A Study on The Impact of Emotions on Job Performance of Private Schools Teachers with Special Reference to Thanjavur District
K. Domnic Thavagnana Nachathiram

Abstract—Emotional intelligence is seen as a great instrument which can evaluate a teacher performance, achievement and qualities. A research study asserted that emotions such as happiness, anger and disgust encourage more heuristic processing, such as relying on the expertise of a source of communication when evaluating arguments, while emotions like sadness and fear promote more careful, systematic styles of thinking concluded that emotional contagion does occur in groups and one can influence and thus change the moods of others and, consequently, their judgments and behaviors. The study also showed that positive emotions lead to greater cooperativeness, less group conflict and greater individual task performance. The emotions that facilitate intelligence has 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 action. This study is an attempt to identify the key factor which can be used by the educational institutions, to increase the employees’ productivity and increase the satisfaction and commitment in the job.

Keywords: Emotional intelligence, Satisfaction, Educational Institutions.

I. INTRODUCTION
The higher education sector has grown tremendously and aims to be a centre of educational excellence in the region. Due to their active roles, teachers constantly challenged by their working surrounding such as implementation of, disruptive students, heavy workload, hectic working environments, insensitive administrators, and parents’ expectation. The ability to comprehend emotion language and to appreciate complicated relationships among emotions. It includes the ability to sense the slight variations between emotions like the difference between happy and ecstatic. It also covers the ability to recognize and describe how emotions evolve over time, such as how shock can turn into grief.

II. REVIEW OF LITERATURE
According to Sardo (2004), a workforce in touch with the emotional world of others was more able to achieve organizational outcomes through high level workplace relationships. (Wong and Snell, 2003) Human resource managers have started assessing employee performance not only by the outputs delivered but also how effectively they deal with colleagues and staff. It may be common for managers to have ‘what’ but not ‘how’ skills.

(Johnson and Indvik, 1999) An organization can reap the benefits of having emotionally competent employees in two ways. The managers will have a workforce willing to work with passion and employees will have managers very receptive and open to their needs. Besides this, organizations require employees to be emotionally competent to serve customers in a better way and to create and maintain a lively work environment. Employers can also opt to reduce employees’ occupational stress by enhancing their Emotional intelligence.

According to Goleman (1995) research indicates that at best general intelligence contributes about 20 percent of the factors that determine success in life. Dulewicz and Higgs (2000) indicated that 16% variance in individual success in organizational setting is explained through managerial intelligence, 27% by IQ, and an even higher 36% by emotional intelligence. The relationship between emotional intelligence and job performance also seems logical.

According to Bags haw (2000), emotional intelligence is being able to harness emotions effectively; hence it plays a significant role in business success.

Cherniss (2000) suggested that a person’s ability to perceive, identify and manage emotions provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. It implies that job performance is determined largely by the competencies pertaining to emotional intelligence.

Chopra (1982) studied the overall job-satisfaction of teachers working in schools having different organizational climates. Among the six climates, the open climate schools showed the highest overall teacher job-satisfaction.
Bhattacharya (1978) observed that teachers who were highly satisfied in their job had little aggression, while teachers poorly satisfied in their job were persons with marked anger and aggression in their character.

Scope of the Study

Teachers who are skilled at evaluating their own emotions are better in communicating their needs and they would be able to be more concern towards their own feelings in order to accomplish their goals resulting better performance (George, 2000; Day & Carroll, 2004). They also tend to be more attentive to others' needs and provide emotional support to gain cooperation with others to achieve a common task and good performance. Recently sociologists and psychologists begun to analyze the role that using emotions as part of the leadership process emotions can play in mitigating negative outcomes, or bringing about positive outcomes in any leadership situation. The bulk of this analysis can be found in the realm of this study as the implications of Emotions over the individual’s performance.

Need for the Study

Teacher effectiveness constitutes one of the most important spheres of human behavior. The teacher plays a central role in the learning process of the pupil. Teacher effectiveness depends to a great extent on anxiety, stress and job satisfaction. Job satisfaction is indeed of great significance for efficient functioning of any teaching institution. Favorable and good performance brings job satisfaction to the teacher. Satisfied workers are the greatest asset to any organization. Thus, no institution can successfully achieve its goal unless and until those who constitute the organization are in their job and possess favorable perception of the job workers who are the greatest asset to an educational institution. Hence teachers play a key role.

Importance of the Study

The study highlights the importance of employees’ emotional dispositions to understand and deal with work related problems, to perform effectively and to succeed in the fast changing work environment. On the other hand, employers require their employees to handle their emotions to serve in a better way and to create and maintain a lively work environment. Our bodies are means for receiving and comprehending information, and emotionally intelligent people are good at acknowledging, processing, and responding to their bodies and emotions efficiently and effectively.

Research Objectives

1. To analyze the demographic factors influencing the emotions of the teachers in private school.
2. To identify the individual dispositions of the teachers towards the emotional reactions that affect performance.
3. To find out the work environment factors that cause emotional reactions influencing job performance and satisfaction.
4. To know the extent of positive and negative emotions that affects the job performance.

Limitations of the Study

1. The personal dispositions of the teachers may vary from individual to individual an is based on their opinion. There is a possibility to change their outlook and emotions in future. So the findings of the present study may not be applicable in future period.
2. The study covers the teachers of private schools alone.

III. SOURCES OF DATA USED

Both types of data i.e., secondary and primary data have been used in the present study. The secondary data was collected at first form the text books, web sites, journals and other secondary sources. The primary data was collected from the sample respondents of private school teachers of Thanjavur district in Tamil Nadu and was put into reliability test accordingly.

Sampling Procedure

The private school teachers of various private school in Thanjavur district are treated as the population of the study. The method of selecting the sample respondents was a random process. Therefore the population for this study consists of 187 teachers from which about 58 employees are considered as the sample respondents. The sampling unit is the basic unit containing the elements of target population and the sample units are selected using the sampling technique Stratified probability sampling. The sample size for the study is identified as 58 covering all age groups, income types, and experience in various departments considering the rationality of different factors.

Analysis and Interpretation

Friedman test

The Friedman test is a non-parametric statistical test. Similar to the parametric repeated measures ANOVA, it detects the differences in treatments
across multiple test attempts. It is used to test for differences between groups when the dependent variable being measured is ordinal.

**Factor analysis**

Factor analysis is a method used to transform a set of variables into a small number of linear composites, which have maximum correlation with original variables. Factor analysis is used to study the nature of products manufactured in MSMEs, in order to identify the major characteristics or factors considered important by the respondents.

Friedman Test for Significant Difference Between Mean Ranks of Teachers’ Opinion Towards Work Environment

**Null Hypothesis:** There is no significant difference between mean ranks towards the teachers’ opinion towards work environment.

**Alternative Hypothesis:** There is a significant difference between mean ranks towards the teachers’ opinion towards work environment.

<table>
<thead>
<tr>
<th>Teachers’ opinion towards work environment of private school teachers</th>
<th>Mean Rank</th>
<th>Chi-Square value</th>
<th>Degrees of freedom</th>
<th>Asymp. Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space and Facilities Required doing the Job</td>
<td>5.18</td>
<td>71.397</td>
<td>9</td>
<td>0.000</td>
</tr>
<tr>
<td>Good Relationship with Superiors at the Workplace</td>
<td>4.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality of Treatment at the Work Place</td>
<td>5.14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Communication System at the Workplace</td>
<td>5.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Factors are Conducive to Work</td>
<td>5.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to develop special abilities</td>
<td>4.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly defined responsibilities</td>
<td>5.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly and helpful co-workers</td>
<td>5.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement in pay and conditions</td>
<td>5.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to participate in Management activities gives the teachers a sense involvement</td>
<td>6.09</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Output generated from SPSS 20*

From the above table, it is found out that all the variables related to the teachers’ opinion towards work environment had significance value less than 0.05 at 1 Per cent level of significance, thus the null hypothesis is rejected. Thus, it is concluded that there is significant difference between mean ranks towards the teachers’ opinion towards work environment. Out of the ten teachers’ opinion towards work environment, the “Ability to participate in Management activities gives the teachers a sense of involvement” has the highest rank (6.09). So, that the teachers’ opinion towards work environment are influenced by ability to participate in management activities gives the teachers a sense of involvement.

The test determines the fact that out of the ten factors considered under work environment, the only factor that had more implications over the emotions of the teachers is the ‘Ability to participate in Management activities gives the teachers a sense of involvement’. This may be because participating in the management activities provides an importance to the teachers and bring some change to the work environment. Therefore the above said statement has more interference over their emotions that have implications over their performance.

II- Factor Analysis for Teachers’ Opinion Towards Work Environment

**Kmo And Bartlett’s Test**

The dimensionality of teachers’ opinion towards work environment was examined using factor analysis based on ten individual statements and the reliability of the subsequent factor structures was then tested for internal consistency of the grouping of the items. The ten factors of teachers’ opinion towards work environment statements are related to the following:

1. Space and Facilities Required doing the Job
2. Good Relationship with Superiors at the Workplace
3. Equality of Treatment at the Workplace

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4. Good Communication System at the Workplace
5. Environmental Factors are Conducive to Work
6. Opportunity to develop special abilities
7. Clearly defined responsibilities
8. Friendly and helpful co-workers
9. Improvement in pay and conditions.
10. Ability to participate in Management activities gives the teachers a sense of involvement

**TABLE – 2: KMO AND BARTLETT’S TEST OF TEACHERS’ OPINION TOWARDS WORK ENVIRONMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigen values</th>
<th>Extraction Sums of Squared Loadings</th>
<th>Rotation Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Variance</td>
<td>Cumulative %</td>
</tr>
<tr>
<td>2</td>
<td>1.393</td>
<td>15.391</td>
<td>40.674</td>
</tr>
<tr>
<td>3</td>
<td>1.164</td>
<td>11.643</td>
<td>52.318</td>
</tr>
<tr>
<td>4</td>
<td>.963</td>
<td>9.626</td>
<td>61.943</td>
</tr>
<tr>
<td>5</td>
<td>.821</td>
<td>8.214</td>
<td>70.157</td>
</tr>
<tr>
<td>6</td>
<td>.798</td>
<td>7.975</td>
<td>78.133</td>
</tr>
<tr>
<td>7</td>
<td>.693</td>
<td>6.932</td>
<td>85.064</td>
</tr>
<tr>
<td>8</td>
<td>.617</td>
<td>6.172</td>
<td>91.236</td>
</tr>
<tr>
<td>9</td>
<td>.456</td>
<td>4.558</td>
<td>95.794</td>
</tr>
<tr>
<td>10</td>
<td>.421</td>
<td>4.206</td>
<td>100.000</td>
</tr>
</tbody>
</table>

**Source: Output generated from SPSS 20**

High value of KMO (0.682 > .05) of indicates that factor analysis is useful for the present data. The significant value for Bartlett’s test of Sphericity is 0.000 and is less than 0.05 which indicates that there exists significant relationships among the variables. The resultant value of KMO test and Bartlett’s test indicates that the present data is useful for factor analysis.

**TABLE – 3: TOTAL VARIANCE EXPLAINED FOR TEACHERS’ OPINION TOWARDS WORK ENVIRONMENT**

All the statements of the teachers’ opinion towards work environment are loaded on the three factors. The total variance accounted for, by all the three factors with Eigen value greater than 1 is 52.318 percent and the remaining variance is explained by other variables. Among the three factors, the first factor accounts for around 20.907 percent of variance which is the prime criteria considered in teachers’ opinion towards work environment.

The statements are converted into 3 factors using factor analysis.

The following four aspects related to teachers’ opinion towards work environment are converted into a single factor.

1. Improvement in pay and conditions.
2. Ability to participate in Management activities gives the teachers a sense of involvement.
3. Friendly and helpful co-workers

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Clearly defined responsibilities

The following five aspects related to teachers' opinion towards work environment are converted into a single factor.

1. Environmental Factors are Conducive to Work
2. Good Communication System at the Workplace
3. Space and Facilities Required doing the Job
4. Good Relationship with Superiors at the Workplace
5. Equality of Treatment at the Work Place

TABLE – 4: ROTATED COMPONENT MATRIX OF TEACHERS’ OPINION TOWARDS WORK ENVIRONMENT

<table>
<thead>
<tr>
<th>Teachers' opinion towards work environment</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Improvement in pay and conditions.</td>
<td>.799</td>
</tr>
<tr>
<td>Ability to participate in Management activities gives the teachers a sense of involvement.</td>
<td>.769</td>
</tr>
<tr>
<td>Friendly and helpful co-workers</td>
<td>.714</td>
</tr>
<tr>
<td>Clearly defined responsibilities</td>
<td>.548</td>
</tr>
<tr>
<td>Environmental Factors are Conducive to Work</td>
<td>.120</td>
</tr>
<tr>
<td>Good Communication System at the Workplace</td>
<td>.184</td>
</tr>
<tr>
<td>Space and Facilities Required doing the Job</td>
<td>.019</td>
</tr>
<tr>
<td>Good Relationship with Superiors at the Workplace</td>
<td>.041</td>
</tr>
<tr>
<td>Equality of Treatment at the Work Place</td>
<td>.029</td>
</tr>
<tr>
<td>Opportunity to develop special abilities</td>
<td>.021</td>
</tr>
</tbody>
</table>

a. Rotation converged in 3 iterations.

Source: Output generated from SPSS 20

Apart from that, the dimension “teachers’ opinion towards work environment” comprises 10 statements. Out of ten statements, six statements contribute more towards teachers’ opinion towards work environment of private school teachers. The statements are (1) Improvement in pay and conditions, (2) Environmental Factors are Conducive to Work and (3) Opportunity to develop special abilities. The test determines the fact that out of the ten factors considered under work environment, the factors such as Improvement in pay and conditions, Environmental Factors are Conducive to Work and Opportunity to develop special abilities had more implications over the emotions of the teachers. This may be because improvement in pay condition and development opportunities interfere more over the emotions of the teachers. Therefore the above said statement has more influence over their emotions that have implications over their performance.

VI. FINDINGS AND SUGGESTIONS

Findings

- Found out that all the variables related to the teachers' opinion towards work environment had significance value less than 0.05 at 1 Per cent level of significance, thus the null hypothesis is rejected. Thus, it is concluded that there is significant difference between mean ranks towards the teachers' opinion towards work environment. Out of the ten teachers’ opinion towards work environment, the “Ability to participate in Management activities gives the teachers a sense of involvement” has the highest rank (6.09). So, that the teachers' opinion towards work
environment are influenced by ability to participate in management activities gives the teachers a sense of involvement.

- High value of KMO (0.682 > 0.05) of indicates that factor analysis is useful for the present data. The significant value for Bartlett’s test of Sphericity is 0.000 and is less than 0.05 which indicates that there exists significant relationships among the variables. The resultant value of KMO test and Bartlett’s test indicates that the present data is useful for factor analysis.

- The statements of the teachers’ opinion towards work environment are loaded on the three factors. The total variance accounted for, by all the three factors with Eigen value greater than 1 is 52.318 percent and the remaining variance is explained by other variables. Among the three factors, the first factor accounts for around 20.907 percent of variance which is the prime criteria considered in teachers’ opinion towards work environment.

- The dimension “teachers’ opinion towards work environment” comprises 10 statements. Out of ten statements, six statements contribute more towards teachers’ opinion towards work environment of private school teachers. The statements are (1) Improvement in pay and conditions, (2) Environmental Factors are Conducive to Work and (3) Opportunity to develop special abilities. The test determines the fact that out of the ten factors considered under work environment, the factors such as Improvement in pay and conditions, Environmental Factors are Conducive to Work and Opportunity to develop special abilities had more implications over the emotions of the teachers. This may be because improvement in pay condition and development opportunities interfere more over the emotions of the teachers.

Suggestions

From the study findings, the variables of the individual dispositions, that cause emotional resilience, emotional competency, emotional expressions, empathy, Peers relationship and handling people are to be improved and it should be stimulated for increasing the a positive impact over the performance of the school teachers in private schools.

The researcher recommends that the schools should provide effective grievance handling system, balanced workloads, an open communication climate, chance for expressing conflicts with the superiors and stress reduction programmes like social gathering, organizational focus and celebrations at work place to stabilize emotions at work place.

For better performance of the teachers, maintaining good relationship and improvement in self-awareness and self-management are considered to be important. These factors enhance their productivity. The private schools should measure for person and job fit so as to increase the involvement of employees and find out those with poor job fit who tend to be less committed to their work in the schools.

V. CONCLUSIONS

It can be concluded that, the private schools should concentrate more on the work related factors of the teachers to effectively handle the emotions at work place and thereby improving the level of productivity of them. Indeed this will help in enhancing the reputation of the institution. The study also highlights that, investing in Emotional Intelligence training program and providing a platform for yogic excellence to the teachers initiates to enhance the level of emotional competence among them, which not only facilitates the improvement of the individual performance but also increases the institutions’ performance.

REFERENCES