their jobs. The study highlights that emotionally intelligent teachers can manage their emotions effectively, interact positively with others, perform better, and experience greater job satisfaction.

Waghchoure, B., Pathare, R., & Musale, S. (2019) conducted a study with 40 government school teachers to examine the relationship between Emotional Intelligence (EI) and Job Satisfaction. They measured EI and job satisfaction with standardized instruments and used the Pearson product-moment correlation to analyse the data. The result showed a positive correlation ($r = .39$, $p < .05$) between emotional intelligence and job satisfaction, indicating that higher EI is associated with higher job satisfaction among the sampled teachers.

Pavithra (2018) conducted a study on 100 school teachers in India to examine the relationship between emotional intelligence and job satisfaction. The objective of the study was to understand how teachers' ability to recognize and manage their own and others' emotions affects their satisfaction with their teaching profession. The researcher used the Schutte Self-Report Emotional Intelligence Test to measure emotional intelligence and the Job Satisfaction Survey to assess overall job satisfaction levels. The results revealed a positive and significant relationship between emotional intelligence and job satisfaction. Teachers with higher emotional intelligence reported greater happiness at work, better classroom management, and more positive relationships with students and colleagues. The study concluded that developing emotional intelligence skills can enhance teachers' well-being and job satisfaction, contributing to a healthier school environment.

Teli and Baba (2017) conducted a study on 150 college teachers in Kashmir, India to examine the relationship between emotional intelligence and job satisfaction. The objective of the study was to determine how teachers' emotional abilities—such as self-awareness, empathy, and emotional regulation—affect their satisfaction and commitment toward their profession. The researchers used the Emotional Quotient Inventoryto assess emotional intelligence and the Job Satisfaction Scale to measure overall job satisfaction levels. The results showed a strong positive correlation between emotional intelligence and job satisfaction. Teachers with higher emotional intelligence were found to be more motivated, emotionally balanced, and satisfied with their teaching roles. The study concluded that enhancing emotional intelligence can improve teachers' job satisfaction and performance, leading to a more positive educational environment.

Nikoopour and Esfandiari (2017), studied 200 English teachers in Iran to find out how emotional intelligence affects job satisfaction. Using the Schutte Emotional Intelligence Questionnaire and the Job Satisfaction Survey, they found a positive link between emotional intelligence and job satisfaction. Teachers with higher emotional intelligence were happier, more motivated, and more committed to their work. The study showed that emotional intelligence helps improve teachers' performance and satisfaction.

Kumar (2016) conducted a study to examine how emotional intelligence (EI) and gender influence job satisfaction among primary school teachers in India. The research involved 300 teachers (150 male and 150 female) who completed the Emotional Intelligence Scale and Teachers' Job Satisfaction Scale .The main objective was to find out whether emotionally intelligent teachers experience greater job satisfaction and if gender plays any role in this relationship.The results showed a significant positive relationship between emotional intelligence and job satisfaction—teachers with higher emotional intelligence were more satisfied with their jobs. However, there was no significant difference between male and female teachers in terms of emotional intelligence or job satisfaction.

Choi, Yaacob, and Tan (2016) investigated the relationship between emotional intelligence and job satisfaction among teachers, examining dimensions such as emotional self-awareness, emotional expression, using emotions, understanding emotions, emotional self-management, and managing emotions of others. The study found a significant positive correlation between overall emotional intelligence and job satisfaction. Specifically, emotional self-awareness and emotional management of others were the emotional intelligence dimensions that most strongly influenced job satisfaction, indicating that teachers who are aware of their own emotions and can manage others' emotions experience higher satisfaction in their work.

Yusoff, Muda, and Mohd Ishak (2016) investigated emotional intelligence and job satisfaction among 168 Counseling Head Teachers from middle schools in Selangor, Malaysia. Emotional intelligence was measured using the Malaysia Emotional Quotient Inventory, and job satisfaction was assessed using the Job Descriptive Index (JDI). Analysis using SPSS (descriptive statistics and Pearson correlation) revealed that teachers scored high in EI domains such as self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality, and maturity, while moderate scores were observed in subdomains like helping others, political awareness, change catalyst, collaboration, teamwork, and communication. Correlation analysis indicated a significant positive relationship between emotional intelligence and job satisfaction, suggesting that higher EI is associated with greater satisfaction among school counseling head teachers.

Ahmed Hafsa (2015) conducted a study titled “Emotional Intelligence and Job Satisfaction among University Teachers” to examine the relationship between emotional intelligence and job satisfaction among university teachers in Islamabad, as well as the role of demographic factors such as age, gender, experience, and qualification. Using a descriptive research design, a stratified random sample of 100 teachers (50 male and 50 female) from two public and two private universities was selected. Data were collected through standardized questionnaires measuring emotional intelligence—covering self-awareness, self-regulation, social skills, motivation, and social awareness—and job satisfaction, and analyzed using SPSS 16. The results indicated a strong positive correlation between emotional intelligence and job satisfaction ($r = 0.78$), showing that teachers with higher EI reported greater job satisfaction. Demographic variations were also noted: female teachers had higher EI, male teachers reported higher job satisfaction, older and PhD-qualified teachers showed higher EI and satisfaction, and private sector teachers exhibited higher EI while public sector teachers had greater job satisfaction. The study highlights that enhancing emotional intelligence can significantly improve teachers’ job satisfaction, providing valuable insights for educators, psychologists, curriculum developers, and education planners.

Akomolafe and Ogunmakin (2014) conducted a study on 400 Nigerian secondary school teachers to examine how emotional intelligence, occupational stress, and self-efficacy predict job satisfaction. Using a correlational design and standardized psychological scales, the researchers found that the three variables jointly predicted job satisfaction. However, emotional intelligence was identified as the strongest and most significant positive predictor, indicating that teachers with higher emotional intelligence experienced greater satisfaction in their jobs. Self-efficacy also contributed positively, although to a lesser extent. In contrast, occupational stress did not significantly predict job satisfaction, suggesting that stress levels alone do not fully explain teachers’ satisfaction. Overall, the study highlights the importance of emotional intelligence and self-efficacy in enhancing job satisfaction among teachers.

Anari (2012) conducted a study on 120 teachers in Iran to examine the relationship between emotional intelligence, job satisfaction, and organizational commitment. The objective of the study was to find out whether teachers with higher emotional

intelligence experience greater satisfaction in their jobs and stronger commitment to their institutions. The researcher used the Bar-On Emotional Quotient Inventory to measure emotional intelligence and the Minnesota Satisfaction Questionnaire to assess job satisfaction.The results showed that emotional intelligence significantly predicted both job satisfaction and organizational commitment. Teachers with higher emotional intelligence were found to be more positive, emotionally stable, and dedicated to their work. The study concluded that emotional intelligence helps teachers cope better with stress, build healthy relationships, and stay more engaged and satisfied in their profession.

Ignat and Clipa (2012) investigated the relationship between emotional intelligence , life satisfaction, and job satisfaction among Romanian teachers. The study aimed to determine whether teachers' emotional intelligence is associated with a positive work attitude and overall job satisfaction. Results indicated that teachers with higher emotional intelligence demonstrated a more positive attitude toward their work, greater job satisfaction, and higher life satisfaction. The study concluded that emotional intelligence plays a significant role in enhancing teachers' satisfaction with life and work, suggesting that fostering emotional intelligence can positively influence both personal well-being and professional attitudes.

Shah and Murtaza (2012) conducted a study in Pakistan to investigate whether emotional intelligence predicts job satisfaction among school teachers. Using standardized emotional intelligence scales and job satisfaction questionnaires, the researchers gathered data from a sample of school teachers across different schools. The findings revealed that emotional intelligence was a significant and positive predictor of job satisfaction. Among all EI components, self-management emerged as the strongest predictor, indicating that teachers who could effectively regulate and manage their emotions reported higher satisfaction with their job. The study concluded that enhancing teachers' emotional intelligence—especially self-management skills—can improve overall job satisfaction and workplace well-being.

Skaalvik and Skaalvik (2011) conducted a study on 2569 Norwegian elementary and middle-school teachers to examine how school context factors—value consonance, supervisory support, relationships with colleagues and parents, time pressure, and discipline problems—influence teachers' job satisfaction, emotional exhaustion, sense

of belonging, and motivation to leave the profession. The results showed that all six school context variables significantly affected job satisfaction and intention to leave, mainly indirectly, through teachers' feelings of belonging and emotional exhaustion. Higher belonging increased satisfaction, while emotional exhaustion reduced it and heightened the desire to quit teaching.

Brackett et al. (2010) conducted a study on 123 British secondary-school teachers to examine how emotion-regulation ability (ERA)—measured using the MSCEIT—relates to job satisfaction and burnout. The study also explored whether positive affect and principal support act as mediators. The results showed that teachers with higher ERA experienced greater positive affect, stronger principal support, higher job satisfaction, and greater personal accomplishment (a burnout component). Path analysis further revealed that positive affect and principal support independently mediated the relationship between ERA and both job satisfaction and personal accomplishment.

Platsidou (2010) conducted a study of Greek special-education teachers to examine the relationship between trait emotional intelligence , burnout, and job satisfaction. Using the Emotional Intelligence Scale and burnout and job satisfaction measures on a sample of 127 special education primary school teachers, the study found that teachers with higher perceived EI reported significantly less burnout and greater job satisfaction. Regression analysis showed that higher emotional intelligence was associated with lower emotional exhaustion and depersonalization, and higher personal accomplishment and job satisfaction, confirming that emotional intelligence functions as a protective factor in teacher's professional well-being.

Adeyemo (2008) conducted a correlational study of 200 secondary school teachers in Oyo State, Nigeria, to examine the relationship between emotional intelligence (EI) and job satisfaction. Using standardized measures of EI and job satisfaction, the study found a significant positive relationship between overall emotional intelligence and teachers' job satisfaction. Multiple regression analyses indicated that among the emotional intelligence dimensions, motivation and empathy emerged as the strongest positive predictors of job satisfaction, suggesting that teachers who are motivated and emphatic report higher satisfaction with their work. The findings highlight the value

of developing emotional competencies to improve teacher well-being and workplace outcomes.

Chan (2006) conducted a study on 167 Chinese secondary school teachers in Hong Kong to examine how different components of emotional intelligence—emotional appraisal, positive regulation, emphatic sensitivity, and positive utilization—relate to the three components of teacher burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Using structural equation modeling, the study found that emotional exhaustion was the central burnout factor and was strongly influenced by teachers' emotional appraisal and positive regulation skills. Emotional exhaustion then contributed to higher depersonalization and lower personal accomplishment. Additionally, positive utilization of emotions independently enhanced teachers' sense of personal accomplishment. Overall, the study showed that higher emotional intelligence reduces burnout risk and supports better professional well-being.

2.2 RESEARCH GAP

Although emotional intelligence and job satisfaction have received considerable attention in psychological and educational research, limited studies have specifically explored the relationship between these two variables among teachers. Most of the previous research has focused on emotional intelligence and job satisfaction independently, without examining how emotional intelligence influences the level of job satisfaction among teachers.

Furthermore, only a few studies have investigated gender differences in emotional intelligence and job satisfaction among male and female teachers. Existing literature also reveals that many studies were conducted in different professional sectors such as corporate organizations, healthcare settings, and higher educational institutions, while comparatively less attention has been given to school teachers.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology refers to the systematic plan and guiding framework used to conduct a research study. It outlines how the researcher will collect, analyze, and interpret data to answer the research questions. A good methodology includes the research design (such as experimental, descriptive, correlational, or qualitative), the sampling method used to select participants, and the tools or instruments applied for data collection, such as questionnaires, interviews, or tests. It also explains the techniques used for analyzing data, whether statistical or thematic. Research methodology provides a clear rationale for choosing specific methods and ensures that the study is carried out ethically, scientifically, and in an organized manner. Overall, it serves as a blueprint that guides every step of the research process and ensures the credibility and reliability of the findings.

3.1 METHOD

There are several methods of collecting data but the selection of method of research is determined by the nature of the problem. The descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

3.2 POPULATION

The population of the present study includes teachers working in schools and colleges, both in government and private educational institutions.

3.3 SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimations is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping view the limitations of time the researcher has to be contended

within the limited samples. A total of 150 teachers will be selected from different colleges and schools of Jammu District.

3.4 SAMPLING TECHNIQUE

The sampling technique used for the present study is random sampling. In this method, every teacher in the population had an equal and independent chance of being selected.

3.5 RESEARCH TOOLS USED

The selection of suitable tool is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collections depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research:-

1. Brief Emotional Intelligence Scale (BEIS-10) -

The Brief Emotional Intelligence Scale (BEIS-10) is a short, self-report measure developed by Davies, Lane, Devonport, and Scott (2010) to assess emotional intelligence in adults. It is a concise version derived from the original emotional intelligence frameworks and is widely used in research settings where time efficiency is important. The BEIS-10 consists of 10 items designed to measure key dimensions of emotional intelligence, including emotional awareness, emotional regulation, emotional utilization, and empathy. Respondents are asked to indicate their level of agreement with each statement using a Likert-type scale (commonly ranging from strongly disagree to strongly agree). Higher scores reflect a higher level of emotional intelligence. For scoring, responses to all 10 items are summed to obtain a total emotional intelligence score. Some items are reverse-scored (as specified by the scale manual) to control for response bias. After reverse scoring, higher total scores indicate higher emotional intelligence, while lower scores reflect lower emotional intelligence. The total score can be used for correlational and comparative analyses. For the present study, the BEIS-10 is considered appropriate as it allow efficient assessment of emotional intelligence among school and college teachers, facilitating analysis of its relationship with job satisfaction.

2. Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire (MSQ) is a widely used standardized instrument developed by Weiss, Dawis, England, and Lofquist (1967) to measure job satisfaction. It assesses the extent to which individuals are satisfied with different aspects of their job and is commonly applied in organizational, educational, and psychological research. It measures satisfaction across intrinsic factors (such as achievement, responsibility, independence, and use of abilities) and extrinsic factors (such as supervision, salary, promotion, and working conditions). The MSQ is available in both long (100 items) and short (20 items) forms; the short form is used in this research due to its brevity and strong psychometric properties. Each item is rated on a 5-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). For scoring, responses are summed or averaged to obtain intrinsic, extrinsic, and overall job satisfaction scores, with higher scores indicating higher job satisfaction. In the present study, the MSQ is used to assess job satisfaction among school and college teachers and to examine its relationship with emotional intelligence.

3.6 STATISTICAL TECHNIQUES

The data in the present study will be analyzed using SPSS software. Descriptive statistics (mean and standard deviation) will be used to summarize the data, while inferential statistics such as Pearson's correlation and t-test will be applied to examine the relationship between emotional intelligence and job satisfaction and to compare group differences.

CHAPTER IV

NALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data collected from the respondents. The data was obtained through a structured survey and analyzed using statistical techniques such as frequency and percentage.

A total of 209 respondents participated in the study. The collected data was coded, tabulated, and analyzed using SPSS. The results are presented in the form of tables and figures for better understanding and clarity.

The analysis of data has been carried out in two sections. The first section presents the demographic characteristics of the respondents, including gender, age, teaching experience, type of institution, marital status, level of teaching, and educational qualification. The second section presents further analysis related to the objectives of the study.

TABLE 4.1

Frequency distribution of male and female, n=209

Gender	Frequency	Percentage
Male	52	24.9
Female	157	75.1
Total	209	100.0

The table provides a breakdown of gender distribution, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, there were 52 respondents belonging to male, constituting 24.9% of the total, and 157 respondents belonging to female, accounting for 75.1%, which is shown in the figure 4.1 given below.

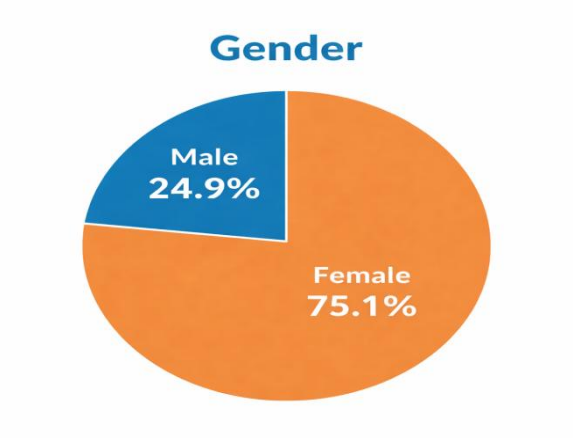


Figure 4.1 : Frequency distribution of male and female

TABLE 4.2

Frequency distribution of age, n=209

Age	Frequency	Percent
Below 30 years	113	54.1
31-40 years	65	31.1
41-50 years	22	10.5
Above 50 years	9	4.3
Total	209	100.0

The table provides a breakdown of age distribution, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, 113 respondents belong to below 30 years, constituting 54.1% of the total, followed by 65 respondents (31.1%) in 31-40 years. A smaller proportion of respondents belong to 41-50 years (10.5%), while only 9 respondents (4.3%) fall under above 50 years, which is shown in the figure 4.2 given below.

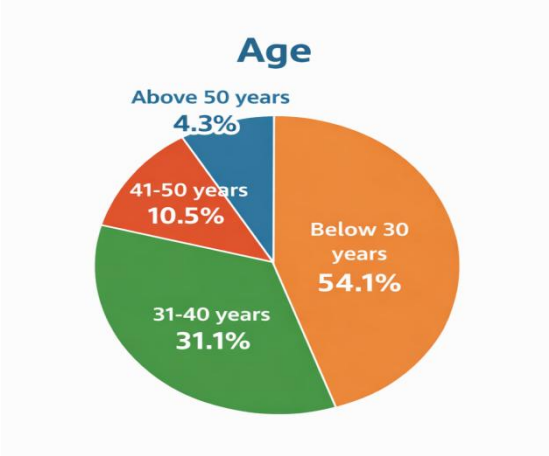


Figure 4.2 : Frequency distribution of age

TABLE 4.3

Frequency distribution of teaching experience, n=208

Teaching experience	Frequency	Percent
Less than 5 years	121	58.2
6-10 years	44	21.2
11-20 years	32	15.4
Above 20 years	11	5.3
Total	208	100.0

The table 4.3 provides a breakdown of teaching experience, detailing the number and percentage of respondents within the sample. Majority of respondents, 121 (58.2%), belong to less than 5 years, followed by 44 respondents (21.2%) in 6-10 years.

A smaller proportion of respondents belong to 11-20 years, (15.4%), while only 11 respondents (5.3%) fall under above 20 years, which is shown in the figure 4.3 given below. One individual was not forthcoming with their teaching experience, so for the above table, sample was 208, n=208.

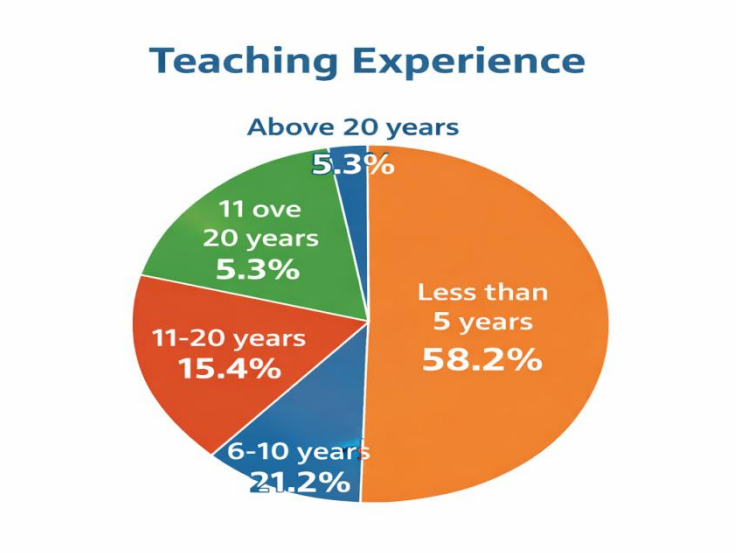


Figure 4.3 : Frequency distribution of teaching experience

TABLE 4.4

Frequency distribution of private and government institution, n= 209

Type of institution	Frequency	Percent
Private	175	83.7
Government	34	16.3
Total	209	100.0

The table provides a breakdown of type of institution, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, 175 respondents belong to private, constituting 83.7% of the total, while 34 respondents belong to government, accounting for 16.3%, which is shown in figure 4.4 given below.

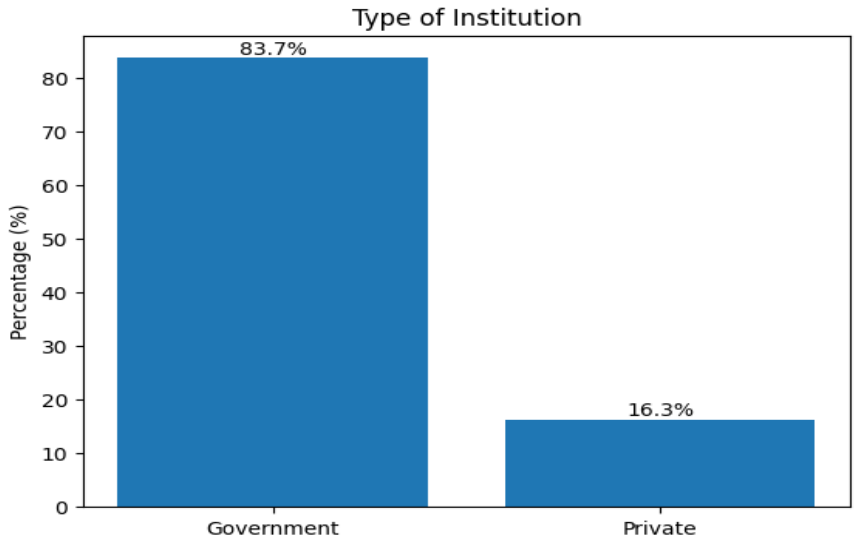


Figure 4.4 :Frequency distribution of type of institution categorized as private and government

TABLE 4.5

Frequency Distribution of school teacher and college teacher, n = 209

Level of teaching	Frequency	Percent
School teacher	173	82.8
College teacher	36	17.2
Total	209	100.0

The table provides a breakdown of level of teaching, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, 173 respondents belong to school teacher, constituting 82.8% of the total, while 36 respondents belong to college teacher, accounting for 17.2%, which is shown in the figure 4.5 given below.

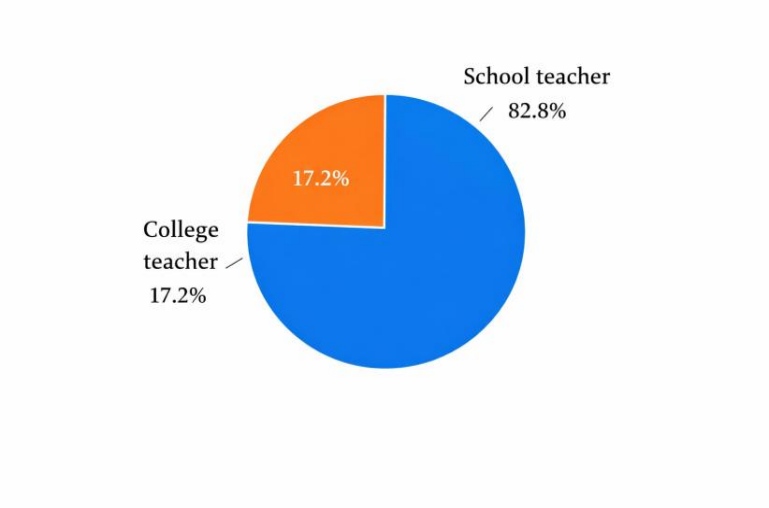


Figure 4.5 : Frequency distribution of level of teaching categorized as school teacher and college teacher

TABLE 4.6

Frequency distribution of educational qualification of teachers, n=209

Educational qualification	Frequency	Percent
Post graduate	133	63.6
Graduate	50	23.9
Phd/mphil	26	12.4
Total	209	100.0

The table provides a breakdown of educational qualification, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, 133 respondents belong to post graduate, constituting 63.6% of the total, followed by 50 respondents (23.9%) graduate. A smaller proportion of respondents belong to Phd/Mphil (12.4%), which is shown in the figure 4.6 given below.

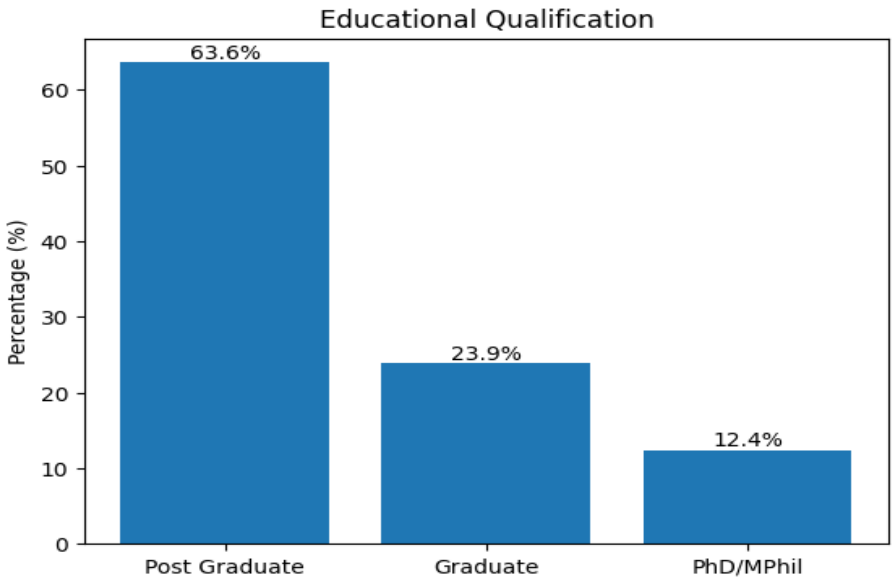


Figure 4.6 : Frequency distribution of educational qualification

TABLE 4.7

Frequency distribution of married and unmarried, n=209

Marital status	Frequency	Percent
Married	96	45.9
Unmarried	113	54.1
Total	209	100.0

The table provides a breakdown of marital status, detailing the number and percentage of respondents within a total sample of 209 individuals. Among the sample, 96 respondents belong to married, constituting 45.9% of the total, while 113 respondents belong to unmarried, accounting for 54.1%, which is shown in the figure 4.7 given below.

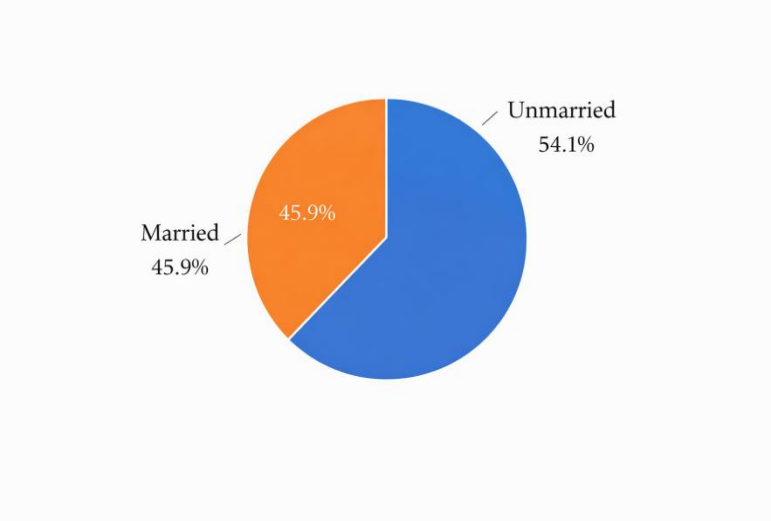


Figure 4.7 :Frequency distribution of marital status categorized as married and unmarried

TABLE 4.8

Frequency distribution of employment status, n=207

Employment status	Frequency	Percent
Permanent	100	47.8
Contract/Ad-Hoc	107	51.2
Total	207	100.0

The table provides a breakdown of employment status, detailing the number and percentage of respondents within the sample. Among the valid responses, 100 respondents belong to permanent, constituting 47.8% of the total, while 107 respondents belong to contract/ad-hoc, accounting for 51.2%. This indicates a slightly higher proportion of respondents in contract/ad-hoc, which is shown in the figure 4.8 given below. Two individuals were not forthcoming with their employment status, so for the above table, sample was 207, n=207.

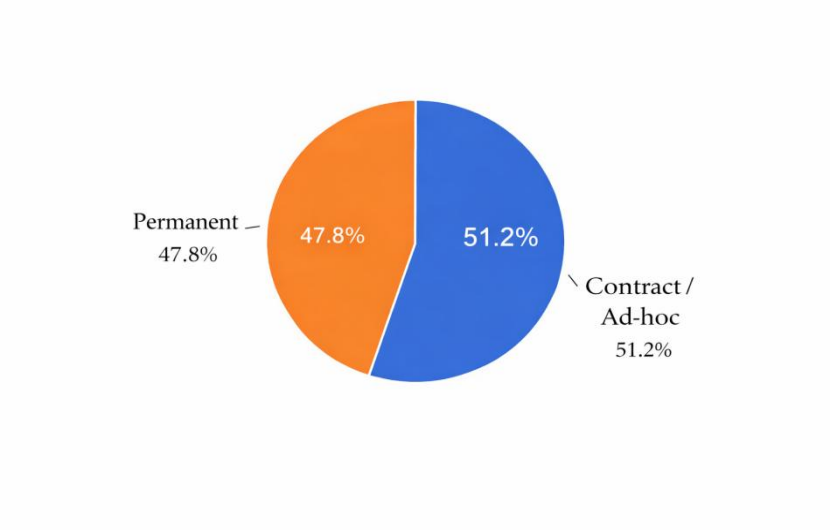


Figure 4.8:Frequency distribution of employment status categorized as permanent and contract/ ad-hoc

TABLE 4.9

Correlation between Emotional Intelligence and Job Satisfaction among teachers

****p< 0.01 level**

Variables	Mean	SD	BEIS	MSQ
BEIS	39.17	6.2	1	.441**
MSQ	72.43	9.4	.441**	1

The correlation was conducted to fulfil the objective based on which the given hypothesis was framed. Pearson product–moment correlation coefficient was computed to assess the relationship between BEIS total scores and MSQ total scores, which is represented in the table 4.9 above.

There was a positive correlation between the two variables, r = 0.441, n = 209, p = .000. The results indicate a moderate positive relationship between BEIS and MSQ. This means that an increase in BEIS scores is associated with an increase in MSQ scores.

In the light of empirical evidence shown in the table above, the stated hypothesis 1 is accepted.

TABLE 4.10

Difference in MSQ total scores based on gender

Variable	Males		Females		t	p
	M	SD	M	SD		
MSQ	73.48	8.7	72.08	9.6	0.93	.354

The t-test conducted to fulfill the objective based on which the hypothesis 2 was framed.

An independent samples t-test was computed to assess the difference in MSQ total scores between male and female respondents, which is represented in the table 4.9 above. The results showed that there was no significant difference between male (M = 73.48, SD = 8.74) and female (M = 72.08, SD = 9.61) respondents, t = 0.93, p = .354.

This indicates that gender does not have a significant effect on MSQ total scores.

In the light of empirical evidence shown in the table above, the stated hypothesis 2 is accepted.

TABLE 4.11

Difference in BEIS total scores based on gender

Variable	Males		Females		t	p
	M	SD	M	SD		
BEIS	39.96	8.589	38.90	5.169	1.067	.287

The t-test was conducted to fulfill the objective based on which the hypothesis 3 was framed.

An independent samples t-test was computed to assess the difference in BEIS total scores between male and female respondents, which is represented in the table 4.10 above. The results showed that there was no significant difference between male (M = 39.96, SD = 8.59) and female (M = 38.90, SD = 5.17) respondents, t = 1.067, p = .287.

This indicates that gender does not have a significant effect on BEIS total scores.

In the light of empirical evidence shown in the table above, the stated hypothesis 3 is accepted.

CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present study was undertaken to investigate the relationship between Emotional Intelligence and Job Satisfaction among teachers working in schools and colleges. The study also examined gender differences in Emotional Intelligence and Job Satisfaction among teachers. The findings are interpreted in the light of previous research and theoretical perspectives.

The study was guided by the following objectives:

O1: To assess the relationship between Emotional Intelligence and Job Satisfaction among teachers.

O2:To assess gender difference in Job Satisfaction among male and female teachers.

O3:To examinethe difference in Emotional Intelligence among male and female teachers.

The hypotheses formulated for the study were:

H1: There is significant and positive relationship between emotional intelligence and job satisfaction among teachers.

H2:There will be no significant gender difference in Job Satisfaction among male and female teachers.

H3:There will be no significant gender difference in Emotional Intelligence among male and female teachers.

The findings revealed a statistically significant positive relationship between Emotional Intelligence and Job Satisfaction. Further, no significant gender differences were observed in either Job Satisfaction or Emotional Intelligence among teachers.

5.1 INTERPRETATION OF THE FINDINGS

5.1.1 Relationship between Emotional Intelligence and Job Satisfaction

The primary objective of the study was to assess the relationship between Emotional Intelligence and Job Satisfaction among teachers. The findings revealed a moderate positive correlation between Emotional Intelligence and Job Satisfaction ($r = .441$, $p < .01$), indicating that teachers with higher levels of emotional intelligence tend to report greater job satisfaction.

This finding is consistent with previous research. Usmani et al. (2024), Singh (2023), Pandey (2024), and Javed (2020) reported that emotionally intelligent teachers experience greater satisfaction, motivation, and effectiveness in their professional roles. Teachers who possess better emotional awareness, emotional regulation, empathy, and interpersonal skills are more capable of handling classroom challenges and maintaining positive relationships with students and colleagues.

The finding can also be explained through Goleman's Mixed Model of Emotional Intelligence, which emphasizes self-awareness, self-regulation, motivation, empathy, and social skills as important competencies for professional success. Teachers with high emotional intelligence are better equipped to manage occupational stress, maintain emotional balance, and derive greater satisfaction from their work.

The present finding therefore supports the hypothesis that Emotional Intelligence is positively associated with Job Satisfaction among teachers.

5.1.2 Gender Differences in Job Satisfaction

The second objective of the study was to assess gender differences in Job Satisfaction among male and female teachers. The results indicated no statistically significant difference between male and female teachers in Job Satisfaction ($t = 0.93$, $p > .05$). Although male teachers reported slightly higher mean scores than female teachers, the difference was not statistically significant.

This finding is supported by previous studies such as Kumar (2016), which reported no significant gender differences in job satisfaction among teachers. The result

suggests that both male and female teachers experience similar levels of satisfaction in their professional roles.

One possible explanation is that teachers, regardless of gender, work under similar institutional conditions, professional responsibilities, workloads, and organizational expectations. Consequently, their levels of job satisfaction may be influenced more by workplace factors such as recognition, support, work environment, and professional growth opportunities than by gender.

Thus, the hypothesis stating that there would be no significant gender difference in Job Satisfaction among teachers is supported.

5.1.3 Gender Differences in Emotional Intelligence

The third objective of the study was to examine gender differences in Emotional Intelligence among male and female teachers. The findings revealed no statistically significant difference between male and female teachers in Emotional Intelligence ($t = 1.067$, $p > .05$).

This finding is consistent with earlier research suggesting that emotional intelligence is influenced more by personal experiences, emotional learning, self-awareness, and social interactions than by gender alone. Both male and female teachers are required to develop emotional competencies to effectively perform their professional responsibilities.

The teaching profession demands empathy, emotional regulation, patience, and communication skills from all educators. Therefore, teachers of both genders may develop comparable levels of emotional intelligence through their professional experiences.

The findings support the hypothesis that there is no significant gender difference in Emotional Intelligence among teachers.

5.2 IMPLICATIONS FOR THEORY AND RESEARCH

The findings of the present study have important theoretical and research implications. The significant positive relationship between Emotional Intelligence and Job

Satisfaction supports Goleman's Emotional Intelligence Theory and reinforces the view that emotional competencies play a crucial role in workplace adjustment and professional satisfaction.

The findings also contribute to the growing body of educational psychology literature by demonstrating that emotional intelligence is an important psychological resource for teachers. The study highlights the importance of emotional skills in promoting positive work attitudes and professional well-being.

From a research perspective, the findings encourage further investigations into psychological variables that may influence teachers' job satisfaction, such as resilience, self-efficacy, organizational commitment, work engagement, and stress management.

5.3 EDUCATIONAL AND PRACTICAL IMPLICATIONS

The findings of the study suggest several practical implications for educational institutions:

- Schools and colleges should organize Emotional Intelligence training programs, workshops, and counseling sessions to help teachers develop emotional competencies.
- Educational administrators should promote supportive work environments that enhance teachers' emotional well-being and professional satisfaction.
- Teacher education programs should include emotional intelligence development as an essential component of professional training.
- Since emotional intelligence contributes to job satisfaction, institutions should encourage practices that strengthen self-awareness, empathy, communication skills, and emotional regulation.
- Mental health support services should be made available to teachers to help them cope effectively with professional stress and emotional challenges.

Overall, enhancing emotional intelligence among teachers can improve both teacher well-being and educational effectiveness.

5.4 RECOMMENDATIONSFOR FUTURE RESEARCH

Based on the findings of the present study, several important recommendations can be made to improve both teachers emotional well-being and their level of job satisfaction. Since the study found a significant positive relationship between emotional intelligence and job satisfaction, it is essential for educational institutions to focus on developing emotional competencies among teachers. Schools and colleges should organize regular training programs, workshops, and seminars aimed at enhancing emotional intelligence. These programs should include components such as self-awareness, emotional regulation, empathy, and interpersonal communication skills. Strengthening these abilities can help teachers manage classroom stress more effectively, build better relationships with students, and improve their overall job satisfaction.

In addition, teacher education and professional development programs should incorporate emotional intelligence as a core component. Pre-service and in-service training programs must emphasize not only academic and pedagogical skills but also emotional and psychological development. Providing teachers with techniques for stress management, conflict resolution, and emotional balance can significantly enhance their professional effectiveness and well-being. Institutions should also create a supportive and positive work environment by encouraging open communication, collaboration, and mutual respect among staff members. Administrative support, recognition of teachers efforts, and fair workload distribution are equally important in improving job satisfaction.

Furthermore, educational institutions should consider establishing counseling and psychological support services for teachers. Such services can help teachers cope with stress, burnout, and emotional challenges that arise in their professional lives. Promoting work–life balance and providing opportunities for relaxation and mental health support can further contribute to a healthier and more productive teaching environment.

In terms of research, the present study also suggests several directions for future investigation. Future researchers should conduct longitudinal studies to examine the long-term relationship between emotional intelligence and job satisfaction, as the

current study is limited to a cross-sectional design. Expanding the sample to include teachers from different regions, educational levels, and cultural backgrounds would improve the generalizability of findings. Additionally, future studies can include other important variables such as stress, burnout, organizational climate, leadership style, and work-life balance to gain a more comprehensive understanding of factors influencing job satisfaction.

5.5 LIMITATIONS OF THE STUDY

The present study has certain limitations that should be considered while interpreting the findings. Firstly, the study was conducted on a limited sample of teachers from a specific geographical area (Jammu district), which restricts the generalizability of the results to a wider population. Secondly, the study relied on self-report measures such as the Brief Emotional Intelligence Scale (BEIS-10) and the Minnesota Satisfaction Questionnaire (MSQ), which may be subject to response bias, including social desirability and inaccurate self-assessment. Furthermore, the study followed a cross-sectional research design, collecting data at a single point in time; therefore, it does not establish a cause-and-effect relationship between emotional intelligence and job satisfaction. Another limitation is that the study focused only on two variables—emotional intelligence and job satisfaction—while other important factors such as stress, burnout, organizational climate, leadership, and work-life balance were not included. In addition, there was an imbalance in demographic characteristics, particularly with a higher proportion of female respondents and teachers from private institutions, which may have influenced the findings. Lastly, due to time and resource constraints, the study used limited statistical techniques and did not explore more advanced analyses. Despite these limitations, the study provides valuable insights into the relationship between emotional intelligence and job satisfaction among teachers.

5.6 CONCLUSIONS

This study has provided valuable insights into the relationship between emotional intelligence and job satisfaction among teachers. The findings suggest that teachers with higher emotional intelligence tend to have higher levels of job satisfaction, highlighting the importance of emotional competencies in the teaching profession.

The results also indicate that there are no significant gender differences in emotional intelligence and job satisfaction, suggesting that both male and female teachers experience similar levels of these variables.

These findings emphasize the role of emotional intelligence in enhancing teachers' well-being and professional effectiveness. Developing emotional intelligence can help teachers manage stress, improve interpersonal relationships, and increase overall job satisfaction.

lore more advanced analyses. Despite these limitations, the study provides valuable insights into the relationship between emotional intelligence and job satisfaction among teachers.

SUMMARY

TOPIC: EXPLORING THE ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG TEACHER

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INTRODUCTION

Teaching is one of the most demanding professions, requiring not only intellectual engagement but also emotional resilience and interpersonal sensitivity (Brackett, 2010).In the current educational climate, teachers are frequently exposed to heavy workloads, high expectations, limited resources, and increasing accountability, all of which place them under considerable psychological pressure .The ability to understand and regulate emotions is known as Emotional Intelligence, which plays a significant role in shaping teacher's behavior, motivation, and relationships (Goleman, 1995). Teachers with high emotional intelligence can handle classroom stress, communicate effectively, and create a positive learning environment (Salovey & Mayer, 1990).Job satisfaction refers to the level of contentment teachers feel about their job roles, work conditions, and professional growth (Locke, 1976). It influences their motivation, teaching effectiveness, and overall well-being. Studies have shown that teachers with higher emotional intelligence tend to experience greater job intelligence on job satisfaction in teaching is essential to enhance teacher performance, reduce burnout, and promote a healthier educational environment.

Teachers constantly experience various emotional and cognitive demands while managing students' behavior, maintaining discipline, and fostering a positive learning environment. Emotional intelligence enables teachers to understand and regulate their emotions and to respond sensitively to students' needs (Goleman, 1995). Similarly,

motivation determines a teacher's commitment, enthusiasm, and persistence in the face of challenges (Deci & Ryan, 1985). When teachers possess healthy psychological traits such as self-confidence, empathy, and emotional balance, they are more likely to experience job satisfaction and build supportive relationships with students and colleagues. On the other hand, psychological stress, burnout, or emotional exhaustion can negatively affect teaching quality and job satisfaction. Therefore, understanding the psychological factors that influence teachers' performance is crucial for promoting mental well-being, professional effectiveness, and a healthy educational environment. Focusing on these psychological elements helps not only in improving teachers' personal growth but also in enhancing students' academic and emotional development.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is a psychological construct that has gained significant attention in educational research due to its influence on teacher's professional effectiveness and emotional well-being. The concept was first introduced by Salovey and Mayer (1990), who defined emotional intelligence as the ability to perceive, understand, and regulate emotions in oneself and others, and to use this emotional information to guide thinking and action. They described it as a form of social intelligence that enables individuals to monitor their own and others' feelings, discriminate among them, and use this information to direct one's behavior. Later, Goleman (1995) expanded the framework of emotional intelligence and emphasized its importance in personal and professional success. He identified five major dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. These components collectively help individuals recognize emotions, control impulsive behaviors, stay motivated, show empathy towards others, and maintain positive relationships. In the context of teaching, these dimensions are crucial because teaching is a highly interpersonal profession that requires emotional balance, patience, and effective communication.

For teachers, emotional intelligence is not merely an additional skill but an integral part of their professional identity. Teachers are required to interact daily with students of diverse backgrounds, manage classroom conflicts, handle performance pressure, and meet academic goals—all of which demand strong emotional competence. High

emotional intelligence enables teachers to remain calm under stress, understand student behavior more deeply, and respond with empathy and composure.

JOB SATISFACTION

Job satisfaction is one of the central concepts in psychology and organizational behavior, as it reflects the extent to which individuals feel happy, content, and fulfilled in their professional roles. It encompasses both emotional and cognitive aspects of how employees perceive and evaluate their work. According to Locke (1976), job satisfaction is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." This definition highlights that job satisfaction arises from an individual's emotional reaction to their job and their evaluation of how well the job meets their personal needs, values, and expectations.

Job satisfaction is influenced by a wide range of intrinsic and extrinsic factors. Intrinsic factors include the nature of the work itself, opportunities for creativity and professional growth, autonomy in decision-making, and recognition for achievements. These aspects contribute to a sense of fulfillment and personal accomplishment. Extrinsic factors, on the other hand, consist of salary, job security, promotion opportunities, supervision quality, physical work environment, and interpersonal relationships with colleagues. Both sets of factors interact to shape an employee's overall job satisfaction and emotional connection to their work.

ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND JOB SATISFACTION

Emotional intelligence and job satisfaction are closely related. Teachers who possess higher emotional intelligence are more capable of managing workplace stress, controlling negative emotions, and maintaining positive social interactions. Such teachers are likely to experience greater satisfaction in their jobs.

Emotionally intelligent teachers can effectively deal with challenges, communicate better with students and colleagues, and create a supportive classroom atmosphere. This not only improves their professional adjustment but also increases their motivation and satisfaction with teaching.

EFFECTSOF JOB SATISFACTIONAMONGTEACHER

Job satisfaction has a significant influence on teachers' professional performance, emotional health, and the overall effectiveness of the school system. When teachers are satisfied with their jobs, they display higher levels of enthusiasm, commitment, and creativity in classroom teaching. It enhances instructional quality, student engagement, and academic outcomes. Satisfied teachers maintain positive relationships with students and colleagues, creating a supportive and productive school environment. Moreover, job satisfaction reduces stress, burnout, absenteeism, and turnover, promoting teachers' psychological well-being and institutional stability. Teachers who feel valued and supported are more likely to remain in the profession, seek professional growth, and contribute to school improvement initiatives. Conversely, dissatisfaction can lead to low morale, emotional exhaustion, and decreased performance, ultimately affecting student learning and institutional success.

NEED AND SIGNIFICANCE FOR THE STUDY

The study is important because teaching is a profession that requires emotional balance, patience, understanding, and effective interpersonal relationships. Emotional intelligence and job satisfaction are closely related, as teachers with higher emotional intelligence are better able to manage stress, control emotions, maintain positive relationships, and handle classroom challenges effectively. This leads to greater job satisfaction, better professional adjustment, and improved teaching performance.

The significance of the study lies in understanding the role of emotional intelligence in increasing teachers satisfaction and overall well-being. The findings may help educational institutions, administrators, and policymakers organize emotional intelligence training programs, counseling services, and supportive policies to improve teachers' emotional skills, professional effectiveness, and quality of education.

STATEMENT OF THE PROBLEM

The present study is entitled as **"Exploring the Association between Emotional Intelligence and Job Satisfaction among Teachers."**

OPERATIONAL DEFINITIONS

Emotional Intelligence

Emotional intelligence refers to an individual's capacity to recognize, understand, and manage their own emotions and the emotions of others.

Job Satisfaction

Job satisfaction means how happy and satisfied a person feels with their job, including the work they do, their pay, and their work environment.

OBJECTIVES OF THE STUDY

1. To assess the relationship between emotional intelligence and job satisfaction among teachers.
2. To assess the difference in job satisfaction among male and female teachers.
3. To examine the difference in emotional intelligence among male and female teachers.

HYPOTHESES OF THE STUDY

H1. There is significant and positive relationship between emotional intelligence and job satisfaction among teachers.

H2. There is no significant difference in the level of job satisfaction among male and female teachers.

H3. There is no significant difference in emotional intelligence among male and female teachers.

POPULATION OF THE STUDY

The population of the present study includes teachers working in schools and colleges, both in government and private educational institutions.

SAMPLE FOR THE STUDY

In the present study, Random Sampling Technique has been employed for selecting the sample. A total of 150 teachers will be selected from different colleges and schools of Jammu District.

TOOLS USED

Brief Emotional Intelligence Scale(BEIS-10):

It was developed by Davies, Lane, Devonport ,and Scott in 2010.

It consists of 10-items self-report measure designed to assess emotional intelligence in adults.

Minnesota Satisfaction Questionnaire:

It was developed by Weiss, Dawis, England, and Lofquist in 1967.

It consists of 20- items and is widely used tool to measure job satisfaction.

The MSQ assesses an individual's satisfaction with various aspects of their job and is used in both research and practical setting, including career counseling and organizational studies.

RESULTS OF THE STUDY

The findings of the study revealed that emotional intelligence was significantly and positively correlated with job satisfaction among teachers ($r = 0.441$, $p < .01$). This indicates that teachers with higher emotional intelligence tend to experience higher levels of job satisfaction. The relationship between emotional intelligence and job satisfaction was found to be moderate in strength, showing a meaningful association between the two variables.

The study further revealed that there was no significant difference in emotional intelligence between male and female teachers ($t = 1.067$, $p > .05$). This suggests that both male and female teachers possessed a similar level of emotional intelligence.

Similarly, no significant difference was found in job satisfaction between male and female teachers ($t = 0.93$, $p > .05$). The findings indicate that male and female teachers experienced almost equal levels of job satisfaction in their profession.

Overall, the study concluded that emotional intelligence plays an important role in enhancing job satisfaction among teachers, irrespective of gender.

LIMITATIONS OF THE STUDY

The present study has certain limitations that should be considered while interpreting the findings. Firstly, the study was conducted on a limited sample of teachers from a specific geographical area (Jammu district), which restricts the generalizability of the results to a wider population. Secondly, the study relied on self-report measures such as the Brief Emotional Intelligence Scale (BEIS-10) and the Minnesota Satisfaction Questionnaire (MSQ), which may be subject to response bias, including social desirability and inaccurate self-assessment. Furthermore, the study followed a cross-sectional research design, collecting data at a single point in time; therefore, it does not establish a cause-and-effect relationship between emotional intelligence and job satisfaction. Another limitation is that the study focused only on two variables—emotional intelligence and job satisfaction—while other important factors such as stress, burnout, organizational climate, leadership, and work-life balance were not included. In addition, there was an imbalance in demographic characteristics, particularly with a higher proportion of female respondents and teachers from private institutions, which may have influenced the findings. Lastly, due to time and resource constraints, the study used limited statistical techniques and did not explore more advanced analyses. Despite these limitations, the study provides valuable insights into the relationship between emotional intelligence and job satisfaction among teachers.

SUGGESTIONS FOR FUTURE RESEARCH

- Future studies can include a larger and more diverse sample to improve generalizability.

- Research can be conducted on other professions to compare results beyond teachers.

- Additional variables like stress, burnout, work environment, and organizational support can be studied.
- Future research can use qualitative or mixed methods to gain deeper understanding.
- Longitudinal studies can be conducted to examine cause-and-effect relationships over time.
- Research may be conducted in rural and urban schools to identify environmental and institutional differences.
- Emotional intelligence training programmes can be developed and tested to improve job satisfaction among teachers.
- Future researchers may study the relationship between emotional intelligence and mental health, work motivation, and professional commitment.

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APPENDICES

APPENDIX - A

Brief Emotional Intelligence Scale (BEIS-10)

Instruction: Below are some statements. Please indicate how much you agree or disagree with each statement by marking a number from 1 to 5.

S. no	Statement	1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
1	I know why my emotions change.	☐	☐	☐	☐	☐
2	I easily recognize my emotions as I experience them..	☐	☐	☐	☐	☐
3	I can tell how people are feeling by listening to the tone	☐	☐	☐	☐	☐

	of their voice.					
4	**I seek out activities that make me happy.**	☐	☐	☐	☐	☐
5	**I have control over my emotions**	☐	☐	☐	☐	☐
6	**I arrange events others enjoy.**	☐	☐	☐	☐	☐
7	**I help other people feel better when they are down.**	☐	☐	☐	☐	☐
8	**When I am in a positive mood, I am able to come up with new ideas.**	☐	☐	☐	☐	☐
9	**I use good moods to**	☐	☐	☐	☐	☐

	help myself keep trying in the face of obstacles.					
10	**I am aware of the emotions of others**	☐	☐	☐	☐	☐

Scoring

- **Each item scored 1–5**
- **Total score range: 10–50**
- **Higher score = Higher Emotional Intelligence**

APPENDIX - B

Minnesota Satisfaction Questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your present Job,
what things you are satisfied with and what things you are not satisfied with.
On the basis of your answers and those of people like you, we hope to get a better understanding of the
things people like and dislike about their jobs.
On the next page you will find statements about your present job.
• Read each statement carefully.
• Decide how satisfied you feel about the aspect of your job described by the statement.
Keeping the statement in mind:
-if you feel that your job gives you more than you expected, check the box under "Very Sat." (Very Satisfied);
-if you feel that your job gives you what you expected, check the box under "Sat/' {Satisfied);
-if you cannot make up your mind whether or not the job gives you what you expected, check
the box under "N" (Neither Satisfied nor Dissatisfied);
-if you feel that your job gives you less than you expected, check the box under "Dissat." {Dissatisfied);
-if you feel that your job gives you much less than you expected, check the box under "Very
Dissat." (Very Dissatisfied).

• Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of

your iob.

• Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present Job.

Instruction:

Below are statements about your job. Please indicate how satisfied you are with each aspect by choosing one option.

Response Scale:

1 = Very Dissatisfied
2 = Dissatisfied
3 = Neither Satisfied nor Dissatisfied
4 = Satisfied
5 = Very Satisfied

Minnesota Satisfaction Questionnaire

S.no	Statement	1 Very dissatisfied	2 Dissatisfied	3 Neither Satisfied nor Dissatisfied	4 Satisfied	5 Very satisfied
1	Being able to keep busy all the time	☐	☐	☐	☐	☐
2	The chance to work	☐	☐	☐	☐	☐

	alone on thejob					
3	**The chance to do different things from time to time .**	☐	☐	☐	☐	☐
4	**The chance to be "somebody" in the community**	☐	☐	☐	☐	☐
5	**The way my boss handles his/her workers**	☐	☐	☐	☐	☐
6	**The competence of my supervisor in making decisions**	☐	☐	☐	☐	☐
7	**Being able to do things that don't go against my conscience**	☐	☐	☐	☐	☐
8	**The way my job provides for steady employment**	☐	☐	☐	☐	☐
9	**The chance to do things for other**	☐	☐	☐	☐	☐

	people					
10	**The chance to tell people what to do**	☐	☐	☐	☐	☐
11	**The chance to do something that makes use of my abilities**	☐	☐	☐	☐	☐
12	**The way company policies are put into practice**	☐	☐	☐	☐	☐
13	**My pay and the amount of work I do**	☐	☐	☐	☐	☐
14	**The chances for advancement on this job**	☐	☐	☐	☐	☐
15	**The freedom to use my own judgment**	☐	☐	☐	☐	☐
16	**The chance to try my own methods of doing the job**	☐	☐	☐	☐	☐
17	**The working conditions**	☐	☐	☐	☐	☐
18	**The way my co-workers get along with each other**	☐	☐	☐	☐	☐
19	**The praise I get for doing a good job**	☐	☐	☐	☐	☐

20	**The feeling of accomplishment I get from the job**	☐	☐	☐	☐	☐

Scoring

- **Each item scored 1–5**
- **Total score range: 20–100**
- **Higher score = Higher job satisfaction**

CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-V

FINDINGS, CONCLUSION, FUTURE IMPLICATIONS AND SUGGESTIONS

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