International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

A Correlational Study of Emotional Intelligence and Job Satisfaction of Secondary Teachers in the Sundarbans

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Abstract:
This study investigates the relationship between Emotional Intelligence (EI) and Job Satisfaction (JS) among secondary school teachers in the Sundarbans, a geographically and socio-economically challenged region of West Bengal, India. Employing a quantitative, descriptive-correlational research design, the study sampled 400 secondary school teachers from North and South 24 Parganas districts using a random sampling technique. Standardized tools—Teacher Emotional Intelligence Scale (Ashraf & Jamal) and Job Satisfaction Scale (Meera Dixit)—were used for data collection. Due to non-normality of data, non-parametric tests (Mann–Whitney U) and Spearman's correlation were applied. The results revealed significant differences in EI across gender, academic stream, and teaching experience: female, Arts stream, and senior teachers demonstrated higher EI. However, no significant differences in JS were observed based on gender, stream, or teaching type. Notably, the study found a strong and statistically significant positive correlation ($r = .802$, $p < .05$) between EI and JS, suggesting that emotionally intelligent teachers tend to experience higher job satisfaction. These findings align with existing literature emphasizing the role of emotional competencies in enhancing workplace satisfaction and resilience, particularly in high-stress educational environments. The study highlights the importance of incorporating EI development in teacher training and professional support programs, especially in underserved and ecologically vulnerable regions like the Sundarbans. By addressing an existing research gap, this study contributes both theoretical insights and practical implications for educational policy and teacher development initiatives in rural India.

Keywords: Emotional Intelligence, Job Satisfaction, Secondary School Teachers, Sundarbans, Teacher Development, Educational Psychology

Introduction:

In recent years, emotional intelligence (EI) has emerged as a critical psychological construct in understanding workplace behavior, particularly in high-stress professions such as teaching. Emotional intelligence refers to an individual's capacity to perceive, assess, and manage emotions—both their own and those of others (Salovey & Mayer, 1990). In the field of education, teachers' ability to regulate emotions plays a vital role in fostering a supportive learning environment and maintaining professional

satisfaction. Job satisfaction, defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976), has a direct impact on teacher performance, student outcomes, and the overall school climate. In the unique context of the Sundarbans—a geographically isolated and socio-economically challenged region—these psychological constructs take on even greater significance.

Secondary school teachers in the Sundarbans face a range of stressors, including infrastructural inadequacies, limited access to professional development, and socio-economic hardships that affect both teachers and students (Ghosh & Chakraborty, 2019). These stressors can potentially influence teachers' emotional well-being and job satisfaction levels. Emotional intelligence, in such contexts, may act as a buffer against occupational stress and burnout, contributing to improved psychological resilience and satisfaction at work (Singh, 2006). Studies have shown that individuals with high emotional intelligence are more adept at handling workplace stress and conflict, leading to greater job satisfaction (Carmeli, 2003; Wong & Law, 2002). For teachers in underserved regions like the Sundarbans, emotional competencies may therefore be integral to their professional adjustment and fulfillment.

Several empirical investigations have demonstrated a significant positive correlation between emotional intelligence and job satisfaction across various professions, including education. For example, Sy, Tram, and O'Hara (2006) found that employees with higher EI reported higher levels of job satisfaction due to better interpersonal relationships and self-regulation. Similarly, in the educational context, teachers with higher emotional intelligence were found to exhibit greater organizational commitment and job satisfaction (Aftab & Khatoon, 2012). However, much of this research has been conducted in urban or semi-urban settings, with relatively little attention given to remote and marginalized regions like the Sundarbans. This research gap underlines the need to explore how emotional intelligence correlates with job satisfaction among secondary school teachers in such contexts.

The present study adopts a quantitative, descriptive-correlational design to examine the relationship between emotional intelligence and job satisfaction among secondary school teachers in the Sundarbans region. By identifying the nature and strength of this relationship, the study aims to provide insights that can inform teacher support programs, capacity-building initiatives, and policy interventions aimed at improving teacher well-being in rural and challenging environments. Given the growing recognition of emotional intelligence as a determinant of professional efficacy and satisfaction, this research holds promise for both academic and practical implications in educational psychology and teacher development.

Review of Related Literature:

Emotional Intelligence (EI) and Job Satisfaction (JS) are two critical constructs in educational research, particularly in the context of teaching professionals. Emotional Intelligence, defined as the ability to perceive, understand, manage, and regulate emotions in oneself and others (Salovey & Mayer, 1990), has been increasingly recognized as a determinant of workplace success and satisfaction. Goleman (1995) emphasized that emotional competencies, including self-awareness, empathy, and emotional regulation, are more significant than IQ in professional success, especially in people-centric professions like teaching.

Several studies have established a positive correlation between Emotional Intelligence and Job Satisfaction. For instance, Sy, Tram, and O'Hara (2006) reported that employees with high EI tend to manage work stress better, communicate more effectively, and feel more satisfied in their roles. In educational settings, teachers with higher EI are more capable of handling classroom challenges,

maintaining positive student-teacher relationships, and collaborating with colleagues, leading to enhanced job satisfaction (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010).

In the Indian context, Sharma and Singh (2014) found that secondary school teachers with high emotional intelligence reported significantly higher levels of job satisfaction. Their study also highlighted that EI played a moderating role in coping with occupational stress, which indirectly affected job satisfaction. Similarly, Kumari and Priya (2017) noted that EI is not only crucial for classroom management and student engagement but also positively contributes to teachers' mental well-being and satisfaction with their professional roles.

The relationship between EI and JS becomes even more relevant in geographically and economically challenging areas like the Sundarbans. Teachers in such regions face multiple stressors, including lack of infrastructure, long commutes, environmental hazards, and socio-economic instability among students. These stressors can adversely affect their job satisfaction. However, emotionally intelligent teachers may be better equipped to adapt to such conditions and maintain professional commitment and satisfaction (Raina & Bakhshi, 2013). Moreover, job satisfaction among teachers is multifaceted, influenced by intrinsic factors such as professional growth and recognition, and extrinsic factors like salary, job security, and work environment (Herzberg, Mausner, & Snyderman, 1959). Emotional intelligence enables individuals to navigate these dimensions more effectively, thereby enhancing overall satisfaction (Mayer, Salovey, & Caruso, 2004).

There is a growing need to study such variables in the socio-cultural context of the Sundarbans, where no significant empirical work has yet explored the EI-JS relationship among teachers. By examining this correlation, the current study addresses a research gap and offers potential policy implications for teacher training, recruitment, and support programs in remote regions.

Significance of the Study:

The present study holds significant relevance as it addresses two crucial constructs in the field of educational psychology—Emotional Intelligence (EI) and Job Satisfaction (JS)—within the unique socio-geographic context of the Sundarbans, a remote and ecologically sensitive region of West Bengal, India. In this region, secondary teachers often face multifaceted challenges such as infrastructural limitations, socio-economic disparities, and environmental adversities, all of which can impact their emotional well-being and professional satisfaction.

Emotional intelligence plays a vital role in educators' ability to manage stress, foster positive relationships with students and colleagues, and adapt to dynamic classroom situations. According to Mayer, Salovey, and Caruso (2004), emotionally intelligent individuals are better equipped to understand and regulate their emotions, which in turn enhance workplace performance and satisfaction. Teachers with high emotional intelligence are more resilient and demonstrate greater commitment to their profession, particularly in demanding environments. On the other hand, job satisfaction significantly influences teacher retention, classroom effectiveness, and student outcomes. A dissatisfied teaching workforce can lead to absenteeism, burnout, and reduced instructional quality. Understanding the interplay between EI and JS is thus critical, especially in areas like the Sundarbans where teachers work under considerable stress.

This study contributes to the existing body of knowledge by offering empirical insights into how emotional intelligence correlates with job satisfaction among secondary teachers in the Sundarbans. The findings can inform educational policymakers, school administrators, and training institutions about the

need to incorporate EI development programs in teacher training and professional development. Such initiatives could improve teachers' coping strategies, enhance job satisfaction, and ultimately lead to better educational outcomes for students in this underserved region. Furthermore, the study fills a significant research gap by focusing on a rural and ecologically vulnerable setting, where limited studies have explored psychological and professional factors influencing teaching efficacy. Therefore, this research not only enriches the theoretical discourse on EI and JS but also holds practical implications for sustainable educational development in marginalised regions.

Research Objectives of the Study:

The following objectives have been formulated for the current study –

O_1: To compare Emotional Intelligence of secondary school teachers under different demographical variables like Gender (Male and Female), Stream (Arts and Science) and Types (Junior and Senior).

O_2: To compare Job Satisfaction of secondary school teachers under different demographical variables like Gender (Male and Female), Stream (Arts and Science) and Types (Junior and Senior).

O_3: To study the nature of the relationship existing between Emotional Intelligence and Job Satisfaction of secondary school teachers.

Research Hypotheses:

The researcher has developed the following objective-specific research hypotheses for empirical verification –

- **For Objective O_1 following research hypotheses are formed –**

$H_0$1: There would be no significant difference in Emotional Intelligence between Male and Female teachers at Secondary Level.

$H_0$2: There would be no significant difference in Emotional Intelligence between the teachers of Arts stream and Science stream at Secondary Level.

$H_0$3: There would be no significant difference in Emotional Intelligence between Junior and Senior teachers at Secondary Level.

- **For Objective O_2 following research hypotheses are formed –**

$H_0$4: There would be no significant difference in Job Satisfaction between Male and Female teachers at Secondary Level.

$H_0$5: There would be no significant difference in Job Satisfaction between the teachers of Arts stream and Science stream at Secondary Level.

$H_0$6: There would be no significant difference in Job Satisfaction between Junior and Senior teachers at Secondary Level.

- **For Objective O_3 following research hypothesis is formed –**

$H_0$7: There would be no significant relationship between Emotional Intelligence and Job Satisfaction of Secondary school teachers.

Methodology of the Study:

The present study employs a quantitative, descriptive-comparative research design.

(a) Population: The researcher defined the population of the study as all secondary school teachers working in the North and South 24 Parganas districts of West Bengal.

(b) Sample: The sample for the study was selected using a random sampling technique to ensure adequate representation and minimize sampling bias. The research targeted secondary schools located in the North and South 24 Parganas districts of West Bengal. From these districts, 25 schools were randomly chosen for inclusion in the study. A total of 400 secondary school teachers affiliated with the West Bengal Board of Secondary Education (WBBSE) were selected as the sample.

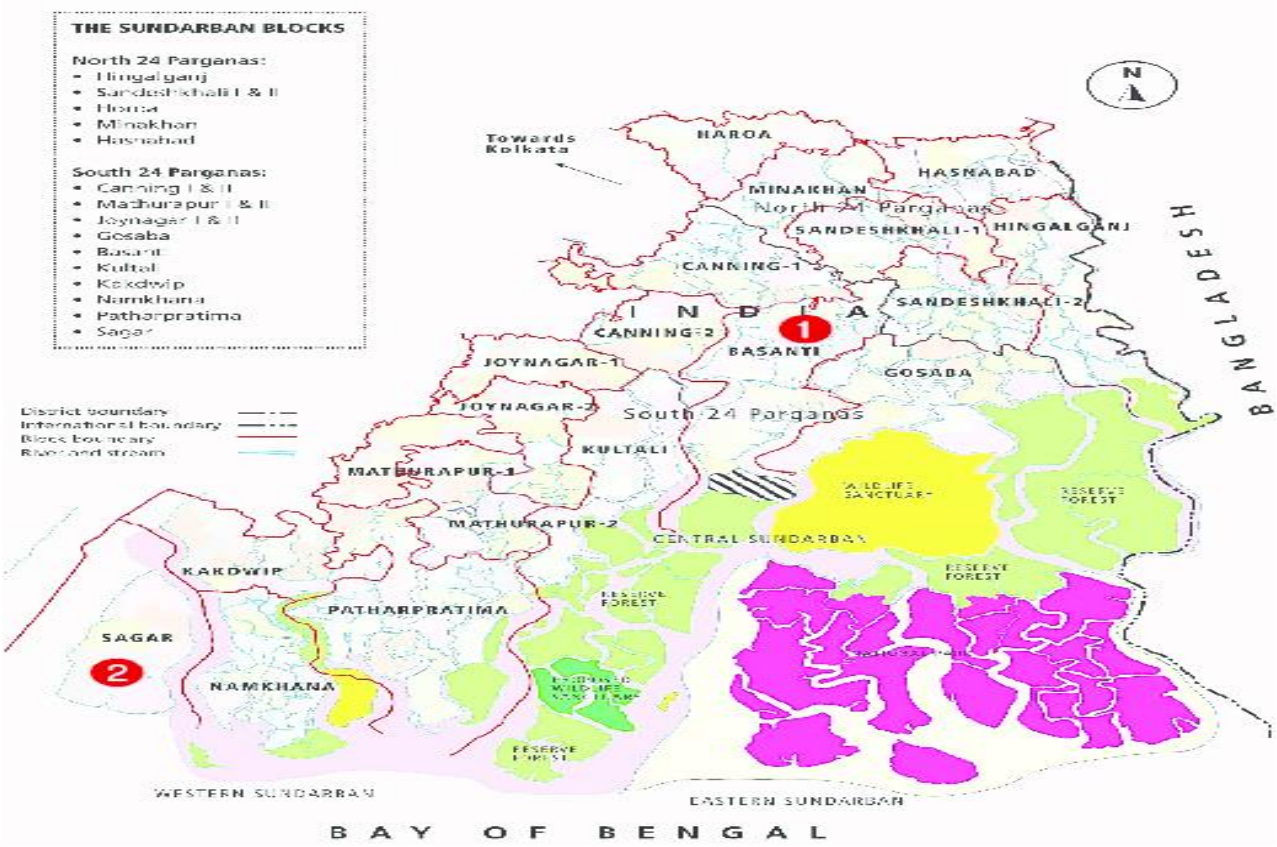

Fig.1: Showing the Map of Sundarban Region

Source: https://share.google/qEfUCHwuRIXumNRTt

(c) Variables: The present researcher identified two categories of variables for the study. The major variables included: Emotional Intelligence of Secondary School Teachers and Job Satisfaction of Secondary School Teachers. In addition to these, the study also considered several demographic variables, namely Gender (Male and Female), Stream (Arts and Science), and Type of Teachers (Junior and Senior).

(d) Tool Used: To collect data aligned with the objectives of the study, the researcher utilized standardized tools for each of the major variables. Teacher Emotional Intelligence Scale (TEIS), developed by P. N. Ashraf and S. Jamal, was employed to measure the emotional intelligence of teachers. For evaluating job satisfaction, the researcher used the Job Satisfaction Scale (JSS) developed by Meera Dixit. These tools were selected for their relevance and reliability in capturing the specific dimensions of the study.

Test of Normality:

In a quantitative study, testing the normality of the data is a vital step to ensure the appropriateness and validity of the statistical analyses applied.

Table 1: Tests of Normality

Variables	Shapiro-Wilk		
	Statistic	df	Sig.
Emotional Intelligence	.987	400	.001
Job Satisfaction	.974	400	.000

The Shapiro-Wilk test was conducted to assess the normality of the data for the variables Emotional Intelligence and Job Satisfaction. For both variables, the significance (Sig.) values are less than 0.05 (Emotional Intelligence: p = .001; Job Satisfaction: p = .000). This indicates that the data for both variables significantly deviate from a normal distribution. In other words, the assumption of normality is violated. Therefore, non-parametric statistical techniques may be more appropriate for analyzing the data, as parametric tests typically require the assumption of normality.

Objective-wise Analysis of Data:

Objective No. 1:

O_1: To compare Emotional Intelligence of secondary school teachers under different demographical variables like Gender (Male and Female), Stream (Arts and Science) and Types (Junior and Senior).

For fulfillment of the above mentioned objective, three null hypotheses were formulated and tested which were as follows:

H_01: There would be no significant difference in Emotional Intelligence between Male and Female teachers at Secondary Level.

H_02: There would be no significant difference in Emotional Intelligence between the teachers of Arts stream and Science stream at Secondary Level.

H_03: There would be no significant difference in Emotional Intelligence between Junior and Senior teachers at Secondary Level.

Testing of H_01:

Groups: Male and Female Teachers

Table 2: Number and Mean Ranks of Emotional Intelligence_Gender

	Gender	N	Mean Rank	Sum of Ranks
Emotional Intelligence	Male	247	191.06	47192.50
	Female	153	215.74	33007.50

Table 3: Test Statistics of Emotional Intelligence_Gender

	Emotional Intelligence

Mann-Whitney U	16564.500
Wilcoxon W	47192.500
Z	-2.075
Asymp. Sig. (2-tailed)	.038

Interpretation:
Table 2 displays the number of participants, mean ranks, and sum of ranks for Emotional Intelligence scores across gender groups. The sample comprises 247 male and 153 female secondary school teachers. The mean rank for male teachers is 191.06, while that for female teachers is 215.74, suggesting that female teachers generally scored higher in Emotional Intelligence. This higher mean rank indicates that female teachers may possess stronger emotional awareness, regulation, and interpersonal skills compared to their male counterparts. To determine whether this observed difference is statistically significant, the Mann–Whitney U Test was applied, as presented in Table 3. The test produced a Mann–Whitney U value of 16564.500, a Wilcoxon W statistic of 47192.500, and a Z-value of -2.075. The Asymptotic Significance (2-tailed) is 0.038. Since the p-value is less than the standard threshold of 0.05, the result is considered statistically significant. Therefore, the null hypothesis ($H_0$1), which states that there is no significant difference in Emotional Intelligence between male and female teachers, is **rejected**. It can thus be concluded that male and female secondary school teachers differ significantly in terms of Emotional Intelligence, with female teachers demonstrating higher levels.

B: Testing of $H_0$2:
Groups: Teachers of Arts and Science Stream

Table 4: Number and Mean Ranks of Emotional Intelligence_Stream

	Stream	N	Mean Rank	Sum of Ranks
Emotional Intelligence	Arts	231	229.97	53123.00
	Science	169	160.22	27077.00

Table 5: Test Statistics of Emotional Intelligence_Stream

	Emotional Intelligence
Mann-Whitney U	12712.000
Wilcoxon W	27077.000
Z	-5.962
Asymp. Sig. (2-tailed)	.000

Interpretation:
Table 4 presents the number of participants, mean ranks, and sum of ranks for Emotional Intelligence scores across academic streams. The sample consists of 231 Arts stream and 169 Science stream secondary school teachers. The mean rank for Arts teachers is 229.97, while for Science teachers it is 160.22, indicating that teachers from the Arts stream generally scored higher in Emotional Intelligence. This suggests that Arts teachers may demonstrate greater emotional awareness, empathy, and interpersonal sensitivity compared to their Science stream counterparts. To statistically examine this difference, the Mann–Whitney U Test was conducted, as shown in Table 5. The test produced a Mann–Whitney U value of 12712.000, a Wilcoxon W value of 27077.000, and a Z-value of -5.962, with an

Asymptotic Significance (2-tailed) value of 0.000. Since the p-value is significantly below the standard threshold of 0.05, the result is considered highly statistically significant. Therefore, the null hypothesis ($H_0$2), which stated that there is no significant difference in Emotional Intelligence between Arts and Science stream teachers, is **rejected**. It can be concluded that Arts stream teachers exhibit significantly higher levels of Emotional Intelligence compared to their Science stream counterparts.

4.3.4-C: Testing of $H_0$3:

Groups: Junior and Senior Teachers

Table 6: Number and Mean Ranks of Emotional Intelligence_Types of Teacher

	Types	N	Mean Rank	Sum of Ranks
Emotional Intelligence	Junior	220	169.31	37248.00
	Senior	180	238.62	42952.00

Table 7: Test Statistics of Emotional Intelligence_Types of Teacher

	Emotional Intelligence
Mann-Whitney U	12938.000
Wilcoxon W	37248.000
Z	-5.967
Asymp. Sig. (2-tailed)	.000

Interpretation:

Table 6 shows the number of participants, mean ranks, and sum of ranks for Emotional Intelligence across two groups: Junior (N = 220) and Senior (N = 180) secondary school teachers. The mean rank for Junior teachers is 169.31, while for Senior teachers it is notably higher at 238.62, indicating that Senior teachers generally scored higher in Emotional Intelligence. This difference may be attributed to greater professional experience, maturity, and sustained exposure to emotionally demanding teaching environments among Senior teachers. To assess the statistical significance of this difference, the Mann–Whitney U Test was conducted, as shown in Table 7. The results yielded a Mann–Whitney U value of 12938.000, a Wilcoxon W statistic of 37248.000, and a Z-value of -5.967, with a highly significant *p*-value of 0.000. Since the p-value is well below the conventional threshold of 0.05, the result is considered statistically significant. Therefore, the null hypothesis ($H_0$3), which stated that there is no significant difference in Emotional Intelligence between Junior and Senior teachers, is **rejected**. It is concluded that Senior teachers possess significantly higher Emotional Intelligence compared to their Junior counterparts.

Objective No. 2:

O_2: To compare Job Satisfaction of secondary school teachers under different demographical variables like Gender (Male and Female), Stream (Arts and Science) and Types (Junior and Senior).

For fulfillment of the above mentioned objective, three null hypotheses were formulated and tested which were as follows:

H_04: There would be no significant difference in Job Satisfaction between Male and Female teachers at Secondary Level.

H_05: There would be no significant difference in Job Satisfaction between the teachers of Arts stream and Science stream at Secondary Level.

H_06: There would be no significant difference in Job Satisfaction between Junior and Senior teachers at Secondary Level.

A: Testing of H_04:

Groups: Male and Female Teachers

Table 8: Number and Mean Ranks of Job Satisfaction_Gender

	Gender	N	Mean Rank	Sum of Ranks
Job Satisfaction	Male	247	199.75	49339.00
	Female	153	201.71	30861.00

Table 9: Test Statistics of Job Satisfaction _Gender

	Job Satisfaction
Mann-Whitney U	18711.000
Wilcoxon W	49339.000
Z	-.164
Asymp. Sig. (2-tailed)	.870

Interpretation:

Table 8 presents the number of participants, mean ranks, and sum of ranks for Job Satisfaction scores among male and female secondary school teachers. The sample includes 247 male and 153 female teachers. The mean rank for male teachers is 199.75, while that for female teachers is slightly higher at 201.71. This minor difference suggests that both male and female teachers report nearly similar levels of job satisfaction, with females showing only a marginally higher inclination. To evaluate whether this observed difference is statistically significant, the Mann–Whitney U Test was conducted, as shown in Table 9. The test yielded a Mann–Whitney U value of 18711.000, a Wilcoxon W statistic of 49339.000, and a Z-value of -0.164, with an Asymptotic Significance (2-tailed) of 0.870. Since the p-value is significantly greater than the standard threshold of 0.05, the result is not statistically significant. Therefore, the null hypothesis (H_04), which states that there is no significant difference in job satisfaction between male and female teachers, is **retained**. It can be concluded that both male and female secondary school teachers experience similar levels of job satisfaction in their professional roles.

B: Testing of H_05:

Groups: Teachers of Arts and Science Stream

Table 4.10: Number and Mean Ranks of Job Satisfaction _Stream

	Stream	N	Mean Rank	Sum of Ranks
Job Satisfaction	Arts	231	196.29	45342.50
	Science	169	206.26	34857.50

Table 4.11: Test Statistics of Job Satisfaction _Stream

	Job Satisfaction
Mann-Whitney U	18546.500
Wilcoxon W	45342.500
Z	-.852
Asymp. Sig. (2-tailed)	.394

Interpretation:

Table 10 shows the number of participants, mean ranks, and sum of ranks for Job Satisfaction among secondary school teachers from the Arts and Science streams. The sample includes 231 Arts stream teachers and 169 Science stream teachers. The mean rank for Arts teachers is 196.29, while for Science teachers it is slightly higher at 206.26, indicating a marginal difference in job satisfaction, with Science stream teachers showing a slightly higher tendency. To determine the statistical significance of this difference, the Mann–Whitney U Test was conducted, as shown in Table 11. The results show a Mann–Whitney U value of 18546.500, a Wilcoxon W value of 45342.500, a Z-value of -0.852, and an Asymptotic Significance (2-tailed) of 0.394. Since the p-value is greater than 0.05, the difference is not statistically significant. Thus, the null hypothesis ($H_0 8$), which states that there is no significant difference in job satisfaction between Arts and Science stream teachers, is **retained**. It can be concluded that both groups report comparable levels of job satisfaction in their professional roles.

C: Testing of $H_0 6$:

Groups: Junior and Senior Teachers

Table 4.12: Number and Mean Ranks of Job Satisfaction _Types of Teacher

	Types	N	Mean Rank	Sum of Ranks
Job Satisfaction	Junior	220	206.83	45503.50
	Senior	180	192.76	34696.50

Table 4.13: Test Statistics of Job Satisfaction _Types of Teacher

	Job Satisfaction
Mann-Whitney U	18406.500
Wilcoxon W	34696.500
Z	-1.211
Asymp. Sig. (2-tailed)	.226

Interpretation:

Table 12 presents the number of participants, mean ranks, and sum of ranks for Job Satisfaction among Junior and Senior secondary school teachers. The sample includes 220 Junior teachers and 180 Senior teachers. The mean rank for Junior teachers is 206.83, slightly higher than that of Senior teachers at 192.76, suggesting a modest difference in job satisfaction, with Junior teachers reporting slightly greater satisfaction. To determine if this difference is statistically significant, the Mann–Whitney U Test was performed, as shown in Table 13. The test results include a Mann–Whitney U value of 18406.500, a Wilcoxon W statistic of 34696.500, a Z-value of -1.211, and an Asymptotic Significance (2-tailed) of

0.226. Since the p-value exceeds the standard threshold of 0.05, the difference is not statistically significant. Therefore, the null hypothesis ($H_0$9), which states that there is no significant difference in job satisfaction between Junior and Senior teachers, is **retained**. It can be concluded that both groups experience comparable levels of job satisfaction in their professional roles.

Objective No. 3:

O_3: To study the nature of the relationship existing between Emotional Intelligence and Job Satisfaction of secondary school teachers.

For fulfillment of the above mentioned objective, one null hypothesis was formulated and tested which was as follows:

$H_0$7: There would be no significant relationship between Emotional Intelligence and Job Satisfaction of Secondary school teachers.

Variables: Emotional Intelligence and Job Satisfaction

Table 14: Correlation Matrix of Emotional Intelligence and Job Satisfaction

		Emotional Intelligence	Job Satisfaction
Emotional Intelligence	Correlation Coefficient	1.000	.802#
	Sig. (2-tailed)	.	.046
	N	400	400
Job Satisfaction	Correlation Coefficient	.802#	1.000
	Sig. (2-tailed)	.046	.
	N	400	400

(# significant at 0.05 level of significance)

Interpretation:

As shown in Table 14, the correlation coefficient between Emotional Intelligence and Job Satisfaction is 0.802, indicating a strong positive relationship between the two variables. This means that teachers with higher levels of Emotional Intelligence are more likely to experience higher Job Satisfaction. The associated p-value is 0.046, which is less than the standard significance level of 0.05, confirming that the correlation is statistically significant. As a result, the null hypothesis ($H_0$7), which states that there is no significant relationship between Emotional Intelligence and Job Satisfaction, is **rejected**. It can be concluded that there is a significant positive relationship between Emotional Intelligence and Job Satisfaction among secondary school teachers. These findings suggest that Emotional Intelligence plays a vital role in enhancing teachers' job satisfaction by helping them manage emotions effectively, develop strong interpersonal relationships, and better handle work-related challenges.

Findings of the Study:

Objective 1: The study revealed a significant difference in Emotional Intelligence between male and female secondary school teachers. Female teachers had a higher mean rank (215.74) compared to male teachers (191.06), and the result was statistically significant ($p = 0.038$). This suggests that female teachers tend to possess greater emotional awareness, regulation skills, and interpersonal understanding than their male counterparts. A significant difference was also observed in Emotional Intelligence scores between Arts and Science stream teachers. Arts stream teachers recorded a mean rank of 229.97, while

Science stream teachers had a mean rank of 160.22. The p-value (.000) confirmed the difference as highly significant. This indicates that teachers from the Arts stream are more emotionally intelligent than those from the Science stream, possibly due to the nature of their academic discipline, which may involve more human-centric and empathetic engagement. Furthermore, the Emotional Intelligence of Junior and Senior teachers was also found to be significantly different. Senior teachers had a notably higher mean rank (238.62) than Junior teachers (169.31), with the difference being highly statistically significant ($p = 0.000$). This may reflect the influence of teaching experience, professional maturity, and exposure to long-term classroom challenges in developing stronger emotional competencies among Senior teachers.

Objective 2: The study found no statistically significant difference in Job Satisfaction between male and female teachers. Although female teachers had a slightly higher mean rank (201.71) compared to males (199.75), the p-value of 0.870 indicated that the difference was not significant. Thus, it can be concluded that both male and female teachers experience comparable levels of Job Satisfaction. Similarly, when comparing Job Satisfaction across academic streams, Science stream teachers showed a marginally higher mean rank (206.26) than Arts stream teachers (196.29). However, the difference was not statistically significant ($p = 0.394$). This implies that stream background does not influence teachers' perceived satisfaction in their professional roles. No significant difference was found in Job Satisfaction between Junior and Senior teachers either. Although Junior teachers had a slightly higher mean rank (206.83) compared to Senior teachers (192.76), the p-value of 0.226 confirmed that the difference was not statistically meaningful. Hence, it can be inferred that teaching experience or designation does not considerably affect job satisfaction levels.

Objective 3: The study established a strong and statistically significant positive correlation between Emotional Intelligence and Job Satisfaction among secondary school teachers. The correlation coefficient was found to be 0.802, with a p-value of 0.046, indicating that teachers with higher levels of Emotional Intelligence are more likely to experience greater Job Satisfaction. This finding suggests that emotional competencies such as self-awareness, emotional regulation, and empathy contribute meaningfully to teachers' satisfaction by helping them navigate work-related challenges, build better relationships, and maintain emotional balance in demanding professional environments.

Discussion of the Study:

The findings of the present study offer important insights into the relationship between Emotional Intelligence and Job Satisfaction among secondary school teachers in the Sundarbans region, aligning with and contributing to existing literature in the field of educational psychology and teacher development.

The study found a significant difference in Emotional Intelligence based on gender, with female teachers scoring higher than male teachers. This aligns with previous research by Mayer, Caruso, and Salovey (1999), who noted that women often demonstrate higher levels of emotional sensitivity and regulation. Similarly, Bar-On (2006) emphasized that female educators tend to perform better in interpersonal and empathy-related aspects of Emotional Intelligence, which are crucial in educational settings.

In terms of academic stream, the study showed that Arts stream teachers had significantly higher Emotional Intelligence than Science stream teachers. This finding resonates with the work of Saxena and Jain (2013), who found that educators involved in humanities-related disciplines often display greater emotional engagement and interpersonal awareness due to the nature of their subject matter. The

affective orientation of Arts education may cultivate more emotional attunement compared to the more technical focus of Science education.

The finding that Senior teachers exhibit significantly higher Emotional Intelligence than Junior teachers can be supported by the research of Jennings and Greenberg (2009), who argued that teaching experience enhances teachers' emotional skills through prolonged exposure to classroom dynamics and professional challenges. Senior teachers are more likely to have developed coping mechanisms and emotional regulation strategies, which enhance their Emotional Intelligence over time.

On the contrary, the study found no significant difference in Job Satisfaction across gender, stream, or teaching experience. This is consistent with the findings of Spector (1997), who suggested that job satisfaction is influenced more by organizational and environmental factors than by individual demographics. Similarly, studies by Dinham and Scott (2000) highlighted that systemic factors like workload, administrative support, and recognition often play a greater role in determining satisfaction levels than personal characteristics.

Most notably, the study found a strong and statistically significant positive correlation between Emotional Intelligence and Job Satisfaction. This finding supports the conclusions of Carmeli (2003) and Sy, Tram, and O'Hara (2006), who reported that emotionally intelligent employees are better equipped to manage workplace stress, foster positive relationships, and maintain higher levels of job satisfaction. In educational contexts, Emotional Intelligence enables teachers to navigate interpersonal challenges with students, colleagues, and parents, thereby contributing to their overall professional well-being.

The study reinforces the growing consensus that Emotional Intelligence is a critical psychological resource for teachers and plays a vital role in shaping their professional satisfaction. These findings are in line with global research trends and underscore the need for Emotional Intelligence training in teacher development programs.

Conclusion:

The present study aimed to explore the relationship between Emotional Intelligence and Job Satisfaction among secondary school teachers in the Sundarbans region, while also examining differences based on demographic variables such as gender, stream, and type of teacher. The findings revealed that Emotional Intelligence varied significantly across these demographic categories, with female, Arts stream, and Senior teachers demonstrating higher levels of Emotional Intelligence. However, no significant differences were found in Job Satisfaction across gender, stream, or teaching experience, suggesting that satisfaction levels are relatively uniform regardless of background. Importantly, a strong and statistically significant positive correlation was established between Emotional Intelligence and Job Satisfaction, indicating that emotionally intelligent teachers are more likely to experience greater satisfaction in their professional roles. This highlights the crucial role Emotional Intelligence plays in enhancing teachers' capacity to manage stress, navigate interpersonal relationships, and maintain overall well-being in the workplace. These findings are consistent with existing literature and underscore the need for integrating Emotional Intelligence training into teacher development programs. In the context of increasing demands on teachers, especially in challenging and remote regions like the Sundarbans, fostering Emotional Intelligence may be a key strategy for improving job satisfaction, performance, and retention within the teaching profession.

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