

CHAPTER I

INTRODUCTION

Teaching is a very noble profession that shapes the character, calibre, and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.

-A.P. J. Abdul Kalam

INTRODUCTION

Education is recognized as a great and unique asset in human capital for the present and the future. It is universally considered as a vital factor for advancement and all-round development of a country. One of the major objectives of education is the intellectual development of an individual. In the present global educational scenario, especially in India, the quest for knowledge among the younger educationalists has a greater importance. To cater to the above quest, qualified and efficient teaching fraternity is needed. This realization was incorporated in Ministry of Human Resource Development of India by amending or framing rules and regulations to identify right people as teachers. Hence, major concern has to be addressed to build a stronger Nation.

From the educational statics, it is found that the elite institutions for Engineering, Medical, Arts & Science and Management Science have a significant role in enhancing the skills of our students on par with international standards. These pioneer institutions contribute inadequate percentage in catering to the educational needs of the society. The Ministry of HRD of India takes efforts in reviving the quality of education and motivating the teaching fraternity to compete with their global counterparts, thereby strengthening our higher education in international standards.

Education plays its significant role in the success of a human in each and every discipline. Education provides the skills to students to enhance their skills, to prepare them physically, and to build them up mentally. For successful teaching it is not just required the subject knowledge, but effective skills are also required. Teachers are the backbone of the educational institutions. Without teachers, these institutions are considered the body without soul. The teachers who got training can be expected to have high emotional intelligence. Definitely teachers having good emotional intelligence, can teach students effectively, But it is needed to measure this phenomenon.

Enhancing emotional intelligence of teachers will help them regulate their emotions and allow them to manage their own emotional turmoil efficiently, encourage themselves more effectively, and establish empathy and compassion for their students. Also this will help management to devise programs to cultivate a high degree of emotional intelligence for effective management and development of human resources and achieving teaching excellence, since emotional intelligence is expected to play a major role in moderating behavioral issues and related outcomes, it will be desirable to study emotional intelligence among teachers working in different colleges.

Indian higher education is facing several challenges and the situation is desperate. The pace of work within the educational institutions has increased rapidly in the recent years. This rapid increase can be attributed to many aspects or factors, which include technological advancement, continually changing curriculum, global competitiveness, work overload, increasing working hours, time pressures, deadlines, as well as changes in the organizational structures. The demands placed on teachers working in colleges have also increased. As a result, it is observed that teachers suffer in high levels of stress. Stress, thus has become a global phenomenon affecting all countries, all professionals and all categories of workers and the education sector is no exception. Stress is an inevitable reality of most working environments. When the teachers are stressed because of more work the advantages of academic freedom is easily exceeded by the job stress.

Work performance is the ability of employees to meet organizational commitments and achieve their work goals (Campbell, 1990). Work performance is the ability of a teacher to change his/her behaviour in accordance to dynamic work environment in order to successfully accomplish assigned task. The performance of an individual is partially dependent on the psychological factors like mental stress, Emotions etc., In line with this the Impact of Emotional Intelligence (EI) and Occupational Stress (OS) among the teaching community attains a greater concern. Emotional Intelligence, Occupational Stress and its impact on Work Performance refers to the teacher's level of Emotional Intelligence in self awareness, self management, social awareness, relationship management and their stress in profession by Intrinsic to job, career development, interpersonal relationships, work stressors, role stressors and organizational climate stressors.

STATEMENT OF THE PROBLEM

In the educational sector, the higher education plays a major role in one's future life. This in turn the quality of higher education is becoming a destiny determining factor of an individual. A good teacher can bring up a good student and behind every successful personality there must be an inspiring teacher. Definitely the teachers having good emotional intelligence, can teach the students in effective manner, But it is needed to measure this phenomenon, at what level the emotional intelligence can plays its role in learning process. A teacher has to face innumerable challenges and play different roles in the institution. Teachers not only plan lessons but also organize activities, maintain necessary records, administer time-table, oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. Thus, a teacher is expected to possess a multifaceted personality.

Due to this work load the level of stress experienced by the teachers has increased manifold at the higher education level. Excessive workload and teaching hours, role ambiguity, poor working conditions, uncongenial working environment, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meager salary of teachers, professional development, fatigue, frustration, stagnation, boredom and lack of motivation or enthusiasm, etc. contribute towards teacher's stress. Under these circumstances, it is natural that teachers will remain under stress which will surely affect their work performance.

Though the higher educational sector has a quantum of teaching professionals, their duties and responsibilities will have greater significance to build a future nation. Many human resource researchers have paid attention on these aspects. The relationship between Occupational stress, Work Performance and Emotional Intelligence is complex and multifold. It is because the effect of stress on individual varies with the existence of other factors. These other factors either escalate or moderate down the effects of stress. In this regard, the previous studies have tried to link these three concepts individually. Hardly few studies have concentrated on these aspects with employees in various sectors. Having considered the findings of the earlier studies the current research will attempt to

find the impact of emotional intelligence and the level of stress has been analyzed. High level of Emotional intelligence may help to overcome the stress in workplace and ultimately play an effective role in the work performance. In this context, this research study has taken up to find Emotional Intelligence, Occupational Stress and Work Performance of teachers working in Arts and science colleges. The findings of the research may help to improve the higher education scenario which will help teachers to improve their performance.

OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of teachers working in Arts and Science Colleges.
2. To know the level of Occupational Stress of teachers
3. To find the Work Performance of teachers working in Arts and Science colleges
4. To analyze the relationship between Emotional Intelligence, Occupational Stress and Work Performance of teachers

RESEARCH METHODOLOGY

i. Study Period

The period considered for the study has been 2017-2019.

ii. Sampling

For the purpose of the study, Systematic random sampling method has been adopted for the selecting respondents.

iii. Selection of Respondents

The present study is confined to Coimbatore district of Tamil Nadu. This district is an important educational hub next to Chennai in Tamil Nadu, because of its excellence in the field of education. Most of the educational institutions in Coimbatore were established by industrialists who were genuinely interested in educational and have no commercial motives. The Colleges established by them have good infrastructure and faculty.

Nature of Institution and Selection of Teachers

S. No.	Nature of the Institution	No. of Institutions	No. of Teachers	Selection of Teachers
1.	Government Colleges Arts and Science	01	248	25
2.	Aided Colleges Arts And Science	08	832	83
3.	Self Financing Colleges Arts and Science	44	3215	321
	Total	53	4295	429

Source: Joint Director of College Education, Coimbatore.

There are 4290 teachers are working in various Arts and Science college of Coimbatore City. From the data 429 respondents have been taken as a sample. Among 429 teachers by using sample size calculator, 10 percent of the sample has been considered for the study. Proportionately the sample has been distributed to different categories of institutions out of 429, 25 Government College teachers, 83 aided college teachers and 321 Self Financing College teachers have been selected using Systematic Random sampling technique.

Instrumentation

Three different scales have been used with five point likert rating (strongly agree to strongly disagree)

- The scale as developed by Goleman’s for emotional intelligence (2001) has been used to find emotional intelligence of teachers
- Self administered scale has been used to study the occupational stress of teaching faculty in arts and science colleges.
- Self- administered scale has been used to find the work performance of teachers in arts and science colleges

The instrument has been tested for reliability and validity.

Data and Data Sources

The study is based on both primary and secondary data. By using questionnaire, data has been collected from the respondents. Necessary secondary data have also been

collected from collegiate Education of Coimbatore, various journals and magazines. Pilot study has been taken up from 100 respondents and 121 questions reflecting the opinion of the respondents regarding emotional intelligence, occupational stress and work performance. Accordingly due modification has been done in the instrument as indicated by the result of the pilot study

Statistical Tools Used

The following statistical tools have been used for analyzing the data collected using SPSS.

- Percentage analysis
- Descriptive statistics
- ANOVA
- Chi-square test
- Regression Analysis
- Correlation Analysis
- Kendall's co-efficient of concordance

Model

- Structural Equation Modeling.

HYPOTHESES

The following hypotheses have been framed and tested.

1. Emotional intelligence does not have significant influence with respect to demographic and work related characteristics of the teachers working in arts and science colleges.
2. The demographic and work related factor does not influence occupational stress of the teachers.
3. There is a significant relationship between emotional intelligence, occupational stress and work performance of the teachers.

SCOPE OF STUDY

Study intends to identify the influence of Emotional Intelligence and Occupational Stress on Work Performance of teachers working in Arts and Science Colleges. The study will provide a base in determining the influence of Emotional Intelligence in teachers' professional and personal success and which will help the institutions to make use of this to achieve their goals. The present study aims to empirically examine the relationship between the factors of Emotional Intelligence, occupational stress and its relationship with work performance of teachers.

IMPORTANCE OF THE STUDY

This study is focusing on emotional intelligence, occupational stress and work performance of the teachers that have the great importance during the teaching process. This research measures these phenomena it will provide great managerial implications for the educationist. Further the findings of the study will help the institutions to create best ideas and draw suitable plans to increase the level of emotional intelligence of their teachers. The success of any educational reform depends upon the quality of teaching, depends to a large extent on the quality of teachers. Emotional intelligence will increase individual competencies and this may help to reduce the occupational stress, as well as increase the human comfort and work performance. Hence, the findings of the study will be immense help for the policy makers and educationalist to enrich appropriate training and interventions, which leads to betterment of work performance of the teachers.

LIMITATIONS OF THE STUDY

The following are the limitations of the study

- The normal limitations inherent in the statistical tools may be present in the current study too.
- Inability of the human mind to remember certain facts also poses a limitation.

CHAPTER SCHEME

- **Chapter I** deals with the introduction, statement of the problem, objectives, methodology, scope of the study, importance and limitations of the study.
- **Chapter II** summarizes literature available in the area relevant to the study.

- **Chapter III** the study related concepts are discussed in this chapter.
- **Chapter IV** analyses the socio economic profile and level of emotional intelligence of the teachers.
- **Chapter V** identifies the occupational stress of teachers and their level of stress.
- **Chapter VI** deals with work performance of teachers.
- **Chapter VII** reveals the relationship between Emotional Intelligence, Work Performance and Occupational Stress.
- **Chapter VIII** summarizes the findings and suggestions and brings the conclusion.

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