Philosophical Perspectives on Emotional Intelligence, Self Efficacy and Job Satisfaction among Secondary School Teachers

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Abstract

It is important to observe the components of teaching and how teachers themselves perform in the philosophical perspective for a deeper and more thorough analysis. A teacher's occupation is considered stressful because they need to carry out multifaceted tasks in order to achieve given educational goals while establishing good relationship with others related in the teaching profession. Prior studies have found out that teacher self-efficacy can assess the multifaceted tasks in teaching profession because it reflects one's capability to perform the variety tasks in teaching and it drives one to attain the particular goal. Moreover, teachers with emotional intelligence enable them to establish satisfactory relationship with others because they are aware of their emotion and are less likely to lose control when they interact with others. Previous studies indicated that being a secondary school teacher is a stressful profession and many have left the teaching profession due to dissatisfaction. Therefore, there is a need to study the effect of teachers' emotional intelligence and self-efficacy on job satisfaction among secondary school teachers.

Introduction

In the field of education, teachers are important because they are tasked at developing needed skills and abilities within students for the future of the society (Iordanaglou, 2007). However, previous studies stated that being a teacher is stressful because a teacher's work today is multifaceted aside from teaching the students. Therefore, there is no agreeable to the set of specific duties characteristics for all teachers (Jorde-Bloom, 1986; Klassen, Foster, Rajani & Bowman, 2009b; Pillay, Goddard & Wilss, 2005; Tsigilis, Zachopoulou & Grammatikopoulos, 2006). Moreover, a teacher also faces multiple relationships with others who were related to the organization (Chang, 2009). Hence, it can be concluded that being a teacher consists a complex role (Iordanaglou, 2007; Jorde-Bloom, 1986).

According to Iordanaglou's study (2007), a teacher is also responsible in developing a student's emotion besides intellect. As the result of teacher, teachers should be mindful and always manage their own emotion and the way they express it. Besides that, a teacher should also be aware of the student's emotion so that it enables the students to acknowledge their emotions and the way they display it appropriately (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010; Iordanaglou, 2007). Their studies illustrated that teachers with high emotional intelligence may produce the students who possess the element of emotional intelligence besides their intellectual aspect, resulted from teachers who tend to express their emotions in positive ways when they interact with others. Moreover, they stated teachers possess the ability to effectively influence emotions that are of either of their own or of others. It was also discovered that teachers who were able to manage their own emotions indicated that they were also able to identify their own strength and weaknesses, which will affect their performance positively in their profession, remain in their profession longer as well as experience greater satisfaction in their profession.

Due to the multifaceted tasks taken by teachers (Pillay et al., 2005), the teacher self-efficacy plays a crucial role here in order to assess the multiple contexts of teacher's role, (Giallo & Little, 2003; Wheatlry, 2005). In the study of Schwarzer and Hallum (2008), it was discovered that the level of an individual's self-efficacy will affect one to anticipate the different contexts either in optimistic way or pessimistic way which will bring effect on one's longevity in the teaching profession. They also stated that a teacher's self-efficacy enables an individual to succeed in being a good teacher and this kind of successful experience can lead them to build job satisfaction in their teaching profession (Caprara, Barbaranelli, Steca & Malone, 2006).

Previous studies disclosed that large numbers of secondary school teachers have been leaving the teaching profession in the past decade because they required more energy and effort in performing their profession (Chen, 2008; Tatar & Horencyzk, 2003). This kind of phenomena can also be explained by the prior studies that mentions the stress of becoming a teacher due to difficult clients (the secondary students) who are less interested in their study as well as being more difficult to be motivated in their learning (Horn & Schaufeli, 1998; Stoeber & Rennert, 2008; Unterbrink, Hack, Pfeifer, Buhl-GrieBhaber, Muller, Wesche, Frommhold, Scheuch, Seibt, Wirsching & Bauer, 2007). In addition, secondary school teachers generally experience dissatisfaction towards all aspects of their profession and their sense of satisfaction play an important role for them to continue in the teaching profession (Chen, 2008; Pillay et al., 2005). Therefore, there is a need for research on the secondary school teacher's job satisfaction.

Job Satisfaction

Job satisfaction can be defined as an individual's attitude and one's emotion reaction towards the job as well as one experienced the pleasant feeling when an individual evaluates the job (Platsidou, 2010; Skaalvik & Skaalvik, 2010). When an individual experiences the pleasant feeling as the result of a series of successful events, this gratification can lead one to job satisfaction (Caprara et al., 2006; Moe, Pazzaglia & Ronconi, 2010). Former studies found out that the new responsibilities that teachers have to bear and the degree of rewards provided for them affected their job satisfaction level in teaching profession. Moreover, Skaalvik and Skaalvik (2010) stated that the aspect of autonomy, time pressure and the relationship with students' parents may also contribute to the teacher's job satisfaction. They discovered that even though autonomy and the level of time pressure has direct relationship with a teacher's job satisfaction, teachers who experienced high levels of time pressure not necessary indicated low job satisfaction. They defined time pressure as teachers' perception of a hectic day due to the overload of tasks in teaching profession and the lack of resting time. It was further explained that teachers who experienced high levels of time pressure did not necessary show low job satisfaction if they enjoy the teaching and are willing to work harder in preparing the teaching activity for their students. Hence, they stated that using the measurement which consist different or concrete circumstances to measure teachers' overall job satisfaction can create a problem because different teachers will rate the importance of each circumstance differently based on their individual preferences. In brief, a teachers' job satisfaction plays a crucial role in the field of education because it enables them to create and generate a pleasant teaching and learning atmosphere for the students (Caprara et al., 2006).

Emotional Intelligence and Job Satisfaction

The concept of emotional intelligence is derived from the psychological aspect. It has been being introduced in the field of education in the recent years and it gradually become one of the important variables in the educational research (Wong, Wong, & Peng, 2010). In the study by Iordanoglou (2007), emotional intelligence plays a crucial role in helping an individuals to perform effectively in the given tasks from different context because it enables one to adjust themselves accordingly to the different circumstances, which will guide them to experience the successful event in the different kind of aspects, such as in the academic, social, personal and profession setting (Platsidou, 2010). Moreover, he declared that the concept of emotional intelligence consists of two main components; intrapersonal and interpersonal. He also explained that these two main components will lead an individual to develop a higher level of commitment toward one's organization as well as one's profession, at the same time, they will display low tendency towards the resignation within their profession.

With regards to the field of education, he illustrated that teachers with high intrapersonal emotional intelligence enable them to develop the sense of commitment towards their school setting because they had chosen their profession consciously before they enrolled themselves into the teaching profession, even though the external environment did not produce an ideal situation for them. Furthermore, he stated that teachers with the high level of interpersonal emotional intelligence will lead them to establish the sense of satisfactory relationship with others which may also guide them to develop the sense of commitment towards their school setting. Moreover, he declared that the development of the teachers' sense of commitment towards their school setting has a positive relationship with their satisfaction because teachers with high level of commitment will develop more satisfaction in their relationship with others who are around them in the school setting. Therefore, the concept of emotional intelligence plays an important role in the teaching profession (Platsidou, 2010).

According to the study conducted by Brackett et al. in 2010, teachers with high emotion regulation ability are more concerned of their own affection as well as the impact of their own affection towards the students.

Therefore, they stated that majority of the teachers who possess the emotion regulation ability are aware that the consequences of poor emotion regulation within themselves as well as their relationship with students will be destroy forever if the teacher is displaying his or her negative emotion inappropriately towards the students. In addition, they declared that teachers who hold the emotion regulation ability can manifest a comfortable learning environment for students and establish positive interaction with others who are around them in the school setting. They further explained that the successful of creation the relaxing classroom atmosphere able to enhance an individual positive affection and prevent the conflict or tension occurs in the classroom. Moreover, they claimed that the existence of warm and caring relationship with students also can be established in the relaxing classroom atmosphere and enable teachers to deal with the students' problem effectively.

Besides that, Iordanoglou (2007) indicated that teachers who possess the element of emotional intelligence are able to modify their behaviours and adapt themselves into different contexts. Hence, teachers may also able to deal their own affection and students' affection effectively such as the feeling of anger or frustration. Brackett et al., (2010) interpreted those teachers who able to manage their emotion indicated that they have the capability in identifying, discriminating and monitoring their affection as well as have the ability in choosing, evaluating and using the appropriate or effective strategy to adjust their affection. For an instance, they will use self-talk or cognitive reappraisal to throw away their negative emotion with the main purpose to generate the positive emotion within themselves. As the result of teachers with emotion regulation ability, they explained that those teachers would also able to make some predictions in particular situation and how it will affect their own feeling and students' feeling, if the negative emotion may occur due to the particular situation, they will also consider some preventive action to prevent the occurrence of negative emotion.

In short, emotional intelligence plays a crucial role in teaching profession in terms of the actual teaching and giving the guidance for their students as well as enables them to adapt the future challenge in their teaching profession, balance their job contradiction with their personal demand (Iordanoglou, 2007). Furthermore, it enables teachers to manage their stress effectively and promote them to experience the satisfaction in their teaching profession because they are less likely to lose control in their emotion aspect as the result of they are aware that the appropriateness to display their emotion enables them to establish a good relationship with others around them in the teaching profession (Brackett et al., 2010).

According to the study of Brackett et al., (2010) teachers who experienced satisfaction in their teaching profession indicated that they also experienced less burnout which may lead them to perform effectively in the classroom when educate the students as well as remain longer in the teaching profession. Moreover, teachers who are able to manage their affection and identify their strength and weakness may also perform effectively in their teaching profession as well as able to establish the sense of satisfactory relationship with others who around them in the school setting (Iordanoglou, 2007). Hence, he concluded that teachers with emotional intelligence have a strong positive influence in their effectiveness in performance and their commitment towards the organization which lead them to develop the sense of job satisfaction towards their teaching profession. His finding was in line with prior studies of Brackett et al., (2010), where they also stated that teachers with emotion regulation ability were related to their job satisfaction towards their teaching profession and the burnout phenomena.

In addition, Platsidou (2010) revealed that an individual with the emotional intelligence enables one to handle the stressor effectively and experienced the satisfactory interaction with others as the result of an individual experienced less social anxiety when one interacts with others. The long standing of stressor from the profession will cause burnout for an individual by three components, namely emotional exhaustion, depersonalization and the reduced personal accomplishment (Brackett et al., 2010). They stated that in the teaching profession, there are a lot of circumstances that will lead teachers to experience the high level of stress which will decrease their personal accomplishment as well as their job satisfaction. For instance, teachers fail to achieve the given goal in education due to the occurrence of interruption when educated students and students' misbehave. In their study, teachers with high level of emotional regulation ability enable them to deal with intense emotion successfully which occurred due to the different circumstances in their teaching profession setting, thus, they will be more satisfied in their teaching profession and their personal accomplishment as the result of experienced the positive emotion and the social support from others who around them in the school setting. Besides that, Caprara et al., (2006) stated that there is a probability that an individual's positive emotion can contribute one to develop the sense of satisfaction besides the competency feeling and this sense of satisfaction will affect one performance in the profession.

This result was in accordance with the study of Wong et al., (2010), they also discovered that the teachers' emotional intelligence have the positive relationship with the level of teachers' job satisfaction towards their teaching profession. However, they stated that few studies focused on the effect of teachers' emotional intelligence towards job satisfaction. Thus, there is a need to identify the relationship between teachers' emotional intelligence and their job satisfaction among the secondary school teachers.

Self Efficacy and Job Satisfaction

Self-efficacy is derived from the Bandura's social cognitive theory which emphasises on individual self-organising, self-regulation, self-reflecting and proactive in shaping an individual's own behaviour (Haverback & Parault, 2008). In the previous study by Duffy and Lent (2009), they defined self-efficacy as an individual belief that one is capable of performing the specific behaviour with the purpose to achieve the particular goal. Therefore, it plays an important role in making the differences of an individual in terms of how one think, feel and react (Gavora, 2010; Jorde-Bloom, 1986; Schwarzer & Hallum, 2008). Besides that, the level of self-efficacy will affect an individual to anticipate the particular event either in an optimistic way or in the pessimistic way which will determine one's intended motivation and behaviours (Jorde-Bloom, 1986; Schwarzer & Hallum, 2008). Former studies discovered that an individual who is confident in facing daily challenges will be motivated and be engaged in the constructive ways of coping which will lead to the desirable outcome (Giallo & Little, 2003; Schwarzer & Hallum, 2008). This kind of belief about an individual own capabilities appear to be operated in the similar way across the other countries (Klassen, Bong, Usher, Chong, Huan, Wong & Georgiou, 2009a).

Previous studies stated that the concept of self-efficacy can play a role as the personal resource factor that shields teachers from job stress by using active coping strategies to get through obstacles they face in the teaching profession and perceive the duty of teaching to be less threatening which hopefully leads less stress(Betoret & Artiga, 2010; Schwarzer & Hallum, 2008). Moreover, Schwarzer and Hallum (2008) stated that an individual with high self-efficacy will invest more effort in profession and persist longer in facing the occurrence of obstacles in profession. They further illustrated that when frustration occurs within an individual with high self-efficacy, one was able to recover quickly from the frustration and avoid to be collapsed under the burden of everyday stress in profession, in the meanwhile maintain the commitment to one's goals. Regarding the field of education, self-efficacy can be considered as the factor in teacher longevity within teaching profession (Bandura, 1977; Brouwers & Tomic, 2000; Gavora, 2010; Main & Hammond, 2008).

Former studies revealed that teachers' self-efficacy is strongly influential on the teachers themselves (Klassen et al., 2009a) because it is the subjective belief in their competency and capability to perform the certain goals (Cheung, Tang & Tang, 2011). It can be explained by the study of Moe et al., (2010) where in fact some teachers have the capability to teach, however they think that they are not capable to perform the tasks which indicated that they are lacked of self-efficacy because they believe otherwise in performing the particular tasks. Moreover, Gibson and Dembo (1984) illustrated that when individuals believe certain behaviour, certain outcomes will be produced; however, if they do not belief that they can perform the necessary activities, they will not commence the relevant behaviour and the desirable outcome will not be produced. Hence, teachers' self-efficacy plays an important role in enabling them to succeed in being good teachers (Schwarzer & Hallum, 2008).

However, in the study of Skaalvik and Skaalvik (2010), there was a problem in conceptualising the construct of teacher self-efficacy because there was no common agreement on how to conceptualised it because teacher self-efficacy consists of multidimensional aspects. For instance, Caprara et al., (2006) found out that teacher self-efficacy involves a broad range of issues such as in handling students' discipline problems, establishing the collaborative interaction with colleagues, as well as gaining the participation and respect from students and their parents. Hence, they also explained that there was no specific issue in conceptualizing teacher self-efficacy because it involves an individual's capability to handle one's responsibility and in dealing the occurrence of challenge in one's profession. To summarise, teacher self-efficacy assesses multiple teaching contexts (Wheatlry, 2005). Teacher self-efficacy can be defined as an individual's own belief towards one's ability to achieve the given educational goal by a series of processes, such as planning, organizing and carrying out the relevant activities to achieve the specific goal (Skaalvik & Skaalvik, 2010). There was an accordance definition in regarding to the teacher self efficacy from former studies, Giallo and Little (2003) stated that teacher self-efficacy is focused on the teacher's ability as general and the other researchers defined it as teacher competence belief or feeling capable to handle the variety of teaching tasks (Five, Hammana & Olivarez, 2007; Moe et al., 2010).

This kind of belief plays a crucial role in the field of education because it influences the teachers' ability in carrying out their responsibility, handling the complex tasks and challenges in their teaching profession (Caprara et al., 2006). In addition, they stated that it also affect an individual motivation, the achievement of the goal in one profession, perceived the recognition and respect from others who around them in the profession as well as develop the sense of satisfaction towards one profession.

Furthermore, the prior studies discovered that based on the social cognitive theory, the sense of self efficacy can be formed by a series of successful experience, for an example, teachers who experienced the success of their students can enhance their self-efficacy, when an individual evaluate the series of successful events and experienced the pleasant feeling, this kind of gratification can lead one to experience the job satisfaction (Caprara et al., 2006; Moe, Pazzaglia & Ronconi, 2010). Besides that, they explained that teachers with high self-efficacy belief are able to form a positive relationship with students' parents because they had the capability to promote the satisfactory interaction with others who around them and they can adjust themselves appropriately according to different situation. On a contrary, when teachers did not experience the trust from students' parents or found out that cooperative with them is difficult, this kind of situation will reduce their level of self-efficacy belief in performing the tasks with the aim to achieve the given educational goal (Skaalvik & Skaalvik, 2010).

Caprara et al. (2006) stated that teachers' sense of self efficacy can be considered as their intrinsic motivation within themselves which will drive them to uphold their effort to attain the given educational goal and experienced the sense of gratification. They claimed that job satisfaction can be apparent at the same time with teacher self-efficacy because it can be derived from their sense of competence in the teaching profession. Furthermore, they illustrated that teachers with high self-efficacy belief will strive to seek the condition where they feel satisfied and interact with others who will value their competency in performing the tasks which may lead them to develop the sense of satisfaction. Hence, they concluded that a teacher with self-efficacy is able to enhance the positive interpersonal network with others who are around in the school setting and uphold their job satisfaction. On a contrary, teachers who lack of the ability to meet the requirement of the working environment will lead them to feel tension and experience dissatisfaction (Jorde-Bloom, 1986). He also found that there was a causal link between the feeling of satisfaction and the productivity on job. Duffy and Lent (2009) showed that individuals who are satisfied at their jobs are more confident in performing tasks related to work and will fulfil the work to achieve goals. Thus, it can be said that teacher self-efficacy can be used to predict the higher job satisfaction (Skaalvik & Skaalvik, 2010).

Conclusion

At the present time, being a teacher was a stressful profession due to the multifaceted tasks need to be carried out and accomplished as well as established the good relationship with others who around them in the teaching profession. In order to assess the teachers' multifaceted tasks, a teacher's self-efficacy play a crucial role because it reflect one capability to handle the variety tasks in teaching profession. Moreover, teacher self-efficacy will drive them to achieve the particular given educational goal. On the contrary, emotional intelligence play an important role in order for teachers to establish the good relationship with others who around them in the teaching profession because they aware their own emotion and able to adjust it accordingly to different contexts. As a result, teachers with emotional intelligence were less likely to lose control on their emotion when they interact with others and able to establish the satisfactory relationship with them in the teaching profession. Furthermore, former studies found out that to be a secondary school teachers being categorized as stressful profession. Thus, a lot of them had been leaving the teaching profession because they experienced the dissatisfaction in their teaching profession. In brief, a study is needed to assess the effect of teacher emotional intelligence and teacher self-efficacy on teacher job satisfaction among the secondary school teachers.

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