

A STUDY OF PRINCIPALS' EMOTIONAL INTELLIGENCE AND JOB SATISFACTION OF TEACHERS

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Abstract

The objectives of this research are to study the level of principals' emotional intelligence and the differences of principals' emotional intelligence according to their personal factors, to study the level of teachers' job satisfaction and to investigate the relationship between principals' emotional intelligence and job satisfaction of teachers. Both quantitative and qualitative methods were used in this study. By using simple random sampling method, eight principals and two hundred and five teachers were selected as sample from eight Basic Education High Schools in Thantwe Township, Rakhine State. For quantitative study, two sets of questionnaires: questionnaire for principals and questionnaire for teachers were used to collect data. Open-ended questions and interview were used for qualitative study. The internal consistency (Cronbach's α) of principals' emotional intelligence and teachers' job satisfaction were 0.96 and 0.87 respectively. In this study descriptive statistics, independent samples *t* test and Pearson-product moment correlation were used to analyze the data. According to the findings, the level of principals' emotional intelligence was high (\bar{X} =3.97, SD=0.45). There was significant difference in principals' emotional intelligence grouped by gender. There was no significant difference in principals' emotional intelligence grouped by position. Then, the level of teachers' job satisfaction was moderately high (\bar{X} =3.03, SD=0.22). There was a positive and moderate relationship between principals' emotional intelligence and job satisfaction of teachers (r =0.309, p <0.01).

Keywords: Emotional Intelligence, Job Satisfaction

Introduction

In this era of globalization where there is high cultural, scientific, economic and social complexity, the success of a person depends on many personal factors. This includes attitude, parental support, good education, social network, financial support and so on. Even with all of these, there can be failure in success. When the root causes for this was searched, it points towards Emotional Intelligence (EI). It is the ability to manage emotions intelligently. People who possess these are healthier, less depressed, more productive at work, and have better relationships (Ealias & George, 2012). Daniel Goleman explained that emotional intelligence plays a major role of leadership (Goleman, 1998). Principals' emotional intelligence plays a vital role in managing their own life and deal effectively with the feelings of others. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people. People with low emotional intelligence usually have low awareness and low self-control of their emotions. They have less empathy for others to connect with and communicate to others (Bariso, 2018). People are not physical resources owned by the organization. People bring to work their own perceptions, feelings and attitudes. Emotions are part of our lives. That is, we not only think, we feel. Principals and teachers should work together for promoting our education system. Principals share and feel their emotions, issues and challenges. As principals and teachers have good relationship, schools would like to be a healthy family. So, healthy school will conduct successful organization. That is why it is important to study the principals' emotional intelligence and job satisfaction of teachers.

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Objectives of the Research

General Objective

- To study the principals' emotional intelligence and job satisfaction of teachers in Basic Education High Schools, Thantwe Township

Specific Objectives

- To study the level of principals' emotional intelligence rated by teachers and principals in Basic Education High Schools, Thantwe Township
- To study the differences of principals' emotional intelligence according to their personal factors in Basic Education High Schools, Thantwe Township
- To study the levels of teachers' job satisfaction in Basic Education High Schools, Thantwe Township
- To investigate the relationship between principals' emotional intelligence and job satisfaction of teachers rated by teachers in Basic Education High Schools, Thantwe Township

Research Questions

- What is the level of principals' emotional intelligence rated by teachers and principals in Basic Education High Schools, Thantwe Township?
- Are there any significant differences in principals' emotional intelligence according to their personal factors in Basic Education High Schools, Thantwe Township?
- What are the levels of teachers' job satisfaction in Basic Education High Schools, Thantwe Township?
- Is there any relationship between principals' emotional intelligence and job satisfaction of teachers rated by teachers in Basic Education High Schools, Thantwe Township?

Theoretical Framework

In this study Daniel Goleman's model was used for principals' emotional intelligence. Daniel Goleman's model includes self-awareness, self-management, social awareness and relationship management.

Self-Awareness

Self-awareness is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-awareness is the most crucial competency associated with work place emotional intelligence. Goleman (1998) defined emotional self-awareness as a way of identifying a person emotion and how it could affect. It is the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings.

Self-Management

Self-management is the ability to regulate moods and emotions in oneself and in other people. Self-management involves controlling one's emotions and impulses to adapt to changing circumstances. Emotionally intelligent people must be able to monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that will alter their feelings, and assess the effectiveness of these strategies. They will be able to handle uncomfortable emotions, once they have accepted that they are feeling them.

Social Awareness

Social awareness is the ability to cultivate positive relationships with sensitivity to others' needs and desires. It is the ability in managing meaningful relationships and building networks, skills in treating people according to their emotional reactions. The leader understands the interpersonal aspect of leadership including sympathy and empathy for persons in the organization. They identify with others, are skilled in communication and interaction, and let each person they work with know they are important to organizational goals.

Relationship Management

The emotional intelligence component of relationship management is the skill or adeptness at inducing desirable responses in other. Relationship management is having the ability to build others competency and inspire them to expand their current state to higher levels. With skilled communication, the leader understands the importance of building relationships that connects a person to the leader and organization. This connection allows effective two ways communication and growth from the constructive feedback provided. Thus, relationship management allows the leader to create a positive environment and builds commitment to organizational values and goals.

Herzberg's two-factor theory was used for teachers' job satisfaction. Herzberg's two-factor theory includes motivation factors and hygiene factors. Motivation factors are achievement, recognition, work itself, responsibility and advancement and hygiene factors are pay, supervision, working conditions, interpersonal relations, and security.

Achievement

This includes the personal satisfaction of completing a job, solving problems and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively. It is achieved by setting clear, achievable goals and standards for each position, and making sure employees know what those goals and strategies are. Individuals should also receive regular, timely feedback on how they are doing and feel they are adequately challenged in their jobs.

Recognition

The employees should be praised and recognized for their accomplishments by the managers. Employees should be acknowledged for doing something well immediately after their good work.

Work itself

The work itself means the satisfaction derived from the job through the intrinsic aspects. It should be meaningful, interesting and challenging for the employees to perform and to get motivated. Setting goals and reminding and emphasizing that their efforts lead to and contribute to positive outcomes and goal accomplishment is crucial.

Responsibility

The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Advancement

Advancement involves electing employees from the present job or position to a higher one or level in the organization. If possible, permit and support them to acquire higher certificates so

that they could become experts themselves and make them more valuable to the practice and more fulfilled individuals.

Pay

Pay is the annual income which may be an indicator of recognition and achievement. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher-level need of people. Pay is one of the tools to improve employee job satisfaction. When employees feel that their pay is equitable and fair, they tend to be more satisfied.

Supervision

Supervision forms a pivotal role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work related tasks. Supervision is about the capabilities of the supervisor in order to show his or her interest toward his or her subordinates needs and also supports them. There should be positive feedback and a set means of evaluating or appraising employees.

Working Conditions

Working conditions means the place physical attributes of the work place, including the materials available to make the work easier. The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.

Interpersonal relations

Interpersonal relation refers to the team work, consultation, friendliness and supportive relation with the superiors. The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable.

Security

Security refers to job security that is freedom from threats of layoffs, frequent queries, harassment, discrimination, bullying and so on. When there is no job security, an employee's needs for higher growth will be blocked. If he works hard but security does not return, he will seek to fulfil his needs elsewhere or burn out. Job security has significant effect in the overall performance of individuals, teams as well as organization.

Definitions of Key Terms

Emotional Intelligence

Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1990).

Job Satisfaction

Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (Locke, 1976).

Methodology

Research Method

Both quantitative and qualitative methods were used in this study.

Sample

The sample was consisted of eight schools from Thantwe Township. Then, 8 principals and 205 teachers from selected schools in Thantwe Township were chosen by using simple random sampling method. Purposive sampling method was used in qualitative study.

Instrumentation

Emotional Competencies Inventory (ECI-V2) by Boyatzis et al. (2001) was utilized to collect on principals' emotional intelligence. There were 63 items in the questionnaire concerning with principals' emotional intelligence. Five-point Likert scale ranging from never to always (1=never, 2=rarely, 3=sometimes, 4=often, 5=always) to measure the level of emotion was used in this questionnaire. In principals' emotional intelligence questionnaire, item 1 to item 9 that related to self-awareness, item 10 to 29 that related to self-management, item 30 to 40 that related to social awareness and item 41 to 63 that related to relationship management were included.

On the other hand, there were 37 items in the questionnaire concerned with teachers' job satisfaction. Four-point Likert scale ranging from strongly disagree to strongly agree (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree) to measure the level of satisfaction was used in these questionnaires. Teachers' job satisfaction questionnaire was used to measure the level of job satisfaction, namely; four items for achievement, three items for recognition, four items for work itself, four items for responsibility, three items for advancement, four items for pay, four items for supervision, four items for working conditions, four items for interpersonal relations and three items for security. For qualitative study, open-ended questions and interview questions were used to obtain the required data.

Data Analysis

Independent samples *t* test, descriptive statistics and Pearson-product moment correlation were used to analyze the data by using SPSS software version 25. For qualitative study, data analysis was based on categorizing and interpreting.

Procedures

Firstly, the relevant literature was explored. After that, the instruments were constructed under the guidance of the supervisor. The instruments were distributed to nine experienced educators from Department of Educational Theory, Yangon University of Education to obtain the content validation. Moreover, the pilot was conducted with forty teachers in B.E.H.S (5) Kamaryut, Yangon Region in 1st week of September, 2019. Then, the modified questionnaires were distributed to eight Basic Education High Schools in Thantwe Township on 21st November, 2019. For qualitative study, six open-ended questions and eight interview questions were administered in order to obtain in depth information about principals' emotional intelligence.

Findings

Quantitative Research Findings

The level of principals' emotional intelligence, the differences of principals' emotional intelligence according to their personal factors, the levels of teachers' job satisfaction and the relationship between principals' emotional intelligence and job satisfaction of teachers were investigated for the quantitative study.

Table 1 Mean Values and Standard Deviations of Principals' Emotional Intelligence in Basic Education High Schools (N=213)

| No. | Variables | Mean | SD | Remark |
|-----|---|-------------|-------------|-------------|
| 1. | Self-Awareness | 3.55 | 0.53 | moderate |
| 2. | Self-Management | 3.99 | 0.56 | high |
| 3. | Social Awareness | 4.19 | 0.59 | high |
| 4. | Relationship Management | 4.14 | 0.49 | high |
| | Principals' Emotional Intelligence | 3.97 | 0.45 | high |

Scoring directions: 1-2.33=low 2.34-3.67=moderate 3.68-5.00=high

According to Table 1, the level of principals' emotional intelligence in self-awareness was moderate and the level of principals' emotional intelligence in self-management, social awareness and relationship management was high. Then, principals' emotional intelligence in Basic Education High School was at high level.

Table 2 Independent Samples *t* Test Results of Principals' Emotional Intelligence Grouped by Gender (N=213)

| Variables | Gender | No. of principals | No. of participants | <i>t</i> | <i>df</i> | <i>p</i> |
|---|---------------|-------------------|---------------------|-------------|------------|---------------|
| Self-Awareness | Male | 2 | 36 | 3.79 | 211 | .000*** |
| | Female | 6 | 177 | | | |
| Self-Management | Male | 2 | 36 | 5.17 | 76.22 | .000*** |
| | Female | 6 | 177 | | | |
| Social Awareness | Male | 2 | 36 | .79 | 211 | ns |
| | Female | 6 | 177 | | | |
| Relationship Management | Male | 2 | 36 | 2.43 | 64.46 | .018* |
| | Female | 6 | 177 | | | |
| Principals' Emotional Intelligence | Male | 2 | 36 | 3.11 | 211 | .002** |
| | Female | 6 | 177 | | | |

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

According to Table 2, self-awareness ($t=3.97$, $df=211$, $p=.000$), self-management ($t=5.17$, $df=76.22$, $p=.000$) and relationship management ($t=2.43$, $df=64.46$, $p=.018$) were significant differences between male principals and female principals. Moreover, there was a significant difference between principals' emotional intelligence grouped by gender.

Table 3 Independent Samples *t* Test Results of Principals' Emotional Intelligence Grouped by Their Position (N=213)

| Variables | Position | No. of principals | No. of participants | <i>t</i> | <i>df</i> | <i>p</i> |
|---|------------|-------------------|---------------------|------------|------------|-----------|
| Self-Awareness | MSP | 3 | 68 | -3.29 | 211 | .001** |
| | HSP | 5 | 145 | | | |
| Self-Management | MSP | 3 | 68 | 1.17 | 211 | ns |
| | HSP | 5 | 145 | | | |
| Social Awareness | MSP | 3 | 68 | 1.57 | 211 | ns |
| | HSP | 5 | 145 | | | |
| Relationship Management | MSP | 3 | 68 | 1.57 | 211 | ns |
| | HSP | 5 | 145 | | | |
| Principals' Emotional Intelligence | MSP | 3 | 68 | .28 | 211 | ns |
| | HSP | 5 | 145 | | | |

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance, Note: MSP=middle school principal HSP=high school principal

According to Table 3, self-awareness ($t=-3.29$, $df=211$, $p=.001$) was significant difference between middle school principals and high school principals. Moreover, there was no significant difference between principals' emotional intelligence grouped by their position.

Table 4 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction in Basic Education High Schools (N=205)

| Variables | Mean | SD | Remark |
|-----------------------------------|-------------|------------|------------------------|
| Achievement | 3.19 | .36 | moderately high |
| Recognition | 3.14 | .45 | moderately high |
| Work itself | 3.28 | .45 | high |
| Responsibility | 3.17 | .33 | moderately high |
| Advancement | 3.09 | .38 | moderately high |
| Pay | 2.31 | .32 | moderately low |
| Supervision | 3.04 | .40 | moderately high |
| Working Conditions | 2.87 | .36 | moderately high |
| Interpersonal Relations | 3.15 | .34 | moderately high |
| Security | 3.10 | .42 | moderately high |
| Teachers' Job Satisfaction | 3.03 | .22 | moderately high |

Scoring directions: 1.00-1.75=low 1.76-2.50=moderately low
2.51-3.25=moderately high 3.26-4.00=high

According to Table 4, job satisfaction regarding work itself was high. And job satisfaction regarding to achievement, recognition, responsibility, advancement, supervision, working conditions, interpersonal relations and security was moderately high. But job satisfaction regarding pay was moderately low. The highest mean value was 3.28 in the satisfaction of work itself and the lowest mean value was 2.31 in the satisfaction of pay. The overall mean value of teachers' job satisfaction in Basic Education High Schools was 3.03 and it was at moderately high level.

Table 5 Correlation Between Principals' Emotional Intelligence and Job Satisfaction of Teachers

| Variables | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 |
|---|------|------|--------|--------|--------|--------|--------|---|
| 1.Self-Awareness | 3.55 | 0.53 | 1 | | | | | |
| 2.Self-Management | 3.99 | 0.56 | .515** | 1 | | | | |
| 3.Social Awareness | 4.19 | 0.59 | .410** | .698** | 1 | | | |
| 4.Relationship Management | 4.14 | 0.49 | .353** | .739** | .763** | 1 | | |
| 5.Principals' Emotional Intelligence | 3.97 | 0.45 | .683** | .894** | .875** | .858** | 1 | |
| 6.Job Satisfaction | 3.03 | 0.22 | .251** | .285** | .186** | .312** | .309** | 1 |

** Correlation is significant at the 0.01 level (2-tailed).

According to Table 5, the correlation between dimensions of principals' emotional intelligence and job satisfaction of teachers showed a significant relationship. The relationship between self-awareness and teachers' job satisfaction showed the significant but weak correlation ($r=.251$, $p<0.01$). The relationship between self-management ($r=.285$, $p<0.01$), social awareness ($r=.186$, $p<0.01$) and teachers' job satisfaction illustrated the significant but weak correlation. The remaining dimension, relationship management also showed a significance moderately relationship and the correlation result was ($r=.312$, $p<0.01$). Then, there was a significant positive

relationship between principals' emotional intelligence and job satisfaction of teachers and the strength of the correlation was moderate ($r = .309, p < 0.01$).

Qualitative Research Findings

The results of open-ended and interview questions were presented as qualitative research findings. The open-ended questions used in this study were conducted to study the teachers' free perceptions of principals' emotional intelligence and job satisfaction of teachers. Various responses for open-ended questions were described in detailed as follows:

1. What are your points of interest in your principals that you would like to imitate? Why?

According to teacher responses, 12% (n=25) of teachers responded that they imitated good management of being their principals. 36% (n=75) of teachers responded that they imitated their principals' enthusiasm and accuracy in work.

2. Does your principal discuss with his teachers concerning his strengths and weakness? If so, what are their strengths and weakness?

According to teacher responses, 64% (n=133) of teachers responded that their principals discussed with them concerning their strengths and weaknesses. The strengths of their principals were empathy and understanding their teachers with different opinions and situations. Anger was the weakness of principals. 30% (n=62) of teachers answered that their principals didn't discuss with them concerning their strengths and weaknesses.

3. How does your principal handle issues that arise during a time of turmoil?

According to teacher responses, 36% (n=75) of teachers responded that their principals handled issues calm down. 34% (n=71) of teachers responded that their principals resolved issues with Parent Teacher Association. 14% (n=29) of teachers responded that their principals warned them school issues. 4% (n=9) of teachers responded that their principals solved them quickly and 2% (n=6) of teachers responded that their principals blamed them.

4. What do you think the relationship between the principal and the stakeholders?

According to teacher responses, 84% (n=172) of teachers responded that their principals and stakeholders had warm relationships.

5. Does your principal recognize you for your successful performance?

According to teacher responses, 72% (n=149) of teachers responded that their principals recognized them and appreciated with verbal and non-verbal. 13% (n=27) of teachers answered that their principals awarded with certificate and 3% (n=8) of teachers responded that they received trust in work. 4% (n=9) of teachers responded that their principals didn't recognize them.

6. Describe the social situations within the workplace that are relevant to your teaching career.

According to teacher responses, 70% (n=145) of teachers responded that they worked together friendly in teaching career.

Principals were asked interview questions. Various responses for interview questions were described as followed:

1. How does the principal cope with the difficulties in his school?

During the interview periods, all principals were able to calmly address important issues. And then, they resolved the issues by discussing with teachers and stakeholders.

2. Does the school and the organization work to improve the principal's personality?

The principal in one school said that the organization could provide whatever she needs. The local authority also provided for her needs. The principal in another school said that the school didn't have much support from the stakeholders, especially students' parents were not supported in school activities because they didn't have socioeconomic status. It would be better to be continued if they were supported.

3. What qualities are needed to improve principals' leadership skills?

All principals should attend management and administrative training with the educational reforms. The principal in another school said that principal must be interested in all of them, consider the strengths and weaknesses of the school, the teachers and the students. Then, the principal in another school could take in collaboration with school members and must be a role model, sometimes a member role.

4. How does the principal address the situation at school (such as teachers not arriving in class early, students getting out of class)?

The principal talked to the teachers about the situation at school. Then the principal should consult with the parent teacher association if the student was getting out of class. The principal in another school was first warned verbally. The principal would contact the parents to discuss the reason for the absence.

5. Describe the relationship among principal, parents, teachers and school staff members.

The principal in one school said that relationships with the principal and parents, teachers and school members got on well with each other. They discussed school-related issues regularly and monthly school meeting. Many parents attended every school meeting enthusiastically. The principal in another school said that relationships with teachers, parents and the principal were in moderation. Only a minority of the school's members were active.

6. How does the principal make sure that some parents, teachers, and school members are interested in school matters?

The principal encouraged and acted as a guide for parents and school staff members to take an interest in school matters. Then, the principal explained the parents and the members of the school to be interested in school matters. The members of the school committee who were less interested, were invited to attend the meeting several times. In dealing with teachers, we have to talk about it directly and indirectly. The relationship of the teachers at the school was like a family.

7. How does the principal treat people who have different backgrounds?

All principals understood the teachers who have different backgrounds. They discussed the issues facing teachers (family, personal, etc.). Then, they acted as a role model for teachers and respected the teachers and followed the rules. They were responsible for providing help and advice based on the causes of the teachers. Therefore, the principals equally treated students and teachers although they were from different socioeconomic backgrounds including education.

Conclusion

Conclusion and Discussion

In studying the level of principals' emotional intelligence at eight Basic Education High Schools in Thantwe Township, the level of principals' emotional intelligence was high. There was a significant difference in principals' emotional intelligence grouped by gender. Moreover, it was found that there was no significant difference in principals' emotional intelligence grouped by their position. The levels of teachers' job satisfaction were moderately high. Moreover, there was a

positive relationship between principals' emotional intelligence and job satisfaction of teachers and the strength of the correlation was moderate ($r=.309, p<0.01$).

First of all, Goleman (2001) mentioned when a leader has a stable emotional intelligence, the leader is able to control his emotions and behaviors as well as better understand and have a good relationship with his followers to have successful organization. This study was conducted to find out the level of principals' emotional intelligence rated by principals and teachers. According to the perceptions of principals and teachers, the level of principals' emotional intelligence was high. Therefore, principals should retain their own emotions, understand those of their followers and make relationship with others.

Secondly, the variations of principals' emotional intelligence according to their personal factors would be discussed. It was found that there was significant difference in the overall areas of principals' emotional intelligence grouped by gender. In this study, the mean value of male group was a little more than female group. According to the results, it may be said that male principals had a strong sense of self and were better at stress management and adaptability than female principals. The findings of this study supported those of Chu (2002), whose study revealed that males have a higher level of emotional intelligence than females. According to the personal factor, position, there was no significant difference in the overall areas of principals' emotional intelligence grouped by position. The interview results also pointed out there was no significant difference in principals' emotional intelligence among their position.

Thirdly, the result of the levels of teachers' job satisfaction would be discussed. It was found that the level of job satisfaction was moderately high. In this study, job satisfaction regarding work itself was high and job satisfaction regarding pay was moderately low. According to teachers' results, many of teachers would be more satisfied with their pay when it was more enough for living.

Finally, the findings of this study revealed that there was positive and moderate relationship between principals' emotional intelligence and job satisfaction of teachers. The findings suggest that those teachers who are satisfied at their place of work rate their principals' emotional intelligence as being high. This result was supported by Chowdhury (2014) research which revealed that principals' emotional intelligence was correlated with teachers' job satisfaction. Therefore, emotional intelligence is very important of organizational outcome including job satisfaction.

Recommendations

Based on the analyses of research findings from the quantitative and qualitative study, the followings are recommended for enhancing principals' emotional intelligence and teachers' job satisfaction.

- It is necessary to provide principals with opportunities to take part in a leadership workshop or seminars which could be based on the practical activities of enhancing their emotional intelligence.
- Principals who want to improve their schools and manage their educational setting to become more successful through job satisfaction of teachers should be more awareness, manageable, sociable and approachable.
- The curriculum for those who will take the role of principals should be organized with the sufficient lessons and matters of exercises of enhancing emotional intelligence.
- Principals should learn the findings of this study to be able to employ concerning emotional intelligence for making changes in their schools.

- It is necessary for providing books and journals associated with enhancing emotional intelligence in schools.
- Principals should provide a safe and pleasant working condition for enhancing teachers' job satisfaction as much as they can.
- The government should concentrate on providing adequate salaries and better benefits for teachers in order to enhance teachers' job satisfaction.

Need for Further Research

It is only admitted that this study was to examine the relationship between principals' emotional intelligence and job satisfaction of teachers in Basic Education High Schools of Thantwe Township, Rakhine State. Therefore, this result cannot be generalized to any wider population. The first recommendation for further study is to conduct in middle schools and primary schools in the same township. The second recommendation for further study is to conduct the research in more than one state.

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