

A Study on Emotional Intelligence and Job Performance among the Private School Teachers in Tiruvellore District, Tamilnadu

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Abstract: *The present paper's ultimate objective was to examine the relationship between emotional intelligence and job performance among the private school teachers in Tiruvellore District. This study used a quantitative research methodology that involved survey questionnaire to collect data. The concept of emotional intelligence has observed a rapidly growing interest among the society. However, there has been a regrettable lack of attention on the emotional intelligence construct especially in an education setting. The data was collected from 250 private school teachers in Tiruvellore District. Emotional intelligence was assessed by Wong and Law Emotional Intelligence Scale (WLEIS). The findings of this empirical study shows that all the four dimensions of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion) were positively significant associated with job performance and emotional intelligence dimensions are influencing the job performance among the private school teachers in Tiruvellore District. Overall, this research has made several theoretical contributions to the emotional intelligence literatures, and provides some meaningful managerial implications to the school administrators.*

Keywords: Emotional Intelligence, Job Performance and Teachers

Introduction

The teacher plays a very significant role in the development of a society. They have the responsibility to develop the next generation. Teachers not only teach the subject but also mould the students into socially responsible citizens. The teachers have to face numerous challenges and play different roles in their institutions. They have various academic as well as administrative work like preparing time table and lesson plan, conducting test and evaluation, preparing report cards, meeting the parents, maintain necessary records, organize activities, learning new techniques for teaching, inculcate discipline to the students and finally motivate the students. Teacher is expected to possess a multi facet personality. Teachers working in private school also face enormous work pressure from the management for providing good result and to compete with the neighbourhood schools. Under these circumstances, teachers face huge amount of stress which is sure to affect their performance while teaching.

More recently, some literature authors are beginning to explore the role of emotions and emotional intelligence in education as a means to improve performance (Arnold, 2005; Jennings & Greenberg, 2009; Rohana, Kamaruzaman, & Zanariah, 2009; Sutton, 2004; Najmuddin, Noriah, & Mohamad, 2011). In fact, Mortiboys (2005) suggested emotional intelligence should

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be developed and employed to complement with both the theoretical content and teaching pedagogy in teacher education. Hence, emotional intelligence is seen as a great instrument which can evaluate a teacher performance, achievement and qualities (Birol et al., 2009). Therefore, the researchers have undertaken a study on Emotional Intelligence and Job Performance among the Private School Teachers in Tiruvellore district.

Literature Review

The concept of emotional intelligence has become a popular topic in the psychological literature and attracts much of the public attention in recent years (Mayer, Roberts, & Barsade, 2008). Organisation requires interpersonal interactions to accomplish its goals, and most jobs require the ability to manage emotions. The education industry is a service industry that involves significant amount of person-to-person interactions and emotional exchange especially between teachers and students. Emotions are a complex state of feeling that will affect our thought and behaviour, physical and psychological changes (Bechara, 2004; Caruso & Salovey, 2004; Clore & Huntsinger, 2007). Many researchers typically perceive emotions as a negative influence and were disorganized interruption of mental functioning that hindrance logical thought (Fineman, 2000). Caruso and Salovey (2004) similarly viewed emotions as positive and essential in making appropriate decision making. Emotions also have indirect effects on our decisions through implicitly shaping our attitudes and judgments (Zajonc, 2000). The success of any school is lying in its workforce. As such, the human factor needs to be placed in the foreground because school systems can only progress, based on the attitudes, judgment and behaviour of their workforce. Hence, it is important for a teacher to demonstrate emotional competence in teaching which could lead them for a better job performance (Hosotani & Imai-Matsumura, 2011). Meisler (2014) believed that the ability to maintain a positive emotional state and reduce the extent to which negative emotions are experienced is relevant in the workplace as well. As opposed to individuals low in EI, emotionally intelligent individuals can decide which inputs to focus on in different situations in the workplace, as well as the interpretation given to them. Thus, high EI employees experience positive emotions and moods more strongly and over longer periods of time than the employees with low EI.

Objectives of the Study

- To find out whether there is any correlation between Emotional Intelligence and Job Performance among the Private School Teachers in Tiruvellore district.
- To examine whether the emotional intelligence influence the job performance of the Private School Teachers in Tiruvellore district.

Research Methodology

The nature of the present study's objective is to find out whether the Emotional Intelligence influences the job performance among the private school teachers in Tiruvellore district. The area of the study is Tiruvellore district which is geographically wide. It is adjacent town of Chennai city. It comprises of 12 Taluks, out of which five Taluks namely; Ambattur, Tiruvellore, Madhavaram, Thiruvottiyur and Maduravoyal were selected to attain the objectives of the study. The data was obtained both from primary and secondary sources. The primary data was collected from the private school teachers through the structured questionnaire. The secondary data were collected in the form of review of literature to familiarize the research area like journals, magazines, books, research papers, internet, newspapers and reports. The data was collected from

the school teachers who are working under the control of private management. 250 samples were collected which comprises 50 samples from each Taluk. Before collecting the sample, an official letter was mailed to the school correspondent to obtain approval for the data collection. After the approval was granted, questionnaires were distributed to the participating schools. Teachers who agreed to take part in the study were assumed that their responses would be treated confidentially. In order to attain the EI among the private school teachers, 16 item self-report measure of EI which was framed by the Wong and Law, 2002; and Law et al., 2004. This scale is a popular self-report measure of EI (WLEIS, Wong and Law, 2002). The measure is consistent with Mayer and Salovey's (1997) definition of EI. The participants in the current study responded to each item using Five-Point Likert-type response scales ranging from strongly disagree to strongly agree. All the 16 variables are comprised four dimensional groups of The Self Emotional Appraisal (SEA), The Others Emotional Appraisal (OEA), The Use of Emotion (UOE) and The Regulation of Emotion (ROE). Williams and Anderson (1991) Job performance was measured with seven self-rating scale which was used to measure school teachers job performance. This scale assessed how well teachers perform activities in the school. Teachers responded to each item on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). High scores indicated high levels of job performance. The data was collected during the period from January 2016 to June 2016. Simple convenience random sampling method was adopted. The data collected was classified, tabulated, processed and analyzed in a systematic manner using spss software version 21.

Analysis and Discussion

Below Table 1 highlights that demographic profile of the respondents. In connection with gender wise distribution, majority 59.2% of the respondents are female and 40.8% of the respondents are male. Regarding age wise distribution, majority 30.8% of the respondents are in the age group of between 26-30 years, followed by 27.6% of the respondents are in the age group of between 31-35 years, 24.8% of the respondents are in the group of up to 25 years, 8.8% of the respondents are in the age group of between 36-40 years and 8% of the age group of respondents are in the age group of above 40 years. Marital status wise, majority 74% of the respondents are married and 26% of the respondents are single. Regarding Educational qualification of the respondents, majority 46% of respondents are having UG with B.Ed./M.Ed. qualifications, followed by 34.8% of the respondents are having PG with B.Ed./M.Ed. qualifications and 19.2% of the respondents are having Diploma in Teacher Education qualifications. Designation wise, 59.2% of the respondents are BT Assistant, followed by 21.6% of the respondents are PG Assistant and 19.2% of the respondents are secondary grade teachers. Regarding monthly income, majority 32% of the respondents monthly income was up to Rs.15,000 followed by 30.8% of the respondents monthly income was between Rs.15,001 – 20,000, 22.4% of the respondents monthly income was between Rs.20,001 – 25,000, 14.8% of the respondents monthly income was above Rs.25,000. Experience wise, majority 46% of the respondents are having up to 2 years of experience, followed by 32% of the respondents are having 2-4 years of experience, 14% of the respondents are having 4-6 years of experience and 8% of the respondents are having more than 6 years.

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Table 1: Demographic Profile of Respondents

Gender	Frequency	Percent
Male	102	40.8
Female	148	59.2
Total	250	100.0
Age		
Up to 25 Years	62	24.8
26-30 Years	77	30.8
31-35 Years	69	27.6
36-40 Years	22	8.8
Above 40 Years	20	8.0
Total	250	100.0
Marital Status		
Single	65	26.0
Married	185	74.0
Total	250	100.0
Educational Qualification		
D.T.Ed.	48	19.2
UG with B.Ed / M.Ed.	115	46.0
PG with B.Ed / M.Ed.	87	34.8
Total	250	100.0
Designation		
Secondary Grade Teacher	48	19.2
BT Assistant	148	59.2
PG Assistant	54	21.6
Total	250	100.0
Monthly Income		
Up to Rs.15,000	80	32.0
Rs.15,001 - 20,000	77	30.8
Rs.20,001- 25,000	56	22.4
Above Rs.25,000	37	14.8
Total	250	100.0
Experience		
Up to 2 years	115	46.0
2 - 4 Years	80	32.0
4 - 6 Years	35	14.0
Above 6 Years	20	8.0
Total	250	100.0

Source: Computed from primary survey

Null Hypothesis 1

There is no correlation between dimensions of Emotional Intelligence and Job Performance among the Private School Teachers in Tiruvellore district.

Table 2: Karl Pearson Correlation Test For whether there is Any Correlation between Dimensions of Emotional Intelligence and Job Performance among the Private School Teachers in Tiruvellore District

Dimension of EI		SEA	OEA	UOE	ROE	JP
SEA	Pearson Correlation	1	.583**	.404**	.338**	.328**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	250	250	250	250	250
OEA	Pearson Correlation	.583**	1	.477**	.444**	.472**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	250	250	250	250	250
UOE	Pearson Correlation	.404**	.477**	1	.499**	.442**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	250	250	250	250	250
ROE	Pearson Correlation	.338**	.444**	.499**	1	.477**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	250	250	250	250	250
JP	Pearson Correlation	.328**	.472**	.442**	.477**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	250	250	250	250	250

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

SEA (The Self Emotional Appraisal); OEA (The Other’s Emotional Appraisal); UOE (The Use of Emotion); ROE (The Regulation of Emotion) and JP (Job Performance)

The above table highlights that Karl Pearson correlation test for whether there is any correlation between dimensions of Emotional Intelligence and Job Performance among the private school teachers in Tiruvellore district. It is noted from the above table all the dimensions of emotional intelligence p value is less than 0.01. Therefore the null hypothesis is rejected at 1% level of significant. Hence, it is concluded that there is significant correlation between dimensions of emotional intelligence and job performance among the private school teachers in Tiruvellore district.

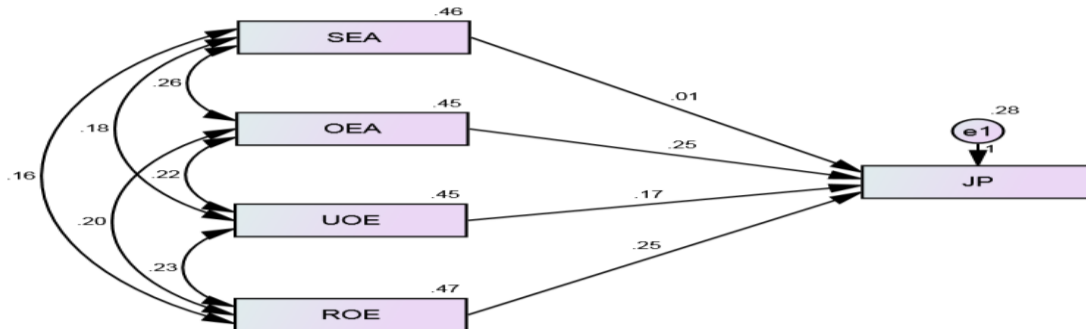
Structural Equation Model (SEM) on whether the Emotional Intelligence dimensions influence the Job Performance of the Private School Teachers in Tiruvellore district

Structural Equation Modeling (SEM)

A path model was developed using AMOS, to test whether the emotional intelligence dimensions influence the job performance of the private school teachers in Tiruvellore district. There are four independent variables identified through review of literature namely, The Self Emotional Appraisal (SEA), The Other’s Emotional Appraisal (OEA), The Use of Emotion (UOE) and The Regulation of Emotion (ROE) and one dependent variable Job Performance. Based on the study, the proposed hypothesis is whether the Emotional Intelligence dimensions influence the job performance of the private school teachers in Tiruvellore district.

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Model Evaluation

			Estimate	S.E.	C.R.	P
SEA	<-->	OEA	.264	.033	7.949	***
SEA	<-->	UOE	.184	.031	5.913	***
SEA	<-->	ROE	.156	.031	5.047	***
UOE	<-->	OEA	.215	.032	6.795	***
OEA	<-->	ROE	.205	.032	6.408	***
UOE	<-->	ROE	.230	.033	7.047	***

Model fit summary of Structural Equation Model

Indices	Value	Suggested value
Chi-square value	2.213	-
P value	0.101	>0.05 (Hair et al., 1998)
GFI	0.972	>0.90 (Hu and Bentler, 1999)
AGFI	0.926	>0.90 (Hair et al. 2006)
CFI	0.987	> 0.90 (Daire et al., 2008)
RMR	0.017	< 0.08 (Hair et al. 2006)
RMSEA	0.002	< 0.08 (Hair et al. 2006)

It is observed from the above table, the calculated p value is 0.101 which is greater than 0.05 this indicates that the proposed model is absolutely fit. The GFI (Goodness of Fit Index) value and AGFI (Adjusted Goodness of Fit Index) value is greater than 0.9 which represent it is a good fit. The calculated CFI (Comparative Fit Index) value is 0.987 which means that it is a perfectly fit and also it is found that RMR (Root Mean Square Residuals) and RMSEA (Root Mean Square Error of Approximation) value is 0.017 and 0.002 which is less than 0.10 which indicated the hypothesized model is absolutely fit. Based on the study, it can be concluded that the emotional dimension factors are influencing the job performance of the school teachers in Tiruvellore district.

Conclusion

It is observed from the study, there is significant correlation between emotional intelligence dimension of The Self Emotional Appraisal (SEA), The Other's Emotional Appraisal (OEA), The Use of Emotion (UOE) and The Regulation of Emotion (ROE) and Job Performance. The study also found that emotional intelligence dimensions are influencing the job performance of the private school teachers in Tiruvellore district. Overall, this research has made several theoretical contributions to the emotional intelligence literatures, and provides some meaningful managerial implications to the school administrators.

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