

EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AS CORRELATES OF ATTITUDE TO WORK AMONG SECONDARY SCHOOL TEACHERS IN RIVERS STATE

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Abstract

The study investigated emotional intelligence and job satisfaction as correlates of attitude to work among secondary school teachers in Rivers State. The study employed four research questions and research hypotheses. The sample size of three hundred and sixty six (366) was drawn from the population of seven thousand six hundred nineteen (7,619) teachers in public senior secondary schools in Rivers State. The instrument used was Emotional Intelligence Scale (EIS), Teachers' Job Satisfaction Index (TJSI) and Teachers' Work Attitude Scale (TWAS) developed by the researcher. To validate the research instrument, the researcher presented the instrument to the supervisors and two other experts in the Faculty of Education, especially from the Department of Educational Psychology, Guidance and Counselling. The reliability coefficient of 0.582, 0.606 and 0.588 were obtained using Cronbach's Alpha Model. The research questions on emotional intelligence and job satisfaction was tested using Pearson product moment correlation. The study revealed that emotional intelligence through job satisfaction is a positive predictor of teacher's attitude to work and that teachers with high emotional intelligence were more satisfied with their job than those with low emotional intelligence. The study recommended that Teachers should learn to manage and control their emotions by adjusting to any prevailing situations as to improve their performance in their job. The secondary school management should endeavour to create a conducive environment to help motivate teachers in managing, and using their emotions to make their teaching effective irrespective of their job location.

Keywords: Emotional Intelligence, Job Satisfaction, Attitude, Attitude to work, Teachers

Introduction

Emotional Intelligence (EQ) simply means the combination of one's thoughts and feelings in taking the most effective action that understands oneself and how to manage others. We need emotional intelligence in our day-to-day activities especially at work because of its complexity. The importance of emotional intelligence is to build collaboration and positive relationships with colleagues, students and positive attitude to work as to improve performance. That is to say that emotional intelligence (EQ), as it applies to teachers involves social and emotional master skills that are believed to foster efficiency, success and effectiveness in teachers who foster emotional intelligence in students and essentially maximizing their potentials, building resilience and preparing them for both life and learning.

Emotional intelligence is an important predictor of key organizational outcomes including job satisfaction. Emotional intelligence is connected to emotion and individual performance. It shows that there is a positive association with job satisfaction and employees performance.

Emotional intelligence implies the skills, that helps a person to see and also helps in understanding his/her emotion(s) and emotions of other people, which will make him/her cope with the environmental pressures and demands (Onomuodeke, Akpotabore, Nwaukwu & Magnus-Arewa, 2017). Emotional intelligence helped to predict job success/satisfaction because it reflected how teacher applied emotional knowledge to an immediate situation. Goleman (1998) believed that increased understanding of emotional intelligence allowed individuals to flourish in their lives, as citizens in their communities, and on their jobs.

Thus, Akomolafe and Ogunmakin (2014) are of the view that Job satisfaction can affect an employee physically and also affect the mental health of an employee. Selyn in Akomolafe and Ogunmakin (2014) reported that teachers who experience job satisfaction, these teachers usually experience a great level of competence in their profession. In addition, Umme (1999), a significant relationship was found between teacher's attitude towards teaching and job satisfaction. When teachers have job satisfaction, they tend to teach well. However, the widely held belief in Nigeria is that there is generally low teacher satisfaction. Furthermore, most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay.

However, research has shown that there is emotional intelligence and self efficacy to work attitudes among secondary teachers (Salami, 2007), and relationship between emotional intelligence and work attitudes, behaviour and outcomes (Cameli, 2003), and so many other factors like gender, age, educational qualification, teachers experience, welfare packages, favourable working conditions, reward system etc are part of the factors influencing work attitudes across different job situations. Teachers, as professionals who work within human development area, being responsible for the becoming of many generations of children, need to demonstrate real emotional qualities which could enable them perform better. The teacher translates educational philosophy and objectives into knowledge, skills and then transfers them to the students in the classroom, if therefore a teacher experiences a safe, healthy, conducive environment with supportive resources and facilities for optimal teaching and learning, it will enhance the process of classroom management and administration in the overall improvement of the school. This is because when a teacher is emotionally intelligent, he/she can perceive, use, understand and manage the student's feelings and attitudes inferred from their behaviour and responses in the classroom. The work mentality comprises attitudes, ideas and values related to work, being a synthesis among the community vision and the individual vision. The teacher's work mentality would express their attitudes towards work, the way they see the work, as an accomplishment or a compulsory duty (Aurora & Tudor, 2014).

Thus, emotional intelligence can be employed to manage or control this occupational stress and prevent its effect on teacher's attitude towards the teaching profession in the educational system. According to Wong and Wong (2004), lack of emotional intelligence in teachers could negatively affect their job satisfaction and commitment which could reveal itself in familiar symptomatic ways, comprising burnout, poor attitudes, shoddy performance, and stressed relationships.

Therefore, the most critical finding from studies is that very sizeable proportions of secondary school teachers in Nigerian and Rivers State (at state level in particular); have low levels of job satisfaction and are poorly motivated. This had led to many students not being properly taught and are not receiving even a minimal acceptable secondary education. The resultant effect is a major determinant of students' performance in national examinations such as Senior Secondary School Certificate Examinations (SSCE), the Polytechnics, Colleges of Education Entrance Examinations, and the University Matriculation Examinations (UME).

Statement of the Problem

Emotional intelligence is a vital quality that every teacher and every worker, should possess, which involves feelings and drives that generate and provoke new ideas, concepts, design and outcomes prompted by the mind, heart and guts that involve self-organizing feelings. Thus, Job satisfaction variables are determinant of emotional intelligence and teachers' attitude towards the teaching profession in Nigeria. It is very obvious in our public secondary schools that some teachers exhibit poor attitude to their job by showing dissatisfaction attributed to different factors like poor administrative leadership, lack of motivation, unfavourable working condition, poor salary structure and lack of recognition by the general public.

Consequently, when a teacher's emotional intelligence is low it will definitely lead to lower productivity, poor judgment, defensive behaviour, hostility, inefficiency, absenteeism, truancy, increased work errors, lack of concentration and enthusiasm, frustration, low creativity and increasing rates of failures in public examinations like Senior Secondary School Certificate Examinations (SSCE), the Polytechnics, Colleges of Education Entrance Examinations, and the University Matriculation Examinations (UME). But when their emotional intelligence is high, there is the desire for maximum productivity, job satisfaction and increased academic achievement. Based on the above, the study seek to consider some factors that could contribute to emotional intelligence and job satisfaction as correlate of teachers' attitude to work in Rivers State.

Purpose of the study

The study investigated emotional intelligence and job satisfaction as correlates of attitude to work among secondary school teachers in Rivers State. More specifically, the purpose of the study was:

1. To investigate the extent to which emotional intelligence relate to teachers' attitude to work.
2. To ascertain how job satisfaction relate to teachers' attitude to work.
3. To find out the extent to which emotional intelligence and job satisfaction relate among male teacher.
4. To examine how emotional intelligence and job satisfaction relate among female teachers.

Research Questions

The study was guided by the following research questions, thus:

1. To what extent does emotional intelligence relate to teachers' attitude to work?
2. To what extent does job satisfaction relate to teachers' attitude to work?
3. To what extent do emotional intelligence and job satisfaction relate to among female teachers?
4. To what extent do emotional intelligence and job satisfaction relate among male teachers?

Research Hypotheses

Based on the research questions for the study, the following research hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant relationship between emotional intelligence and job satisfaction among teachers in Rivers State.

H_{02a}: Emotional intelligence does not significantly relate to attitude to work among female teachers.

Ho_{2b}: Emotional intelligence does not significantly relate to attitude to work among male teachers.

Ho_{3a}: Job satisfaction does not significantly relate to attitude to work among female teachers.

Ho_{3b}: Job satisfaction does not significantly relate to attitude to work among male teachers.

Methodology

The design for the study was a correlational research design aimed at determining the magnitude, direction or nature (positive or negative) of the relationship if any that exist between a dependent variable and one or more independent variables (Kpolovie, 2010). While Nwankwo (2010) stated that whenever a researcher is interested in finding out whether there is any relationship between two or more variables such is a correlational design, the researcher collected the information based on the existing situation without manipulating the study or subject in order to answer the research questions and test the hypotheses concerning the current status of the subject of study or for the purpose of relating existing conclusion.

Population of the Study

The population for this study consist of all the teachers in senior secondary schools in the twenty three (23) local government areas in Rivers State with a total population of seven thousand six hundred and nineteen (7,619) teachers, which comprises three thousand nine hundred and twenty six (3,926) male teachers and three thousand six hundred and ninety three (3,693) female teachers drawn from two hundred and sixty one (261) public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2017).

Sampling

Based on the population of seven thousand six hundred nineteen (7,619) teachers in public senior secondary schools in Rivers State, Fluid surveys was used with confidence level of 95% and margin of error at 5% to get the calculated sample size of three hundred and sixty six (366) for the study.

Sampling Frame

Senatorial Zones	Rivers East 8 LGAs	Rivers West 8 LGAs	Rivers South East 7 LGAs
LGA	3	3	3
School			
Gender			
Total	122 (60 male 62 female)	122 (60 male 62 female)	122 (60 male 62 female)
Grand total	366 Teachers (180 male and 186 female)		

Sampling Techniques

Multi-stage sampling technique was used for the study. Rivers State was stratified into three senatorial zones made up of Rivers East (8) LGAs, Rivers West (8) LGAs and Rivers South-East (7) LGAs. Simple random sampling was used to select (3) LGAs from each zone making a total of nine (9) schools from the stratum. Proportional random sampling was used to pick one school from each of the three (3) schools chosen while twenty-one (62) female teachers and twenty (60) male teachers are randomly selected making a total of one hundred and eighty (180) male teachers and one hundred and eighty-six (186) female teachers for the study. This made up one hundred and twenty two (122) teachers from each senatorial zone and a total of three hundred and sixty six (366) teachers for the study.

Instrumentation

Three instruments was used to collect data for this study. These were Emotional Intelligence Scale (EIS) developed by Akinboye (2006), Teachers’ Job Satisfaction Index (TJSI) developed by Brayfield and Rothe (1951) modified by Warner (1973) and Teachers’ Work Attitude Scale (TWAS) developed by the researcher. Emotional Intelligence Scale is divided into two sections; Section A elicit demographic data of the teachers like gender and age while section B contains ten (10) items while Teachers’ Job Satisfaction Index used contained ten (10) items and Teachers’ Work Attitude Scale will contain ten (10) items which dealt with the extent to which the respondents respond to the items. Section B for each instrument is structured on modified likert four point rating scale as: Very High Extent = 4, High Extent = 3, Moderate Extent = 2 and Low Extent = 1

Validity of Instrument

The Teacher Job Satisfaction Index was a standardized instrument and had been validated by Brayfield and Rothe (1951) modified by Warner (1973), the emotional intelligence scale was also standardized by Akinboye (2006) while the teachers’ work attitude scale was self-developed. Therefore to ensure face and content validity, the researcher presented the instrument to the supervisors and two other experts in the Faculty of Education, especially from the Department of Educational Psychology, Guidance and Counselling. Their observations, views, opinions and comments was used to modify the instrument before making the final copy and administering same to the respondents. All these processes were geared towards proper determination of validation.

Reliability of Instrument

The reliability coefficient of emotional intelligence scale 0.582 was established by Akinboye using Cronbach’s Alpha Model and the reliability coefficient was reported indicating high internal consistency. The reliability co-efficient of the Teachers Job Satisfaction Index of Brayfield and Rothe (1951) modified by Warner (1973) which was 0.606 was also established using Cronbach’s Alpha Method to determine its reliability. The Teachers’ Work Attitude Scale was given to 30 teachers outside the sample to ascertain a measure of stability and the reliability of 0.588 was obtained.

Administration of Instrument

The instrument for this study was administered by the researcher with the help of four research assistants. The researcher administered three hundred and sixty six (366) copies each of the instrument to the respondents and maximum of two weeks was used for administration and collection of the instrument from the various respondents.

Method of Data Analysis

The data collected for the study was coded according to the response sets on the questionnaire schedule. The research questions on emotional intelligence and job satisfaction was tested using Pearson Product Moment Correlation.

Data Analysis and Presentation of Results

Research Question One (1): To what extent does emotional intelligence relate to teachers’ attitude to work?

Table 1: Pearson Product Moment Correlation: Table showing the relationship between emotional intelligence and teachers’ attitude to work.

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	Parameters	Emotional intelligence	Teachers' attitude to work
Emotional Intelligence	PPMC	1	0.644
	Sign		0.000
	N	360	360

Table 1. shows that the Pearson product moment correlation coefficient between emotional intelligence and teachers' attitude to work is ($r = 0.644$). This shows that there is a high positive relationship between emotional intelligence and teachers' attitude to work.

Research Question Two (2): To what extent does job satisfaction relate in teachers' attitude to work?

Table 2: Table showing relationship between job satisfaction and teachers' attitude to work

	Parameters	Job satisfaction	Teachers' attitude to work
Job Satisfaction	PPMC	1	0.455
	Sign (2 tail)		0.011
	N	360	360

Table 2 shows that the Pearson Product Moment Correlation between job satisfaction and teachers' attitude to work is ($r = 0.455$). This shows that there is a moderate positive relationship between job satisfaction and teachers' attitude to work.

Research Question Three (3): To what extent do emotional intelligence and job satisfaction relate among male teachers?

Table 3: Table showing the relationship between emotional intelligence and job satisfaction among male teachers

	Parameters	Emotional intelligence	Job satisfaction among male teachers
Emotional Intelligence	PPMC	1	-0.400
	Sign 2 tail		0.250
	N	180	180

Table 3 shows that the Pearson Product Moment Correlation coefficient between emotional intelligence and job satisfaction among male teachers is ($r = -0.400$). This implies that there is a moderate negative relationship between emotional intelligence and job satisfaction among male teachers. The negative sign shows that as emotional intelligence increases among male teachers, job satisfaction reduces. However the relationship is not significant at 0.05 level of significance.

Research Question Four (4): To what extent do emotional intelligence and job satisfaction relate among female teachers?

Table 4: Table showing the relationship between emotional intelligence and job satisfaction among female teachers

	Parameters	Emotional intelligence	Job satisfaction among female teachers
Emotional Intelligence	PPMC	1	
	Sign 2 tail		
	N		

	Parameters	Emotional intelligence	Job satisfaction among female teachers
Emotional Intelligence	PPMC	1	0.763
	Sign (2 tail)		0.000
	N	180	180

Table 4 shows that the Pearson Product Moment Correlation between emotional intelligence and job satisfaction among female teacher is ($r = 0.763$). This shows that there is a positive high relationship between emotional intelligence and job satisfaction among female teachers in Rivers State. This means that as emotional intelligence increases, job satisfaction increases among female teachers in Rivers State.

HO₁: There is no significant relationship between emotional intelligence and job satisfaction among teachers in Rivers State.

Table 5: Table showing relationship between emotional intelligence and job satisfaction among teachers in Rivers State

	Parameters	Emotional intelligence	Teachers' attitude to work
Emotional Intelligence	PPMC	1	0.727
	Sign (2 tail)		0.000
	N	360	360

Table 5 shows that the Pearson product moment correlation between emotional intelligence and job satisfaction among teachers is $r = 0.727$. This shows that there is a relationship between emotional intelligence and job satisfaction. It implies that as emotional intelligence increases, job satisfaction increases.

The r-value is also significant ($0.00 < 0.05$). This implies that there is a significant relationship between emotional intelligence and job satisfaction among the teachers, thus, HO₁ is rejected.

HO_{2a}: Emotional intelligence does not significantly relate to work attitude among female teachers

Table 6: Table showing relationship between emotional intelligence and work attitude among female teachers

	Parameters	Emotional intelligence	Work attitude among female teachers
Emotional intelligence	PPMC	1	0.784
	Sign (2 tail)		0.000
	N	180	180

Table 6 shows that the Pearson product moment correlation between emotional intelligence and attitude to work is ($r = 0.784$). This implies that there is a high positive relationship between emotional intelligence and work attitude among females in Rivers State.

The r-value showed in Rivers State relationship ($\alpha = 0.00$). This implies that the relationship is significant hence HO_{2a} is rejected. Thus result reveals that as emotional intelligence increases, female teachers devise more strategies for work attitude.

HO_{2b}: Emotional intelligence does not significantly relate to teachers attitude to work among male teachers in Rivers State

Table 7: Table showing relationship between emotional intelligence and attitude to work among male teachers

	Parameters	Emotional intelligence	Work attitude among male teachers
Emotional intelligence	PPMC	1	0.462
	Sign (2 tail)		0.61
	N	180	180

Table 7 shows that the PPMC between emotional intelligence and work attitude among male teachers is $r = 0.462$. This shows a negative moderate relationship between emotional intelligence and work attitude among male teacher. This implies that as emotional intelligence increases in male teachers, work attitude reduces.

However, the r – value is not significant ($0.61 > 0.05$). This shows that the relationship is not significant at 0.05 level of significance. Hence HO_2 is retained; showing that there is no significant relationship between emotional intelligence and work attitude among male teachers in Rivers State.

HO_{3a}: Job satisfaction does not significantly relate to attitude to work among female teachers

Table 8: Table showing relationship between job satisfaction and attitude to work among female teachers

	Parameters	Job satisfaction	Attitude to work among female teachers
Emotional intelligence	PPMC	1	0.552
	Sign (2 tail)		0.003
	N	180	180

Table 8 shows that PPMC between job satisfaction and attitude to work is $r = 0.552$. This shows a positive, moderate relationship between job satisfaction and attitude to work.

The r -value is significant at 0.05 level of significance ($0.003 < 0.05$); hence **HO_{3b}** is rejected. This implies that there is a significant relationship between job satisfaction and attitude to work among female teachers in Rivers State.

HO_{3b}: Job satisfaction does not significantly relate to attitude to work among male teachers

Table 9: Table showing relationship between job satisfaction and attitude to work among male teachers

	Parameters	Job satisfaction	Attitude to work among male teachers
Emotional Intelligence	PPMC	1	0.412
	Sign (2 tail)		0.194
	N	180	180

Table 9 shows that Pearson product moment correlation between job satisfaction and attitude to work among male teacher is $r = 0.412$. This shows a positive moderate relationship between the two variables. The significant 2 tail test gave 0.194 ($p > 0.05$). This implies that the relationship is not significant, hence **HO_{3b}** is retained.

Discussion of Findings

The discussion of findings of this study was based on each of the research questions and hypotheses tested.

The aim of the present study was to examine how emotional intelligence and job satisfaction relates with teachers attitude to work in secondary schools in Rivers State. Based on hypothesis one and two, it is evident that there is high positive relationship between emotional intelligence and job satisfaction. Orluwene and Wachikwu (2013) on their study of dimensions of emotional intelligence as predictors of job involvement among teachers stated that the more people develop or acquire emotional intelligence, the more they get involved in their jobs. Thus, Ramesh (2015) study on impact of emotional intelligence and attitude towards teaching on job satisfaction. It revealed that emotional intelligence has significant impact on the job satisfaction level. Likewise, the present finding buttresses the assertion of Nahid (2011), in his study on emotional intelligence, job satisfaction and organizational commitment, which stated that the important constructs on the relationship between emotional intelligence and job satisfaction, emotional intelligence and commitment, job satisfaction and organizational commitment provided positive significant correlation between all the construct mentioned. Kappagoda (2011) also supported the present study, asserting that relationship between emotional intelligence and teachers' job satisfaction in national schools in Sri Lanka proved that there is a positive relationship which agrees with the present study.

This research question 3 & 4 and hypothesis 3 & 4 sought to determine whether teachers differ in their job satisfaction and emotional intelligence in relation to gender and attitude to work. And the results of this study revealed that indeed the male teachers significantly have relationship between their job satisfaction and attitude to work. According to Goleman (2006), employees with higher emotional competencies can easily manage their emotions which retain their mental state in a positive way leading to increase in work attitude and performance. Emotional Intelligence has empirically proved that there is a positive relationship among teachers that can regulate their emotions as a core competency of emotional intelligence for positive effect on job accomplishment and can as well show negative effect on burnout and stress among secondary teachers. Raquel et al (2008) supported this in a study conducted in Malaysia that emotional competencies is seen as a prominent factor to be included along with basic competencies for enhancing teacher's job performance and wellbeing. Van Rooy and Viswesvaran (2004) results of empirical studies proved that emotional intelligence as a predominant factor affect job performance but findings showed difference of emotional intelligence and job satisfaction based on demographic variables of teachers primarily on gender and level of emotional intelligence. But the gender equality in this study revealed that male and female make conscious effort to obtain and achieve their goals. Ramesh (2015) went further to state in his findings that female teacher educators were more satisfied with their jobs as compared to males due to availing more time for the household activities and family responsibilities along with teaching profession while their male counterpart wants to earn more and therefore search for profitable profession. While Bradley, Taylor and Nguyen (2003) revealed that women are more satisfied with their job than men because of their lower expectations on the job due to conventional poor position of women in labour market.

Conclusion

Based on the findings of this study, it was concluded that emotional intelligence and job satisfaction correlate to attitude to work among secondary school teachers in Rivers State. Emotional intelligence through job satisfaction is a positive predictor of teachers attitude to

work and that teachers with high emotional intelligence were more satisfied with their job than those with low emotional intelligence. It is also proved that emotional intelligence and job satisfaction can impact on teacher's attitude to work in both male and female teachers.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers should learn to manage and control their emotions by adjusting to any prevailing situations as to improve their performance in their job.
2. The secondary school management should endeavour to create a conducive environment to help motivate teachers in managing, and using their emotions to make their teaching effective irrespective of their job location.
3. Ministry of education and policymakers should be able to note that emotional intelligence and job satisfaction impact on teachers' attitude to work therefore should respond to teachers' needs in order for them to be satisfied with their jobs.
4. There should be provision on developing emotional intelligence of teachers through workshops, seminars, conferences and opportunity for advancement as it will aid teachers' performance.
5. The government should not overlook teacher remuneration, incentives, opportunity for advancement, salary, reward system among others, as they impact on job satisfaction of teachers and their attitude to work.

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