The Relationship between Social Intelligence and Job Satisfaction among MA and BA Teachers

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ABSTRACT This study was designed to examine the relationship between teachers' social intelligence and their job satisfaction factor at senior secondary schools level. Participants were 177 educators who completed the Tromsø Social Intelligence Scale (TSIS), and a version of the Job Descriptive Index which is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there was significant relationship between teachers' social intelligence and their job satisfaction. The study also revealed that there was a significant difference between teachers' social intelligence and their academic degree levels. Further, significant relationships were found between teachers' social intelligence and five factors of job satisfaction: nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment, but the relationship with one factor (salary and benefit) of job satisfaction is low and negligible. The results indicated that the higher social intelligence the teachers had the greater job satisfaction they enjoyed.

INTRODUCTION

Job satisfaction has been considered in a variety of ways. Robbins and Coulter (1996) stated that job satisfaction is an employee's general attitude towards his or her job. When people speak of an employee's job attitude, they are likely referring to his/her job satisfaction. Ivancevich and Donnelly (1968) argue that almost every writer has defined job satisfaction in his own way although this leads to, basically, an identical definition.

Porter et al. (1974) summarized the abundant literature showing the consistent and moderate relationship between greater job satisfaction and the propensity to remain with the organization. Job satisfaction can be described as a positive emotional state resulting from the characteristics and aspects of a work setting (Dressel 1982; Jayaratne and Chess 1984; Arches 1991), and there appears to be multiple factors that influence satisfaction with a job (Acker 1999). Since that time, studies of job satisfaction revealed several complex and interrelated ways to conceptualize that concept (Madlock and Kennedy-Lightsey 2010). A more contemporary definition of job satisfaction is "a pleasurable emotional state resulting from the appraisal of one's job-an affective reaction to one's job and an attitude towards one's job" (Shahnawaz and Jafri 2009).

A review of the published works reveal that there does appear to be general agreement that job satisfaction is an affective reaction to a job that results from the comparison of actual outcomes with those that are desired (Oshagbemi 2003). Probably the best-known popular "theory of job satisfaction" is that of Herzberg et al. (1959). Herzberg et al. (1959) argued that job satisfaction and dissatisfaction depend on substantially different sets of work-related conditions and are therefore influenced by different factors.

It is important to study how teachers could improve their job satisfaction. Scholars believe that high intelligent quotient (IQ) does not necessarily guarantee success in a person's life. Hence, other forms of "intelligence" were investigated (Goleman 1997). Social intelligence is yet an effective element in job satisfaction. Albrecht (2006) claimed that the teachers whose behaviors are associated with high social intelligence, stress the value of collaboration. One concept of social intelligence referred to it as the "ability to read nonverbal cues or make accurate social inferences" and 'one's ability to accomplish relevant objectives in specific social settings" this factor can be help to teachers in school and in the classroom (Brown and Anthony 1990; Ford and Tisak 1983).

Zirkel (2000) believed that social intelligence is closely related to one's own personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about

their goals in life. Her model centered on the term "purposive behavior" which is deliberate action taken after evaluating one's environment, opportunities and risks and the goals set. In fact this model of social intelligence assists in creating a sense of identity for the individual, emphasizes interpersonal skills and focuses on thinking and resultant behavior within social contexts.

Albrecht (2006) considers social intelligence as a prerequisite for teachers. He is of the view that the educational system and teachers should respect the rules and behaviors associated with high social intelligence. Thorndike and Stein (1937) stated that social intelligence increases with academic level and experience of a person. Some people argue that it is a multidimensional component that does not necessarily apply across all situations (Ford and Tisak 2003). Silvera et al. (2001) introduced three components of social intelligence meaning, social information processing, social skills and social awareness. Social skill has been determined to be an important asset to an employee. High social awareness has been considered to be important for the workplace. Social information processing and social skills are also important for teachers (Albrecht 2006).

The main objective of the study is to analyze the teachers' social intelligence and their job satisfaction at senior secondary schools in Iran. It seeks to determine whether higher levels of social intelligence can be related to a higher level of job-satisfaction experienced. Maybe the social intelligence level of teachers is important for teachers' job satisfaction. The specific objectives of the study involve examining the significant difference between levels of teachers' social intelligence based on teachers job satisfaction with six major factors: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment), and possible differences between the level of teachers' social intelligence and teachers of different academic groups.

METHODOLOGY

Research Design

Quantitative approach is applied in this study. Furthermore, quantitative research is about iden-

tifying relationships between variables through the use of data collection and analysis (Leedy and Ormrod 2005). This study is designed to use a descriptive correlational design to examine the relationship between job descriptive index, and teachers' social intelligence in senior secondary schools level.

Sample

This study was conducted on senior secondary school teachers in Iran. Research participants were 177 teachers who were teaching schools under the Ministry of Education in Iran during the academic year of 2011-2012. With an average of 41 years, the teachers ages ranged from 26 to 55 years. This study employed random sampling procedures. For the study to have the required number of samples, 10 secondary schools need to be selected for the study. Based on this method, 177 teachers were chosen. Moreover, a sample size of 170 based on Cohen table (1992) is sufficient to answer all the research questions that required the use of mean, standard deviation, Pearson "r" and t-test.

Measures

Two instruments were used to collect data from the respondents. They include:

Social Intelligence Scale

Silvera et al. (2001) constructed a scale for the assessment of social intelligence, the Tromsø Social Intelligence Scale (TSIS). In this questionnaire, after recoding items that were negatively worded, an Exploratory Factor Analysis (EFA) using principal compo-nents analysis and Varimax rotation was conducted on the 103 preliminary TSIS items. This solution explained a total of 30% of the variance in the original item set. Based on this result, items were selected according to the following criteria: (a) a minimum factor loading of 0.45 on one of the three factors and a maximum cross-loading of 0.35 on the other factors; and (b) a maximum correlation of 0.30 with the MCSD (Marlowe-Crowne Social Desirability Scale). In addition, it was agreed that an equal number of items would be selected to represent each factor. This resulted in the selection of 21 items, seven of which represented each of the three factors in the EFA

solution. Based on the content of the items loading on each factor, the subscales of items representing the three factors were labeled social information processing, social skills, and social awareness. The scale has a Cronbach alpha of 0.88.

Job Descriptive Index (JDI)

The Job Descriptive Index (JDI) was officially introduced in 1969 by Smith et al. and has since become the "gold standard" of job satisfaction scales (Landy et al. 1994). Job Descriptive Index is a scale used to measure six major factors associated with job satisfaction: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. The job satisfaction scales have 70 items. Participants use a 5-point scale on which they are supposed to show between five point scales. Since the original introduction of the JDI, the measure has undergone two major updates: the first in (1985), and the second in (1997) (Kihm et al. 1997). The scale has a Cronbach alpha of .094.

RESULTS

Teachers' Degree

An independent samples t-test analysis was conducted to compare the scores of social intelligences between bachelor and master degree teachers, and to identify whether there was significant differences between the two groups of teacher respondents. Table 1 displays that 81.9% of the teachers in the study were bachelor and 18.1% was master degree. The findings show that the mean score for bachelor is 4.93 (Std .61), and for masters is 5.53 (Std .46).

Table 2 shows the Levene's test values for the assumption of equality of variances for social intelligence ($F = 0.94$, $p = 0.331$).

The findings show that there were significant differences between bachelor and master teachers of total social intelligence [$t (48.52) = -.5.33$, $p = .000$].

Table 1: Mean and standard deviation of respondents' social intelligence

Variable	Teacher academic	N	Mean	S.D
Emotional intelligence	Bachelor	145	4.66	.59
	Master	32	5.23	.54

Relationship between Teachers' Social Intelligence and Their Job Satisfaction Index

Table 3 displays the results of the Pearson Product Moment Correlation between teachers' social intelligence and their job satisfaction. The data revealed that the relationship between teachers' social intelligence and the six index of their job satisfaction is positive and significant at the level of $p < 0.05$ (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment) and no significant relationship with one factor (salary and benefit) of job satisfaction. The magnitude of the correlation coefficients showed a range of 0.103 to 0.577. The strongest and linear relationship was seen for Co-workers ($r = 0.577$). The strength of the relationship is followed by nature of the Work ($r = 0.542$), Attitudes towards Supervisors ($r = 0.302$), Opportunities for Promotion ($r = 0.226$), and Work Condition in present Environment ($r = 0.225$). For Salary and Benefit, the relationship is low ($r = 0.103$).

DISCUSSION

The results showed that there was significant difference between teachers with bachelor and master degrees and their social intelligence. The findings of the current research are in line with Albrecht (2006). Thorndike and Stein (1937) stated social intelligence increases with academic level and experience of a person.

This section discusses there was significant relationship between teachers' social intelligence and their job satisfaction with six major factors: the nature of the work itself, attitudes towards

Table 2: Levene's test results for social intelligence

Variables	Status of equality	F	Sig.	t	Df	Sig. (2-tailed)
Social intelligence	Equal variances assumed	.94	.331	-.5.06	175	.000

Table 3: Relationship between teachers' social intelligence and their job satisfaction

Variables	r	p
Nature of the work	.542**	.000
Attitudes towards supervisors	.302**	.000
Relations with co-workers	.577**	.000
Opportunities for promotion	.226**	.000
Salary benefit	.103*	.127
Work condition in environment	.225**	.000

**Significant at $p < 0.01$

supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. Pearson's Product Moment Correlation was used. Statistically significant and positive relationships were found between the six factor of job satisfaction and teachers' social intelligence.

The findings of this study also support the study by Albrecht (2006) who claimed that the teachers whose behaviors are associated with high social intelligence, stress the value of collaboration. One concept of social intelligence referred to it as the "ability to read nonverbal cues or make accurate social inferences' and 'one's ability to accomplish relevant objectives in specific social settings" this factor can be help to teachers in school (Ford and Tisak 1983; Brown and Anthony 1990).

This research is in line with Albrecht (2006) who considers social intelligence as a prerequisite for teachers. He is of the view that the educational system and teachers should respect the rules and behaviors associated with high social intelligence. Some people argue that it is a multidimensional component that does not necessarily apply across all situations (Ford and Tisak 1983). This research supported by Marzano et al. (2003) who stated the teachers who are socially intelligent, creating and applying behavioral guidelines in the ways which enhance intrinsic motivation.

On the role of secial intelligence, the findings of this study were found similar to the findings of Zirkel (2000) who believed that social intelligence is closely related to one's own, personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about their goals in life. Her model centered on the term "purposive behavior" which is deliberate action taken after evaluating one's environment, opportunities and risks and the goals set.

In fact this model of social intelligence assists in creating a sense of identity for the individual, emphasizes interpersonal skills and focuses on thinking and resultant behavior within social contexts. In this research low relationship was found between social intelligence which might be because the amount of salary and benefit in education is considerably lower than in university or other institute.

CONCLUSION

The results showed that teachers with bachelor and master degrees were significantly different in their social intelligence. The results also revealed that to determine the level of teachers' social intelligence based on teachers' with five major factors associated of job satisfaction: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion and work condition in the present environment. However, it was not related to salary and benefits as another major factor.

RECOMMENDATIONS

Based on these findings, the researcher makes a few recommendations in this section. It is recommended that the Ministry of Education include some teacher training programmes in order to enhance teachers' social intelligence based on teachers' with job satisfaction. Such programmes will assist teachers in developing better manage in the class. Teacher education programmes should provide instruction for novice teachers to increase their understanding and knowledge of social intelligence, methods, programmes that might be employed to teach and training about their job.

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