



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIP BETWEEN PRINCIPALS' EMOTIONAL COMPETENCE
AND TEACHERS' JOB SATISFACTION IN SELECTED SECONDARY
SCHOOLS IN BANGLADESH***

MAMATAZ SHARMIN

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SCHOOLS IN BANGLADESH**

By

MAMATAZ SHARMIN CHOWDHURY

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
In Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

May 2014

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the Degree of Doctor of Philosophy

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May 2014

Chair: Professor Zaidatul Akmaliah Lope Pihie, PhD

Faculty: Educational Studies

The purpose of this quantitative descriptive study was to examine the relationship between principals' emotional competence and teachers' job satisfaction in the secondary schools in Bangladesh. Recent studies found that emotional competence is a necessary skills for leadership, which can be improved through training. Research on emotional competence specific to principals of high performing and low performing schools still evolving. At present theoretical linkage between emotional competence and job satisfaction at the school levels are not fully established by past researchers.

This is a descriptive correlational study conducted using a survey method consisting of 367 randomly selected school teachers. This study utilized Daniel Goleman's emotional competency inventory -2 (ECI-2) as independent variable and Spector's (1997) job satisfaction survey instrument as dependent variable, which met the standard of validity and reliability.

The result of descriptive statistics revealed that principals' emotional competence level was moderate as perceived by teachers. However, teachers reported moderate level of job satisfaction in high performing and low performing schools. The seven constructs of job satisfaction empowerment and professional development received the highest mean score and benefit the lowest. The independent t-test showed that principals' emotional competence and teachers' job satisfaction had significantly higher scores in high performing schools than in low performing schools. The results of this study revealed that teachers differ significantly in satisfaction in relation to age, and years of experience. However, the present study findings indicate that there are no significant differences in job satisfaction in relation to educational qualification, and gender.

The Pearson correlational analysis of the study found a moderate positive correlation ($r = .694$, $p > .05$) of emotional competence and job satisfaction. The statistically positive correlation between principals' emotional competence and teachers' job

satisfaction suggested that the principals who were emotionally competent tended to be associated with teachers who were satisfied with their job.

The multiple regression analysis revealed that self-awareness, self-management, and relationship management are significant predictors of teachers' job satisfaction. However, social awareness was not included as a significant predictor of job satisfaction. The overall regression model was successful in explaining approximately 49.5% variance in teachers' job satisfaction. Based on the findings it is recommended that policy makers should utilize appropriate strategies to improve principals' knowledge and abilities and elevate the level of teachers' job satisfaction. This study found empirical proof that teachers are more likely to show higher levels of job satisfaction if they perceived their principals exhibit emotional competence.

The findings of this study may assist administrators, and policy makers to identify factors that influence job satisfaction, and then steps can be implemented to provide teachers with what they need to achieve and maintain job satisfaction. In reviewing the overall results of the study it would appear to provide tentative evidence which suggests that the principals may achieve improved performance if the emotional competence domains of self-awareness, self-management and relationship management are included in their selection and professional training criteria. Policy makers should utilize appropriate strategies to improve administrator knowledge and ability and elevate teachers' job satisfaction.

Abstrak tesis yang di kemukakan kepada senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN DI ANTARA KOMPITENSI EMOSI PENGETUA DAN
KEPUSAN KERJA GURU DI SEKOLAH MENENGUH TERPILIH DI
BANGLADESH**

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Tujuan utama kajian ini adalah untuk mengkaji perkaitan antara kecekapan emosi guru-guru besar dengan tahap kepuasan kerja guru di sekolah-sekolah menengah di Bangladesh. Penemuan dalam kajian terkini berpendapat bahawa kecekapan emosi adalah ciri yang penting untuk kepimpinan dan kecekapan emosi ini boleh ditingkatkan melalui latihan. Kajian yang bertumpu kepada kompetensi emosi keatas pegetua di sekolah prestasi tinggi rendah masih dijalankan. Sekerang ini teori berkaitan kepuasan kerja dengan koptetensi emosi di peringkat sekolah belum sepenuhnya ditubuhkan oleh penyelidik. Kajian deskriptif ini dijalankan dengan menggunakan teknik tinjauan yang mengandungi 367 guru-guru sekolah menengah di Bangladesh yang dipilih secara rawak. Kajian ini menggunakan inventori kecekapan emosi (ECI-2) yang dibentuk oleh Daniel Goleman sebagai pembolehkan bebas dan soal selidik kepuasan kerja Spector (1997) sebagai pembolehkan bersandar, yang telah menepati proses kesahihan dan reliabiliti.

Penemuan statistic deskriptif menunjukkan tahap kecekapan emosi pengetua sekolah menengah adalah ditahap serderhana menurut persepsi guru. Walaubagaimanapun, guru-guru sekolah telah melaporkan tahap kepuasan kerja yang serderhana di sekolah-sekolah yang berprestasi cermerlang dan sekolah-sekolah yang berprestasi kurang cermerlang. Antara tujuh konstruk kepuasan kerja, “empowerment” dan “pembangunan professional” menerima skor purata yang paling tinggi dan “benefit” adalah skor yang paling rendah. Ujian t bebas menunjukkan tahap kecekapan emosi pengetua dan kepuasan kerja guru-adalah ditahap yang tinggi (secara signifikan) di sekolah berprestasi cermerlang berbanding dengan sekolah kurang cermerlang.

Penemuan kajian juga menunjukkan tahap kepuasan kerja guru berbeza dengan signifikan berdasarkan umur dan jumlah tahun pengalaman berkerja sebagai guru sekolah. Walaubagaimanapun, penemuan kajian ini menunjukkan tiada perbezaan yang signifikan antara kepuasan kerja dengan tahap kelayakan akademik dan ‘gender’. Analisis Korelasi Pearson menunjukkan tahap korelasi sederhana tetapi

positif ($r = .694$, $p > .05$) wujud antara kecekapan emosi pengetua dan tahap kepuasan kerja guru. Perkaitan positif ini menunjukkan pengetua yang mempunyai tahap kecekapan emosi yang tinggi berkait dengan positif dengan tahap kepuasan kerja guru di sekolah-sekolah tersebut.

Analisis regresi 'multiple' menunjukkan bahawa kesedaran-diri, pengurusan-diri dan pengurusan perhubungan adalah faktor yang signifikan untuk meramal tahap kepuasan kerja. Walaubagaimanapun, kesedaran sosial tidak termasuk sebagai satu faktor yang dapat meramalkan tahap kepuasan kerja. Model Regresi secara keseluruhan telah berjaya menerangkan 49 peratus varians berkaitan pembolehubah yang berkaitan rapat dengan tahap kepuasan kerja guru. Berdasarkan penemuan kajian ini, adalah dicadangkan pembuat dasar perlu menggunakan strategi yang sesuai untuk meningkatkan tahap pengetahuan dan keupayaan pengetua serta meningkatkan tahap kepuasan kerja guru.

Penemuan kajian ini membuktikan guru sekolah akan menampilkan tahap kepuasan kerja yang baik jika mereka berpendapat guru besar sekolah mereka mempunyai tahap kecekapan emosi yang tinggi.

Penemuan kajian ini juga boleh membantu para pentadbir dan pengubal dasar untuk mengenalpasti faktor yang dapat mempengaruhi tahap kepuasan kerja dan mengambil tindakan sewajarnya untuk menyediakan dengan apa yang mencapai tahap kepuasan kerja mereka perlukan untuk mencapai dan mengekalkan tahap kepuasan kerja yang sedia ada. Apabila melihat secara keseluruhannya, penemuan kajian ini memberi bukti tentatif yang mencadangkan bahawa pengetua boleh menambah baik prestasi mereka jika domain kecekapan emosi seperti kesedaran-diri, pengurusan-diri dan pengurusan hubungan diambil kira dalam proses peralihan dan kriteria latihan profesional untuk mereka. Pengubal dasar perlu menggunakan strategi yang sesuai untuk meningkatkan tahap pengetahuan dan keupayaan pentadbir untuk meningkatkan tahap kepuasan kerja guru.

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I certify that a Thesis Examination Committee has met on 26 May 2014 to conduct the final examination of Mamataz Sharmin Chowdhury on her thesis entitled "Relationship between Principals' Emotional Competence and Teachers' Job Satisfaction in Selected Secondary Schools in Bangladesh" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

This study endeavours to determine and explain the relationship between principal's emotional competence and teachers' job satisfaction in Bangladesh. This chapter contains seven sections namely, background of the study, problem statement, purpose of the study, objectives, significance of the research, definition of terms and summary of chapter.

1.2 Introduction

While it is common to say that "Education is the backbone of a Nation", it is also true that the foundation of that education begins at primary level and gets shaped in secondary school. Therefore, secondary education transforms a person into a sustainable human resource for socio-economical achievement as well as scientific progress of a nation.

Secondary education prepares pupils for employment at entry level and serves as a foundation for those who aspire to advance their studies, ADB (2006). Therefore, the quality of a school's principal and teachers is a policy matter for the government and an important research issue for school effectiveness. A school's leadership has a significant influence on teachers' satisfaction as well as school effectiveness. School leadership plays an important role in creating a school environment that is conducive to teachers' job satisfaction. There have been a large number of researches undertaken on school leadership and, recent literature has revealed that emotional competency is important for leadership.

Goleman (1998) defined emotional intelligence as, "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships" (p. 317). He determined that emotional competence is, "a learned capability based on emotional intelligence that results in outstanding performance at work" (p. 24).

Chiva and Alegre (2008) stated that,

"Emotional intelligence is becoming one of the most important individual competencies for organizations, and has been theoretically related to organizational performance and to individual variables like job satisfaction" (p. 692).

Woods and Weasmer (2004) summed up the results of teacher satisfaction thus: "Teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student performance" (p. 118).

Therefore there have been many studies done on emotional competencies in developed countries but very few studies have been observed in developing countries, more specifically in Bangladesh.

The Government of Bangladesh places great importance and priority on education, particularly at secondary school level, ADB (2006). The Government, through the Ministry of Education as always been confronted with numerous challenges brought about by the various developments taking place in the education sub-sector in particular and the whole education system in general. These challenges come in different dimensions and magnitude. However, the Government has been trying its best to achieve impressive results in the education sector although the educational improvement has not yet been adequately geared to meet its most demanding human resources. Therefore, some reform initiatives have been taken to accommodate, the global changes and demands.

Bangladesh is a developing country with a strong focus on improving its educational system because the quality of life depends on the quality of its educational system. The quality of education, to a great extent, depends on satisfied and committed teachers and principals. In this regard, the principal must have the requisite skills to provide quality of leadership and then to live it out both personally and professionally (Craig, 2008).

Secondary education in Bangladesh has been facing many challenges in recent years. First, supply of qualified teachers and of expanding opportunities that are effective in teachers' professional development (Education Watch, 2007). Secondly, low level of academic achievement of teachers is widespread in Bangladesh. The teachers have little scope for any in-service professional training (Asadullah, 2006). More than half of the secondary school teachers had no professional pedagogic training. Thirty-five percent of teachers have no training for improving the quality of teaching (Education Watch, 2007).

The quality of teaching and therefore the quality of teachers is the major concern in secondary education. Continuous training and re-training are considered essential to create a cadre of highly motivated, disciplined and professionally competent teachers (Quddus, 2007). With high numbers of secondary teachers untrained, especially in the private schools and Madrasah, it is not surprising that efforts to improve student achievement through changes to the curriculum have failed to produce the hoped-for gains. This state of affairs, while disappointing, also reflects the Government's success in raising the participation rates of both girls and boys in secondary education (ADB, 2006).

Insufficiency of teachers in schools is another common problem in Bangladesh (ADB, 2006). The number of students is high due to the large population. Therefore this short fall seriously increases teachers' workload, which eventually affects job satisfaction. This shortage of teacher can lead to teachers' job dissatisfaction and decrease student achievement. Adequacy of teachers in respect of their numbers determines student-teacher ratio and work load of teachers, which in turn affects teacher performance. Wolverton and Gmelch (2002) noted that, "Increased job satisfaction lowered the reported levels of work-related stress" (p. 74). There is a strong correlation between teacher job satisfaction and student achievement, if teachers are not satisfied student achievement may eventually be compromised (Craig, 2008).

Teachers are also responsible for improving student performance. It will be essential for principals to understand and provide for teachers job satisfaction, which will promote an environment of increased student performance. This is because principals have the most direct opportunity to counteract the problems teachers are faced with on a daily basis. Teachers' job satisfaction is directly under control of school principal and may be linked and affected by emotional competence of school principal (Craig, 2008).

Although several studies (Craig, 2008; Cook, 2006; Cobbs, 2012) exist showing a positive connection between principals' emotional competence and job satisfaction, however association between this variable in high performing and low performing schools is still in the developmental stages (Wilson, 2009; Buntrock, 2008). Little research, however, has been conducted regarding the emotional competence skills of principals in high-performing, versus low performing schools (Buntrock, 2008). The specific emotional competencies skills school principal, or the lack thereof, may be an important factor in the success of the school. Further exploration of the variable might result in accurately predicting whether emotional competence can affect teachers' rate of job satisfaction. This study contributes to this gap in the research on emotional competence skills of principals' might have impact on teacher' job satisfaction and school success.

This study will examine the linkage between emotional competencies of school principals as perceived by teachers and teachers' job satisfaction of secondary schools and attempt to discover which of the competencies are most strongly related to job satisfaction. Therefore, it is expected that the findings of this study will bring valuable insight and understanding to help schools in Bangladesh achieve more success.

1.3 Problem Statement

Job satisfaction is a studied subject in organizational literature, which influences work productivity, work effort, employee absenteeism, and staff turnover (Akhtaruzzaman, 2011). Teachers' job satisfaction can make them devoted and committed to their responsibilities and there is positive impact of teachers' job satisfaction on educational quality (Tasnim, 2005). Therefore, finding ways to increase job satisfaction for teachers is the most effective way to change the current teacher attitudes, which will allow them to remain in their present job, and in turn, increase the quality of learner success in the classroom (Qualls, 2008). Nevertheless, there are not many studies dealing with factors affecting teachers' job satisfaction in high performing and low performing schools in Bangladesh.

Bangladesh is a developing country with a strong focus on improving its educational. However, weaknesses in the secondary school system are reflected in the declining quality of graduates and teachers and challenges persist (ADB, 2006).

The declining quality of secondary education is significantly explained by weak educational governance, poor management and administration, poor teachers' skills and capabilities, stringent inadequate physical facilities, little room for any

professional training, lack of adequate accountability and incentive mechanisms, poor teaching quality and students' evaluation (ADB 2006; NCTB 2006; World Bank, 2005). Low teacher motivation in Bangladesh is reflected in high rates of absenteeism and poor time keeping due to many non-teaching activities such as the distribution of government text books, distribution of stipends to poor children, maintenance of many records among secondary school teachers in Bangladesh (Nazmul, 2005). Teachers have expressed dissatisfaction regarding these duties (Nazmul, 2005).

In recent years, principals are also experiencing stress due to the significant changes by government such as: changes in curriculum, application of school-based assessment system (SBA), Education for All Act, gender equality, school performance-based management system (SPBMS), and computer-based education. School principals must demonstrate the ability and flexibility to meet the rapidly changing environments. One way of measuring these leadership skills is to look at the Emotional Competencies that have already been identified in hundreds of organizations seeking to distinguish their outstanding performers (Boyatzis, Goleman & McKee, 2002). Goleman (1998) contends it is emotional intelligence that provides the foundation for competencies that are strong predictors of successful performance in the workplace.

Several authors have established a link between emotional competence and job satisfaction. According to Craig (2008) highly effective principals are emotionally intelligent and have satisfied teachers. Patra (2004) stated that emotional competence can create a pleasant workplace and affect employees' job satisfaction and efficient management and organisational development. According to Kafetsios and Zampetakis (2008), emotional competence can positively affect job satisfaction.

According to Fullan (2002), the degrees to which school principals are emotionally intelligent is likely to create an improved relationship between principals and teachers, thus positively affecting job satisfaction. Principals who have positive working relationships with their teaching staff more often have successful schools (Fulan, 2001). Principal's behaviour may be a strong contributory factor to a teacher's level of job satisfaction (Richards, 2003).

A few studies have been done on the effects of emotional competencies in the educational realm in developed countries (Muhammad, 2006), however little research has been conducted on high school principals' emotional competencies and linked with the teacher's job satisfaction in Bangladesh. Thus, the current research study should fill the gap by examining the correlation between job satisfaction and emotional competence. The problem addressed in this study is to establish the degree between principals' emotional competencies and teachers' job satisfaction in secondary schools in Bangladesh and how the emotional competencies influence teachers' job satisfaction.

1.4 Purpose of the study

The purpose of this study is to determine the relationship of principals' emotional competencies such as self-awareness, self-management, social awareness and

relationship management and teachers' job satisfaction in secondary schools in Bangladesh.

1.5 Objective of this Study

The objective of this study is to investigate the relationship between principals' emotional competence and teachers' job satisfaction in selected secondary schools in the Dhaka District in Bangladesh. The specific objectives of this study are:

1. To determine the emotional competencies practised by high school principals as perceived by teachers in high performing and low performing schools.
2. To determine the level of teachers' job satisfaction in high performing and low performing schools.
3. To determine the differences of teachers' job satisfaction based on their demographic characteristics.
4. To determine the relationship between perceived principals' emotional competencies and teachers' job satisfaction.
5. To determine the predictors of teachers' job satisfaction.

1.6 Research Questions

This study addresses the following research questions:

1. What are the levels of emotional competencies of school principals as perceived by teachers in high performing and low performing schools?
2. What are the levels of teachers' job satisfaction in high performing and low performing schools?
3. Is there any significant difference regarding perceived principals' emotional competence domains such as self-awareness, self-management, social awareness, relationship management in high performing and low performing schools?
4. Is there any significant difference regarding teachers' job satisfaction in high performing and low performing schools?
5. Are there any significant differences between teachers' job satisfaction levels based on their age, gender, teaching experience, and level of education?
6. What is the relationship between emotional competence domains of self-awareness, self-management, social awareness, and relationship management and job satisfaction?
7. Are emotional competency domains of self-awareness, self-management, social awareness, and relationship management significant in predicting job satisfaction?

1.7 Significance of the Study

This study was conducted to better understand the relationship between principals' emotional competence and teachers' job satisfaction. It has been noted that very few research work has been carried out on school principals' emotional competence as identified by Goleman (2002), especially in developing countries. Secondary school principals will know their own emotional competence skills and how it affects

teachers' job satisfaction in secondary schools in Bangladesh. This study has been undertaken to realize this.

Previous research (Craig, 2008; Cook, 2006; Cobbs, 2012) had forward that emotional competence has proven to be the predictor of job satisfaction. Although it was found that the relationship between emotional competence and job satisfaction was not consistent, it will help the researcher to observe the relationship to contribute literature. Once the occurrence of emotional competence and job satisfaction has been identified, school administrators can create awareness of the importance of emotional competence and job satisfaction in developing school performance. This study will provide practical results to school administrators by providing empirical support on the predictors of job satisfaction of teachers. The school principals can obtain information from this study; it will help them also to recognise teachers' expectations about their job and work environment and this will help leaders to identify ways to improve their leadership quality and satisfy teachers.

Research shows that higher levels of emotional competence utilized by principals may have more effective leaders, which results in such a work climate wherein teachers are inspired, motivated and thus more dedicated; and lead to higher levels of student achievement (Cook, 2006; Stone et al., 2005; Williams, 2003; Hay McBar, 1997, 2000). Realizing the effects of emotional competence, principals will be able to increase their strengths and decrease weaknesses for improvement of their effectiveness as school leaders. From this standpoint, school principals can enhance their leadership skills by increasing the emotional competence which ultimately affects school success as indicated clearly in the literature. The information of this study might contribute knowledge to school principals engaged in improving their students' achievement.

The literature shows that emotional competencies of principals play an important role in the overall impact on school performance. This will support the process for improvement of the school. Therefore it is an important factor to organize on-the-job training workshops for the principals on emotional competence for strengthening their emotional competence and to provide necessary information and required data to members of the school board and other decision makers engaged in school's improvement related issues. Policy makers can revise their principals' training to produce effective leaders.

This study is also important in that it compared the impact of principals' emotional competencies based on the perception of teachers in high performing and low performing schools. It was hoped that this study might offer guidance into the level of importance that a principal's emotional competence might have impact on overall school performance and which could serve to support the school improvement process.

On the other hand, measuring teacher job satisfaction is an important task because it reduces attrition, enhances collegiality, improves job performances, and has an impact on student outcome (Woods & Weasmer, 2002). This study provides various aspects of teachers' job satisfaction. Relying on the findings of the study, administrators can find the teachers' satisfaction and dissatisfaction factors and make efforts to strengthen them. The findings of this study can provide opportunity for

policy makers to revise aspects of job satisfaction. This study will provide necessary information to the teachers and principals to identify the factors related to job satisfaction and job dissatisfaction, which will help teachers to improve their job satisfaction.

The outcome and results of this study can also be considered as an important tool for up-grading teachers to become more satisfied in their job; and in turn they will become professional and dedicated teachers. While there is an acute shortage of teachers as described earlier, it is important to address such factors that contribute to teachers' job satisfaction and attrition.

While reviewing the environmental aspect of principals' emotional competence and teachers' job satisfaction, it has been revealed that an environment-friendly relationship can help school principals to be more effective leaders and support an environment that promotes teachers' job satisfaction. Meaningful and measurable student achievement of a school can be expected only from emotionally intelligent principals and satisfied teachers (Michaelowa, 2002). This study will be a mechanism to help principals to understand how to govern emotional competence to influence teachers' job satisfaction.

New Knowledge about the relationship between principals' emotional competencies and teachers' job satisfaction in high performing and low performing schools may add valuable insight into the teaching profession. Hopefully, this information may prove useful for principal and teachers to improve the job satisfaction level.

The aim of this study was to gather principals' emotional competence practise as perceived by teachers so that educational researchers, principals teachers have a better understanding of emotional competence skills in Bangladesh secondary high schools. Such data is critical for gaining better understanding of leadership in Bangladesh and for future principals professional development and school improvement.

1.8 Definition of Terms:

The following operational definitions are used for the purpose of the study:

Emotional competence

Emotional competence is a 'learned capability of emotional intelligence that results in outstanding performance at work'' based on one's emotional intelligence (Goleman, 1998). For the purpose of this study, emotional competence is measured by four domains (Self-Awareness, Self-Management, Social Awareness, and Relationship Management) as indicated in Emotional Competence Inventory 2.0.

Self-awareness is the ability to understand one's internal states, feelings, and intuitions. This domain contains emotional self-awareness, accurate self assessment, and self confidence (Hay Group, 2006).

Self-management is the ability to control ones' internal feelings, and resources. This domain includes the following competencies: "achievement orientation, adaptability, emotional self-control, optimism, transparency, and initiative." (Hay Group, 2006).

Social awareness refers to the awareness of others' emotions, desires, and feelings. This domain includes "empathy, service orientation, and organizational awareness" (Hay Group, 2006).

Relationship management refers to how people manage relationships. This domain contains "developing others, conflict management, inspiration, influence, change catalyst, and teamwork and collaboration" (Hay Group, 2006).

Teachers' job satisfaction

Teachers' job satisfaction refers to how much the teacher enjoys teaching as a profession as well as his or her current assignment (Craig, 2008). For the purpose of the study, teachers' job satisfaction is teachers' perception and values on various factors, namely supervision, empowerment, facilities and resources, work itself, professional development, promotion, and benefit.

School Performance:

In order to set some academic standard, the Ministry of Education of Bangladesh has set some ranking points to identify high- and low-performing schools under each Education Board based on four criteria, which are: (1) the number of students registered with the school; (2) percentage of regular students among those registered; (3) percentage of successful students; and (4) the number of students getting GPA-5 and above while they appear for the public examinations. Considering 25 points for each of the above four criteria, the Ministry set a 100-point rankings to determine the high- and low performing schools. Those schools that score 80 points and above are considered as high-performing and those that score 40 points and below are considered as low-performing schools. During the data collection year (2010) of this study, the Ministry had ranked 22 schools as high-performing under the Dhaka Education Board by academic standards.

1.9 Limitations

When assessing the results of this study, there are several limitations worthy of consideration. One limitation could be the type of schools selected to participate in this study. This study examines only schools based on their performance. A more comprehensive study that includes public and private schools could examine principals' emotional competence and teachers' job satisfaction to determine if these variables are related in different ways at different level.

Second, the cronbach alpha coefficients of job satisfaction construct 'Benefit' from the pilot test and actual test as displayed in chapter 3 were below .7 and thus considered weak. Therefore, it is recommended that future research use instruments based on items that have higher alpha value.

This study was a quantitative correlational study that did not include cause or effect factors. It should be noted that correlation does not imply causation between the variables. This study looked specifically at the strength and direction of the relationship between job satisfaction and emotional competence. It cannot be determined if one variable caused the other to occur.

1.10 Summary

Chapter 1, discussed the quantitative correlational research design that was used to identify the relationships between emotional competencies and job satisfaction. The chapter also included a discussion on the importance of the problem, the purpose, the importance of the study. Goleman (1998) estimated that 90% of a leader's success can be associated with emotional competence. Johnson (2008) reported organizational leaders who recognized and used emotional intelligence were more successful than leaders who did not recognize or take advantage of the quality. The study was conducted to determine if positive relationships existed between emotional competencies and job satisfaction in secondary schools in Bangladesh. School leaders may use emotional competencies to increase the level of teachers' job satisfaction in today's increasingly competitive workplace.



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