



Emotional Intelligence and Work Contentment among Police

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ABSTRACT

Emotional Intelligence (EI) is the ability of an individual to manage one's own emotions and understand the emotions of people around them. There are four dimensions to EI: self-emotion's appraisal, other's emotion's appraisal, Use of emotions and Regulation of emotions. Emotional intelligence is the main factor that is investigated in this study to see how it affects work performance and contentment among police personnel. This research was carried out with the purpose of investigating the degree to which the emotional intelligence of police constables is connected to the level of work contentment that they feel in their jobs. A total of 114 law enforcement officers were chosen at random from Raipur, Chhattisgarh. It makes use of regression analysis, with emotional intelligence as the independent variable. According to the findings, the officers who possess a high level of emotional intelligence report higher levels of contentment with their jobs and more successful performance than officers who possess a low level of emotional intelligence. On the basis of the information presented above, suggestions are given on how to improve the effectiveness of police officers.

Keywords: jobs, work, contentment

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INTRODUCTION

Contentment with one's employment is a result of one's expectations and the outcomes those expectations produce. It is generally accepted that it is a compilation of cognitive, emotive, and evaluative responses that are brought about by experiences related to work, job characteristics, and the environment of the workplace. Researchers have discovered that it has a significant relationship with the temperament of people and highlights the significance of job satisfaction among workers. This is one of the many aspects that might have an impact. A substantial connection exists between emotional intelligence and the level of enjoyment one derives from their work. There has been a growing recognition of the concept of emotional intelligence in Hong Kong, particularly among Hong Kong educators, in relation to the concept of work satisfaction. It is common knowledge that instructors are required to deal with kids that have a wide

range of talents, in addition to those who have behavioral and emotional issues when they enter the normal classroom setting. Therefore, it is said that instructors should be prepared to assist students with activities that demand their emotional intelligence in areas such as empathy and social-interpersonal relationship building. These activities may be either instructional or guiding in nature. Likewise, police personnel are also humans and emotions do play a role in everything they do.

Having the ability to recognize and manage one's own and other people's feelings is what we mean when we talk about emotional intelligence. Peter Salovey and John Mayer, who were the first to use the term "emotional intelligence" in published writing, initially defined it as a form of intelligence that involves the ability to monitor one's own feelings and emotions as well as those of others, to differentiate between them, and to use this information to guide one's thinking



and actions. Later on, they made some modifications to the idea and came up with a new one that describes emotional intelligence as the ability to notice emotions, integrate emotions to help cognition, interpret emotions, and manage emotions in order to promote personal growth.

Emotional Intelligence

The concept of intelligence is not a single thing; rather, there are many different types of intelligence that may be found in the world. One can differentiate between many forms of intelligence. In the year 2019, Thorndike was one of the pioneers in the area of intelligence research when he first suggested the concept that there are several types of intelligence. It was through his work that the idea of social intelligence was introduced to the world for the very first time in the existing body of literature. According to Thorndike's idea, intelligence is a three-dimensional construct that incorporates the ability to grasp and manage concepts (known to as abstract intelligence), physical objects (referred to as mechanical intelligence), and people (referred to as social intelligence). In other words, humans are intelligence. "the ability to understand and manage men and women, boys and girls – to act wisely in human relations," he classified social intelligence as "the ability to understand and manage."

Job Satisfaction

According to Agho, Price, and Mueller (2016), a worldwide measure of work satisfaction is provided. They define job satisfaction as the degree to which employees like their occupations and are content with their jobs. The attitude variable known as work satisfaction is a reflection of how individuals feel about their responsibilities and the general aspects of their jobs.

OBJECTIVE

1. To evaluate police officers' sense of competence in connection to their contentment with their work
2. To investigate the connection between police officers' emotional intelligence and their contentment on the job

METHOD

For the purposes of this study, the population consists of all individuals who are employed by the police at the stations located within the boundaries of the police commissionerate, namely in Raipur. A total of sixty police stations are located inside the Raipur Commissionerate. At each and every police station, the positions that police personnel hold are as follows: Head Constables, Constables, Circle Inspectors, Sub-Inspectors, and Assistant Sub-Inspectors. The only individuals who were selected for the study were police officers who were working as Constables and Head Constables. This was due to the fact that job satisfaction is the primary focus of the study, and the officers all have jobs and responsibilities that are similar to one another. In light of this, the phrase "police personnel" is only applicable to officers who are acting in the capacity of Head Constables or Constables in this study.

SAMPLE

The method of random sampling was used in order to choose the sample for the research project. A total of twenty police stations were chosen for the study based on a random selection process. Subsequently, the Station House Officers of these police stations were individually contacted and asked for permission to conduct the research study inside their respective police stations. After providing the station house officials with an explanation of the goal of the current research and ensuring them that the name of the police station and the data of the personnel would be kept secret, approval was gained from the respective police stations. It was required that the station house officers provide a list of the police personnel who are currently employed in their respective police stations.

We contacted each police officer individually after compiling a list of all the 20 stations' officers and asked them to participate in the study. Their voluntary participation in this research was subject to written informed consent. A concise explanation of the study's goal was provided to them. We showed them the questionnaire and went over the steps for filling it out with them. Despite repeated requests that they finish the survey within a



few of days, the majority of police officers waited over a week to do so. Twenty police stations contributed to the total of 114 questionnaires gathered from police officers.

DATA COLLECTION PROCEDURES

An individual booklet was created by printing and binding all of the scales that were used in this research, along with the instructions that were included with each scale. An introduction letter was included on the opening page of the booklet. This letter included a short overview of the research project as well as the basic guidelines that had to be followed while filling out the questionnaires. For the purpose of carrying out the research study, permission was requested from the Station House Officer of each of the police stations. For the purpose of administering the surveys, prior appointments

were obtained from each police station as well as from members of the police force. After developing a connection with the members of the police force, the questionnaires were then given to them. They were provided with a concise explanation of the reason for doing the research.

RESULT

Emotional intelligence with Work Contentment

A thorough investigation and evaluation of the connections between emotional intelligence and work contentment is presented in this section. A product moment correlation coefficient was generated in order to investigate the connection between emotional intelligence and work satisfaction. The findings that were obtained from this analysis are provided in table 1.

Table 1 Findings on the Connections between Emotional Intelligence and Contentment on the Work

Emotional Intelligence Dimensions	Mean	SD	Correlation Coefficient	Sig.
Self-Emotions Appraisal	15.513	2.722	0.331	.000
Others-Emotions Appraisal	14.272	3.049	0.256	.000
Use of Emotion	15.254	2.948	0.293	.000
Regulation of Emotion	15.195	3.139	0.342	.000
Emotional Intelligence Total Score	60.234	9.915	0.365	.000

It is clear from looking at table 1 that there is a considerable connection between the various aspects of emotional intelligence and the level of pleasure one has in their work. The coefficient of correlation is not only positive but also shown to be statistically significant ($p < .01$). Additionally, it has been shown that the correlation coefficient between the overall score of emotional intelligence and the scores of work satisfaction is positive and statistically significant (p less than .01).

Table 2 Simple Linear Regression Analysis Results, Emotional Intelligence Scores Predicting Job Satisfaction

Variable	Value of F	Degree of Freedom	Adjusted. R^2	β	Sig.
Job Satisfaction	86.089**	1,561	0.131		
Emotional Intelligence				0.365	.000

The data shown in Table 2 demonstrates that the value of F is statistically significant ($p < .01$), which suggests that there exists a linear link between emotional intelligence and feeling satisfied in one's employment. The adjusted R^2 value of 0.131, which can be seen in table 2, suggests that the emotional intelligence scores of police personnel are responsible for just thirteen percent of the variance in the work satisfaction ratings of police officers. According to the findings shown in table 4, the

regression coefficient is found to be statistically significant ($p < .001$). This indicates that the emotional intelligence of law enforcement officers has emerged as a strong predictor of their level of work satisfaction.

CONCLUSION

This research points out the critical role played by the level of emotional intelligence among police officers when it comes to the contentment with their jobs among them. This study gives an evident outcome regarding



the positive correlation between emotional intelligence and work contentment, with higher emotional intelligence leading to higher job satisfaction. This underscores the importance of continued support in maintaining higher E.I. and fostering job satisfaction among their employees. It is becoming more common for businesses to provide their employees with training that focuses on emotional intelligence. The research implies that higher E.I. can significantly enhance the contentment in their jobs among police personnel, therefore leading to peace and happiness in society.

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