

A Study on Impact of Emotional Intelligence on Teacher's Performance In Public And Private (Deemed) Universities In Tamilnadu

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Abstract-*In the employment field, work pressure, anxiety, employee's stress, agitation, depression or irritability all are related to the various factors of emotional intelligence. All these emotional intelligence symptoms could harm employee's performance. It can direct either a higher or lower level of morale, which will ultimately impact employee's performance in a positive or negative way. This research paper sheds light to comprehend the performance level of employees in educational institutions of Different Cities in Tamilnadu. This research study focuses on recognizing emotional intelligence factors and employees of the educational institute and its relation to their job performance level. Research data (N= 235) for the present study were collected by floating questionnaires that respondents were employees of higher educational institutions. The limitations for this research study were resources and time limitations, which bond the current study to only 5 cities of Tamilnadu. Regression analysis was used to find the results and found a positive relationship between emotional intelligence and employee's job performance. To examine emotional intelligence in detail, this study will examine the factors of emotional intelligence, its drawback and propose some strategies on how educational institutions can increase their employee's performance.*

Keywords: Emotional Intelligence, Employee Performance, Self Awareness, Self management, Self motivation, Empathy, Social Skills.

I. INTRODUCTION

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Nowadays emotional intelligence is gaining traction in the public and private sphere particularly since the relationship between emotional intelligence and effective

employee's performance has been clearer than ever. Emotional Intelligence is an indispensable factor liable for determining triumph in life and psychological health seems to play an essential part in shaping the contact between employees in their working environment. In the complicated environment of private and public organizations, change has to be managed in a careful manner. Managers benefit greatly from Emotional Intelligence in coping with such unpredictable situations in the work place. (Singh, 2001) states that managers are able to better understand and read emotions in others through the use of emotional intelligence. Emotional intelligence affects organizational areas as varied as selection of employees, teamwork, employee development.

II. SIGNIFICANCE OF THE STUDY

This study aims to determine the phenomenon of emotional intelligence among university teachers in higher educational institutions of Tamilnadu. Teachers with high level of emotional intelligence carefully communicate with others having constructive aims and goals and also control their emotions more carefully rather than reacting to the situation. In this study the researchers obtain the data from public and private university teachers, therefore specifically it aims to provide the relevant understanding of emotional intelligence with respect to the performance of university teachers.

III. OBJECTIVES OF THE STUDY

- To examine the dimensions of Emotional intelligence.
- To understand the relationship of emotional intelligence on the performance of university teachers in Tamilnadu context.
- To empirically test the impact of emotional intelligence dimensions on the performance university teachers.

IV. SCOPE OF THE STUDY

This study examines the phenomena of emotional intelligence among public and private higher educational institutional teachers of Tamilnadu. It provides an insight of the level of emotional intelligence among university teachers based on their education and gender. This research provides a base in exploring and identifying the emotional intelligence impact associated with teacher's academic, personal and future career success which helps the higher educational institutions to develop wonderful ideas and sketch suitable strategies to enhance the emotional intelligence level among university teachers.

V. LITERATURE REVIEW FOR THE STUDY

Emotional Intelligence is based on competencies that help an individual navigate obstacles in the achievement of work related assignments and to control their emotions in the process of achieving those targets. Understanding one's own feelings and then modifying them in a way that does not negatively work relations and goals requires maturity and sensitivity on the part of the employee. In a professional environment a person has to work in groups that consist of individuals who have different opinions and ideas. EI can help bridge any differences that might be magnified due to poor impulse control on the part of the employees, thus creating stronger teams (Ashforth & Humphrey, 1995). (Jamshidi, Bagherzadeh, & Nikoo) stated that performance refers to an individual's ability to achieve the targets set for him/her. This involves the volume of output in terms of sales or production and it can be compared with the organizational standard.

Emotional intelligence is essential for management as it creates a compromise between the head and the heart that is decisions made on the basis of rational and instinctive basis. Since these two are separate and often times contradictory, EI can help ameliorate any confusion thus created in a person, and consequently lead that person to make a decision that is based on the best available evidence in front of him or her (Ciarrochi, Forgas, & Mayer, 2006).

Self-management refers to one's ability to control and mitigate one's emotional response to others. This includes the choice of appropriate emotional reaction and the intensity of that reaction. This is associated with the behaviour and emotional cues of others (Georgiana, 2014).

VI. VARIABLES OF THE STUDY

In this study emotional intelligence is measured by 5 different aspects which are self awareness, self management,

self motivation, empathy and social skills and 1 dependent variable which is teacher's performance.

The main hypothesis :

Emotional intelligence has an impact on teacher's performance.

The sub hypothesis:

- Self Awareness has an impact on teacher's performance
- Self management has an impact on teacher's performance
- Self motivation has an impact on teacher's performance
- Empathy has an impact on teacher's performance
- Social skills have an impact on teacher's performance.

VII. RESEARCH METHODOLOGY

3.1 Research Design

Descriptive Research method was used for this study which was based on survey method.

3.2 Sampling Design

Convenient sampling technique was used for this research. 250 questionnaires were floated to the university teachers in different Public and Private (Deemed) universities located at Madurai, Karaikudi, Trichy, Thanjavur and Chennai in Tamilnadu through Email Contacts. Among 250 questionnaires 235 were received so sample size for this research study would be 235.

3.3 Sample Unit

Sample unit for this research study consists of university teachers of public and private sector (Deemed Universities) who are teaching in different department especially management Studies and Management Sciences department.

3.4 Sample Size

Sample size of this research study consisted of 235 teachers who were engaged in teaching in different departments and in different programs in different higher educational institutions of Tamilnadu.

3.5 Data Collection Method(s)

In this research study both primary and secondary data collection methods were used for this study. The primary data was collected by floating 250 questionnaires among different university teachers out of which 235 were received.

The secondary data was collected through different websites using internet and from research articles in different journals.

Data Analysis and Results:

Table 1: Reliability statistics

S.No.	Variables	No. of Items	Cronbach's Alpha
1	Emotional Intelligence	5	0.749
2	Self Awareness	5	0.823
3	Self Management	5	0.811
4	Self Motivation	5	0.793
5	Empathy	5	0.751
6	Social Skills	5	0.777
7	Employee Performance	5	0.783

Research data was collected from different employees of higher education. The Data was analyzed by using SPSS version 20. The above table 1 shows Cronbach Alpha value of the variables. As in every variable, Cronbach Alpha value is 0.7 and above, this shows that variables have higher internal consistency and good reliability. The overall Cronbach Alpha of the seven variables was 0.892 which means that the instrument was 89% reliable.

Regression Analysis:

Coefficients@						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.072	.438		-.164	.870
	Emotional Intelligence	.163	.026	.154	6.264	.000
	Self Awareness	.838	.026	.874	32.084	.000
	Self Manag	-.038	.020	-.043	-1.924	.056

ement	38				
Self Motivation	-.064	.025	-.065	-2.549	.011
Empathy	.039	.025	.035	1.600	.111
Social Skills	.065	.020	.066	3.200	.002
@ Dependent Variable: Employee Performance					

The explanatory variable emotional intelligence has ($\beta = 0.163, p=.000$) which shows that single unit change in emotional intelligence brought 0.163 unit change in employee's performance while keeping the others variables constant. The next explanatory variable self awareness has ($\beta=0.838, p=.000$) which shows that for every single unit change in self awareness brought 0.838 unit change in employee's performance while keeping the other variables constant. The third independent variable self management has ($\beta=0.038, p=.056$) which means that there was 0.038 unit change in employee's performance due to unit change in self management while keeping the other variables constant. Regarding self motivation with ($\beta=0.064, p=.011$), we conclude that 0.064 unit change in employee's performance due to single unit change in self motivation while keeping the others variables constant. The explanatory variable empathy has ($\beta=0.039, p=.111$), which explains that 0.039 unit change in employee's performance due to single unit change in empathy while keeping the others variables constant. According to the data shown in table 5, there was 0.065 unit change in employee's performance is due to single unit change in the independent variable social skills ($\beta=0.065, p=.002$), while keeping the other variables constant.

VIII. CONCLUSION

Results of the current study imply that emotional intelligence factors have direct influence on employee's job performance. This research study revealed that EI contributes openly by the means of self awareness, self management, self motivation, empathy and social skills. The result of the present study shows that there is a significant relationship between emotional intelligence and employee's job performance in higher educational institutions of Tamilnadu. This research study is very helpful for top management in making decisions regarding inquiry of various dimensions which lessen

employee's performance working in higher educational institutions. Better employee's job performance can be accomplished through identifying the factors which can create trouble in normal schedule of psychological working. In order to maintain and generate enthusiasm and excitement, they must be able to be knowledgeable and appraise about how to persuade these emotions. Employees must be able to predict how to respond in different situations, changes, events and effectively handle these reactions. Positive attitude and thinking can lead to the ideas generation to resolve disagreements, ensure trust and cooperation throughout an organization.

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