Relationship between Emotional Stability and Teacher Satisfaction

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Abstract:

   The purpose of the study was to examine the relationship between emotional stability and teacher satisfaction. In order to analyze the data, primary data collection technique, that is questionnaire, was used. It was distributed among 100 people including teachers and students. The findings of the study revealed that teacher personality and teacher satisfaction are directly proportional to each other. The study also revealed that for a teacher to be satisfied it is necessary that he should be emotionally stable. As the teacher has been provided with facilities and a more relaxed environment, he will be able to do work more effectively.

Key words: Emotional stability, teacher satisfaction

Introduction:

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. In the educational system, teachers are considered as the backbone. They are responsible to transform students into active citizens by transferring their knowledge and their

students should be able to represent their society. For a teacher to be an effective source of knowledge, it is necessary that they should possess professional skills. During the last few decades the emotional stability of teachers has taken much attention and in modern education it is considered to be one of the main factors. In fact, referring to emotional stability we can say that this is the capacity to maintain our emotions and act accordingly to set life, therefore this is one of the main things to become a good teacher, not only a good teacher but the teacher who is able to deal with their students and with their co-staff's performance very effectively. Therefore a survey through questionnaire in Buitems, Quetta was conducted to know the relationship between teacher personality and teacher satisfaction.

Literature Review:

W. H. Burnham (2004) argued that the extent to which one is able to interest or influence other people means that your personality depends upon qualities of character, mind and body that make you different from other people. It is a simple matter of human relations.

Mondal, Paul, and Bandyopadhyay (2012) conducted a survey to know the relationship between teacher personality and teacher satisfaction in a school in West Bengal. For this purpose they selected 300 teachers from rural and Urban areas and the results showed that in some areas emotional stability was directly proportional to teacher satisfaction and in some areas it was having inverse relationship and were not significant.

Akomolafe (2011) suggested that primary and secondary school teachers should be assisted by qualified trainers to make them emotionally stable.

Krishnamurthy and Varalakshmi (2011) researched on the relationship between these two variables and he conducted

a survey which was designed for this purpose in which he selected 200 teachers. The results of the survey showed that improvement in emotional stability directly affects the motivation and commitment level of employees.

A similar study was conducted to identify the level of emotional intelligence among the teachers. Zahra et al. (2012) found the relationship between emotional stability and teacher satisfaction in a research carried out in Tehran in which 200 tutors of Physics and Mathematics were selected. The questionnaire was used and the result of this study showed a significant relationship among emotional stability and teacher satisfaction.

Oboegbulem & Ogbonnaya (2001) explained that teacher burnout is a major problem in the field of education, often resulting in a high turnover rate for new teachers. Teacher burnout has a debilitating effect on the process of education, the teachers' personal health, and the delivery of services to students.

Arogundade & Alausa (2002) argued that emotional stability is an organized and perceived entity and make us unique from others. Similarly it is the case with teachers: Peter and Charles (2011) suggested that teachers can be categorized on the basis of emotional stability.

Teacher satistaction is defined by Hero Singh Rawat (1999) who argued that teacher satisfaction is the realization of feeling himself/herself satisfied with job and fulfilling one's level of expectations. A teacher joins the institute with some expectations and when his expectations went according to his plans he feels himself happy and secure and his dedication level increases, his performance being ultimately pushed up. Sung-Hyun Cha (2008) concluded from his research that there are many factors for a teacher to be satisfied and these factors include gender, cast and creed, level of institution, environment of institution, level and kind of experience, designation according to his qualification and response and level of

students' response. Gunberg in 2007 reported that the level of satisfaction can be categorized according to age and experience – for example, the young workers adjust themselves because they have energies and they want to make their future. Lee and Wilbur (1991) argued that job satisfaction is correlated with age. Hugh (1983) also explains that teacher satisfaction is the overall positive feeling that teachers have their own jobs. Smith and Jacker (2005) suggested that the type of work and the security of future make a teacher work more efficiently.

Link between Teacher Personality and Teacher Satisfaction

K. Ramatulasamma (2006) explained that a teacher has a personality of his own manifesting, has his own philosophies and exhibits his own emotions; teacher satisfaction has to be derived by each and every one in the work institution. Karoonaratne (2003) explained that emotional stability is always connected to teacher satisfaction. If a teacher is emotionally not stable due to many reasons he may not able to work effectively therefore the institutes should make sure that their teachers should be emotionally stable so that they can work more effectively.

Methodology:

Following the method of convenience sampling, a sample of 130 teacher and students of BUITEMS Quetta were selected in order to collect the primary data for this study. The teachers were of different designations, including visiting faculty, lecturers, assistant professors, and professors while the students were from different faculties. The questionnaire was used for this purpose and a total number of 130 questionnaires were distributed. Out of the 130 questionnaires, 100 questionnaires were received back. Both items of the variables

were adopted and adapted from questionnaire of John and Shivatava (1999). The response rate was 76%, which was considered to be a good one. The questionnaire comprised 10 questions, out of which 5 questions were related to teacher personality and 5 questions to teacher satisfaction. The reliability values of the scale are shown in the correlation metrics ahead. To test the hypothesis, regression and correlation analysis were used.

Now the demography table is used for practical work.

		Frequency	%age
Gender	Male	84	84
	Female	16	16
Age	20-29	58	58
	30-39	35	35
	40-49	07	7
Education	Bachelors	84	44.2
	Masters	6	45.3
	M.phil.	9	9.5
	Ph.D.	1	1.1
Experience	1-4	84	68.4
	5-9	12	28.4
	10 & above	4	3.2

Results and discussion:

1. Correlation Analysis

The correlation among the two variable namely emotional stability and teacher satisfaction was checked the results are reported in the correlation matrix. All these two variable in the study were found highly correlated with each other because these are significant level. Throughout the analysis emotional stability will be denoted by TP and teacher satisfaction will be denoted by TS.

Correlations

		TP1	TP2	TP3	TP4	TP5	TS1	TS2	TS3	TS4	TS5
TP1	Pearson Correlation	1	.173	.204*	.056	.019	.035	-.063	-.236*	-.133	-.150
	Sig. (2-tailed)		.086	.042	.582	.848	.733	.531	.018	.188	.137
	N	100	100	100	100	100	100	100	100	100	100
TP2	Pearson Correlation	.173	1	.085	-.023	.184	.054	-.101	-.084	-.050	-.109
	Sig. (2-tailed)	.086		.401	.818	.067	.596	.318	.404	.624	.280
	N	100	100	100	100	100	100	100	100	100	100
TP3	Pearson Correlation	.204*	.085	1	.346**	.020	-.050	-.017	.011	.031	.047
	Sig. (2-tailed)	.042	.401		.000	.841	.625	.868	.916	.756	.644
	N	100	100	100	100	100	100	100	100	100	100
TP4	Pearson Correlation	.056	-.023	.346**	1	-.027	.088	.120	-.054	.143	-.080
	Sig. (2-tailed)	.582	.818	.000		.786	.386	.236	.590	.157	.426
	N	100	100	100	100	100	100	100	100	100	100
TP5	Pearson Correlation	.019	.184	.020	-.027	1	.067	.084	.003	-.091	-.048
	Sig. (2-tailed)	.848	.067	.841	.786		.509	.409	.977	.367	.635
	N	100	100	100	100	100	100	100	100	100	100
TS1	Pearson Correlation	.035	.054	-.050	.088	.067	1	-.091	-.102	.005	.042
	Sig. (2-tailed)	.733	.596	.625	.386	.509		.369	.314	.961	.675
	N	100	100	100	100	100	100	100	100	100	100
TS2	Pearson Correlation	-.063	-.101	-.017	.120	.084	-.091	1	.163	.182	.088
	Sig. (2-tailed)	.531	.318	.868	.236	.409	.369		.106	.071	.387
	N	100	100	100	100	100	100	100	100	100	100
TS3	Pearson Correlation	-.236*	-.084	.011	-.054	.003	-.102	.163	1	.062	.092
	Sig. (2-tailed)	.018	.404	.916	.590	.977	.314	.106		.538	.365
	N	100	100	100	100	100	100	100	100	100	100
TS4	Pearson Correlation	-.133	-.050	.031	.143	-.091	.005	.182	.062	1	.011
	Sig. (2-tailed)	.188	.624	.756	.157	.367	.961	.071	.538		.911
	N	100	100	100	100	100	100	100	100	100	100
TS5	Pearson Correlation	-.150	-.109	.047	-.080	-.048	.042	.088	.092	.011	1
	Sig. (2-tailed)	.137	.280	.644	.426	.635	.675	.387	.365	.911	
	N	100	100	100	100	100	100	100	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table No 1. Item To Item Correlation Matrix

Correlations

		TP	TS
TP	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.417
	N	100	100
TS	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.417	
	N	100	100

Table No 2 Variable to Variable Correlation

Table 2 shows the correlation matrix. The table shows the correlation of TP with TS is 100% and correlation intensity with TS is -0.082 and the significant value (p-value) is .417 which shows that it is not in the range of -1 to 1. This shows that it is not significantly related with each other. N shows the number of observations. The correlation shows that Emotional stability is not positively related with teacher satisfaction. The degree of association between emotional stability and teacher satisfaction is .417, which is not positive.

2. Regression Analysis:

To test the hypothesis of the study, regression analysis was used as a third step. In order to examine H1 and H0 of the study, regression was run keeping emotional stability as independent and teacher satisfaction as dependent variable, the result of which being as follows.

Variable	B	T	Significance
Emotional Stability	-.078	-.815	.417
TS			
R Square = 7%	Adjusted R Square =3%		

The above table reveals that the coefficient of emotional stability is -0.78, which shows that it is not positively correlated with each other. Now the t-status of emotional stability is -.815 which also shows that the result is significant, which means that one unit increase in emotional stability will cause decrease of 0.234 in teacher personality, and fit up model is 7% and adjusted R square is 3%. Hence emotional stability is not positively related to teacher satisfaction, therefore H0 is accepted.

Recommendations and particle implications:

The recommendations which I have drawn from this survey study and all results are:

- Teacher should control his level of anxiety and teach his students in a relaxed environment.
- Teacher should control his anger and try to keep himself calm and cool with his students; this will make a teacher satisfied with his work.
- From the results of the study it has been found that a teacher should be strict with his students in case of study.
- Teacher satisfaction is very much dependent upon response of students.
- It is necessary that higher authorities take care of teacher by providing them with facilities since their job package etc will keep them satisfied.
- Teacher should be given job security and a designation which he thinks is good for him and according to his capabilities.
- Higher authorities, i.e. Deans and Chairmen should make sure to place a teacher according to his qualification so that they can perform work according to their wish.
- Teacher should be given the right of taking decision

sometimes. They should be asked about their requirements.

- The performance of the teacher should be recognized and praised so that they can work more effectively.
- Teacher should be given freedom of applying new things so that they can raise the interest of students in their studies.

Limitations and future research:

The research carried out in the University has some limitations, one of them being that the sample size of study was not large enough and was not vast in all the fields - teachers of colleges and schools were not included. Another limitation was that teachers having enough experience were not included. The future researchers should make sure to work on these two basic limitations to get more effective results. In future research these should make sure that teachers having higher education and experience more than 10 years should be focused on as well.

There was another limitation and that was the limitation of resources. Other limitations included shortage of time and last but not the least all of the data and questionnaire which were filled were from the same university, same province and same country. Future researchers should try to make sure to work on a broader level.