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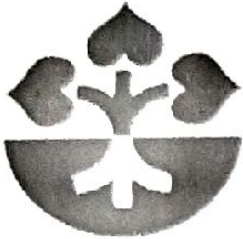
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A ROLE OF EMOTIONAL INTELLIGENCE AND PERSONALITY TYPES IN JOB SATISFACTION OF COLLEGE TEACHERS

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Research Paper - Phy. Education

Introduction: -

Are most people satisfied with their jobs? The answer seems to be a qualified “Yes” in the United States and in most developed countries. Independent studies, conducted among U.S. workers over the past 30 years, generally indicate that majority of workers are satisfied with their jobs. While the percentage is pretty wide from the low 50s to the high 70s - more people report that they’re satisfied than not. Moreover, these result are generally applicable to other developed countries. For instance, comparable studies among workers in Canada, Mexico, and Europe indicate more positive than negative results. There are a number of factors that influence job satisfaction. For example one recent study even found that if college students’ majors coincided with their jobs, this relationship predicted subsequent job satisfaction. However, the main influences can be summarized along the dimension identified above. Thus this study may point out the importance of job satisfaction. The study may bring an impetus for future experimental studies regarding the effect on job satisfaction. The study may highlight the importance of job satisfaction. As a field of inquiry for profound our understanding of the job involvement.



Job Satisfaction:-
A personal attitude towards one's job; the difference between the amount of
rewards worker receive and the amount they believe they should receive.

Emotional intelligence:-

Emotional intelligence is defined as the capacity for recognizing our own feelings
and those of others for motivating our selves and for managing emotions well in our selves
and in our relationships emotional intelligence describes abilities distinct from but
complimentary to academic intelligence or the purely cognitive capacities measured by
I.Q.

Personality Type:-

Type A Personality is aggressive involvement in a chronic, incessant struggle to
achieve more and more in less and less time and, if necessary, against the opposing
efforts of other things or other people.

Purpose and Objectives:-

The purpose of this study was to describe the relationship between personality
type, emotional intelligence and job satisfaction of extension agents in teaching profession.
The objectives of the study were as follows:

1. Identify the individual personality types of extension agents in job satisfaction.
2. Determine the level of individual job satisfaction of extension agents.
3. Determine whether a relationship existed between the emotional intelligence and job satisfaction of extension agents.
4. Determine whether a relationship existed between job satisfaction and the individual personality types of extension agents.
5. Determine the best predictive indicator for agents' job satisfaction scores.
6. To determine whether job satisfaction is influenced by emotional intelligence and personality types.
7. To find out whether there are individual difference in job involvement in terms of emotional intelligence and personality types.
8. To explore whether emotional intelligence and personality types affect job



satisfaction.

Hypotheses: -

1. High Emotionally Intelligent teachers would be more job satisfied than low emotionally intelligent teachers.
2. Personality type A teachers would be more job satisfied than b Personality type teachers.
3. High e.i. & Personality type A teachers would be more job satisfied than high E.I. & Personality type B teachers.
4. Low E.I. & Personality Type A teachers would be more job satisfied than low E.I. & Personality type A teachers.
5. High E.I. & Personality type A teachers would be more job satisfied than low E.I. & Personality type B teachers.
6. High E.I. & Personality type B teachers would be more job satisfied than low E.I. & Personality type B teachers.

Variables: -

- 1) Emotional intelligence, personality types are independent variables in this study.
- 2) Job satisfaction is a dependent variable in this study.

Sample: -

Initially 500 subjects were taken for this study from the population and 160 college teachers has been selected for this study. The teaching experience of the teachers ranged from 5 to 15 years and it was selected from urban setting irrespective of sex from Arts, Commerce and Science granted faculties. The sampling was simple random (a type of probability sampling). The efforts were made to have the sample as representative as possible in terms of gender, education. All the subjects were of similar kind of socio-economic status. Here researcher were reported on the emotional intelligence and personality types association with job satisfaction only, omitting the relation of factor scores to residence, age, social status, national cultural and other recorded variables.