

Teachers' Perceptions of Their Principals' Interpersonal Emotionally Intelligent Behaviours Affecting Their Job Satisfaction

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Abstract : For schools to be desirable places in which to work, it is necessary for principals to recognise their teachers' emotions, and be sensitive to their needs. This necessitates that principals are capable to correctly identify their emotionally intelligent behaviours (EIBs) they need to use in order to be successful leaders. They also need to have knowledge of their emotional intelligence and be able to identify the factors and situations that evoke emotion at an interpersonal level. If a principal is able to do this, then the control and understanding of emotions and behaviours of oneself and others could improve vastly. This study focuses on the interpersonal EIBS of principals affecting the job satisfaction of teachers. The correlation coefficients in this quantitative study strongly indicate that there is a statistical significance between the respondents' level of job satisfaction, the rating of their principals' EIBs and how they believe their principals' EIBs will affect their sense of job satisfaction. It can be concluded from the data obtained in this study that there is a significant correlation between the sense of job satisfaction of teachers and their principals' interpersonal EIBs. This means that the more satisfied a teacher is at school, the more appropriate and meaningful a principal's EIBs will be. Conversely, the more dissatisfied a teacher is at school the less appropriate and less meaningful a principal's interpersonal EIBs will be. This implies that the leaders' EIBs can be construed as one of the major factors affecting the job satisfaction of employees.

Keywords : emotional intelligence, teachers' emotions, teachers' job satisfaction, principals' emotionally intelligent behaviours

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