

Analysing the Dimensions of Emotional Intelligence and Their Impact on Teachers' Performance

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Abstract

Emotional Intelligence is an integral aspect of teacher's performance that adds value to their learning and enhances their competencies at the job. It also helps in demonstrating how well teachers could accommodate themselves under various stressful and challenging situations without losing their temper. The present study evaluates the relationship and impact of various dimensions of emotional intelligence, namely, Personal awareness, confidence in team and one self, conflict management and developing others within the team. The factors used under emotional intelligence against teacher's performance helps them to take a lead in the organisation and build constructive image among the stakeholders. The study used factor analysis to reveal out the factors that may affect the performance and help them to outperform their limits. Correlation and Regression tools will measure relationship and impact among the studied variables of Emotional Intelligence in contrast to teacher's performance. The study confers that there exist positive correlation and high impact of variables among emotional intelligence over teacher's performance.

Keywords: Emotional Intelligence, Correlation, Regression and Teachers performance.

Introduction

Emotional Intelligence is indeed a broad terminology which is directly related to the performance of individuals as a whole. Emotional Intelligence shows an extent to which an individual may accommodate himself or herself to adopt against organisational work culture that could help to meet the externalities. Emotional Intelligence is a root cause of success for any individual. It was explained and elaborated that emotional intelligence depends upon numerous factors namely, Personal-Awareness, Personal-confidence, Personal- control, achievement, Developing others, Personal-regulation, Emotional stability and Empathy. EI possess the capacity of individualize personal feelings in contrast to his/her co-workers, for motivating and managing emotional well-being in one's own relationships.

It was studied that the vital aspect of having a high EI is more satisfying to teachers during job and Personal-containment as compared to those who lack EI (Hammond, 2001). Another research revealed few factors that commonly affect EI are “Emotional Personal Awareness”, “Personal-Confidence”, “Emotional Personal- Control”, “Achievement”, “Developing Others”, “Personal-Regulation”, “Motivation”, “Social Skills”, “Emotional Stability”, “Conflict Management” and “Empathy for others”. Further it was stated that elements of EI give better solutional understanding and increase the performance of the teachers (Mehmood et.al, 2013). The study explored the contribution of emotions and EI in education industry as a vital tool to improve the teachers' performance (Arnold, 2005).

EI should complement both theoretical and practical aspect of teaching methodologies when it comes to teacher imparting skills, competencies and knowledge (Mortiboys, 2005). EI was seen as a barometer that can evaluate a judge teacher performance their accomplishment and attributes (Birol, et.al., 2009 and Petride, 2011). Considering the importance of emotional intelligence, it was elucidated that it takes over intelligent quotient in influencing teacher's success while observed practically in schools depending on the parameters set by Goleman. It was investigated that emotional intelligence is an influencer towards success while considering teacher's performance. It is a well-accepted fact that the sustainability and growth of the world depends upon the quality of the educational standards set and delivered by the torch bearers of knowledge to its peoples. The term quality of teachers includes all the traits of personality that a teacher possesses namely span of knowledge, teaching skills and teacher behaviour. The principal quality that creates a whole lot of difference in teachers' behaviour is the classroom interaction and handling the stress at work (Gibbs, 1995).

Individual's behaviour not only as a teacher but also as a person is largely controlled by balancing emotions. This in turn depends upon the teacher's owning reasonable degree of EI. It is necessary for teachers to have emotional intelligence as they are interacting with different

wavelengths and attitudes of students, parents and other stakeholders in the society. Emotions are found to be a significant benchmark for determining teachers' career during job. The teaching profession is considered to be one of the most noble and though a very stressful profession. Teachers can be considered to be surrounded by many challenges on and off the job as they are often challenged with elevated emotional exhaustion and burnout (Reio, 2005).

Worker's performance is likewise perceived as occupational performance of representatives and employees at working environment. It is thought as a basic milestone towards organizational achievement. Organizational achievement and profitability depend on the employee's performance. Employee's execution will be elevated more to accomplish the organizational goal. It can be clarified in expressions of administrative point of view as "let a worker do what I need him to." The examination characterizes that, the capacity of any individual to achieve its objectives just as satisfying the expectations of his chief or finishing the organizational objectives followed by the top administration is said about representative performance, which essentially means the capacity of individual to utilize its information productively and adequately. Personal output is evaluated as the success rate that compares expectational achievements done by employees in any organisation and improving quality of efforts he/she puts in while working to achieve the desired output timely (Kazemi, et.al., 2002).

The present study entails evaluation of various parameters namely Emotional Personal- Awareness, Personal Confidence, Emotional Personal Control, Achievement, developing others, Managing Conflict against Teachers Performance. Measuring the teacher's performance using variables like classroom management, individual differences, sustained use of motivational tools were used to direct teaching method, good teaching style, students' problem solving, Provide the sustained guideline to the students etc. are key focus of this research. The study attempts to examine the impact and relationship of all studied dimensions using regression and correlation.

Literature Review

EI being a benchmark of measuring success it is observed that, Teachers with high EI showcased more effective response under adverse, challenging, undesirable and negative situations as compared to those having low EI at work place (Perry. et.al., 2007). The high level of EI is observed when there is a congenial environment at the workplace, where strong bonding among the co-workers exist, and well defined work culture is prevailing. This enhances EI and workers performance at all the levels and the contribute collectively towards organisational development (Lopes et.al.,2005). There is a significant correlation and impact between dimensions of Emotional Intelligence and Job performance among private school teachers in Tiruvellore district (Kalpana et.al., 2016). The research also confirm the meaningful implications to the school management through increased interpersonal interactions during job and managing ability of teacher's emotions. Feelings are an unpredictable condition that will influence teachers by way of bringing physical and mental changes (Bechara. A, 2004). The achievements of any school depend on its teachers and should be set closely in a view to advance the educational system, in light of the perspectives, judgement and conduct. Subsequently, it is significant for teacher to show their enthusiastic capability in encouragement of EI which could lead them to superior work execution (Hosotani, et.al., 2011). The impact of enthusiastic knowledge to a great extent relies on an instructor's prosperity through improvising and delivering to the best of their calibre and executing strategies as shown by the tertiary personnel of Caraga State University (Sanchez,2015).

There exists a huge distinction between the male and female elementary teachers in government and private schools using Emotional Intelligence as a base for research and there is no critical contrast between new and experienced faculties depending upon the factors of Emotional Intelligence (Maheswari et.al.,2015). The research found that the critical inspiration driving the study to test the connection between the parts of Emotional Intelligence (EI) and job performance of the teachers was based on four pillars of gathered information namely

Personal- assessment of feeling, assessment of sentiments, set of rules and use of emotions have great impact on work performance of teachers (Arthi et.al.,2016). It was stated in their research that EI act as an extraordinary factor for convincing job performance (Scullen et.al.,2000). A study was carried in Malaysia appreciated and reviewed that, the factors of EI act as a key indicator and benchmark in evaluating the abilities are cause for improving teachers work performance in achieving success. The study also revealed that, there is a direct impact of Emotional Intelligence at the work place and it helps to contribute tremendously towards decision making and ensure enhanced efficiency of the teachers and mentally strengthen them by creating work life balance (Ahmed, et.al.,2016).

A study carried in high school revealed that EI increases teachers' performance and make the emotionally and mentally strong while discharging their duties and responsibilities. The relationship between EI in line with teacher competence to perform had significant positive relation and contribution towards teacher's performance. The student transformation is affected largely by teacher's competencies and emotional intelligence. There exists a strong relationship with the teacher performance and EI. Improvisation in teacher's performance can be done by increasing teacher's competence and emotional intelligence (Naqvi et.al.,2016 and Wahyuddin, 2016). It was studied that there was an individual difference in the two factors of emotional intelligence and teachers' performance indicating that, teachers possess high emotional intelligence presence of positive performance. At any point of time there is basic qualification found in the demonstrating execution of efficient teaching between male and female teachers to develop student competencies (Panigrahi,2017).

The study was carried on high school female teachers using correlational cross section analysis and developed a working model where EI was tested and evaluated against Job performance. In this model, the relationship among EI and teachers' performance was assessed with respect to job satisfaction, responsibility and turnover point. It was concluded that teacher's possessing higher EI are most likely to be content with their positions, more devoted to

their organisations and would stay with the school for longer time periods. Moreover, schools can improve by selecting experienced teachers and professors with high EI. To improve the job performance of those educators who are starting at now used ways ought to be explored for setting them to update their capacities and to make them competent to the extent of higher passionate knowledge (Latif, 2017). Job performance could be depicted as the commitments performed by them at a particular period in the instructive framework towards achieving progressive designations and increments (Hafeez, 2018).

Teacher's with high EI tend to outperform in the class while using classroom board, demonstrating practicing modern pedagogy and styles, they use influential gadgets and direct instructing technique to make lecture more participative. Teachers with high passionate knowledge show extraordinary performance. It was analyzed that there is a connection between enthusiastic insight and employment execution among teachers. This examination utilized a quantitative exploration procedure included study survey to gather information. A sum of 384 teachers from private and public schools were used Obsessive knowledge was evaluated by Wong and Law Enthusiastic Insight scale concluding high impact and positive relation among studied variables of EI, job-stress and performance (Yoke et.al., 2015). Teachers with a higher Emotional Intelligence are supposed to out-perform during their work. The outcomes presented some significant suggestions in both scholarly and pragmatic point of view. The examination showed that training requires certain degree of EI. In such a manner, planning and preparing suitable projects to improve teachers' interest for enhancing insight is advantageous. Thus, the human factor should be put in the closer view since educational systems can just improve its dependence on the perspectives, judgement and conduct of teachers (Fuentes et.al., 2016).

It was found that EI contributes positively toward the teacher's performance and can precisely predict work related outcomes, such as satisfaction and performance during the job. EI improve execution and sufficiency of individuals with a huge degree of information which can manage their emotions in regards to holding a decent

mental state as a result of which it improved work performance (Corcoran et.al., 2012). The study discovered the concept of emotional intelligence (EI) in higher education teachers and how it can be incorporated in developing effective teaching as emotional intelligence competencies (EIC) for superior performance. The results concluded that every facet of teaching life is virtually associated with EI. The institutions should subsequently join EI based planning programs for developing truly competent teachers (Kaur et.al., 2019). Considering this value-based dimensions the research needs to be conducted in Bhubaneswar. Hence EI dimensions and its impact on Job performance public and private schools and colleges teachers will be evaluated using various tools.

Research Methodology

Objectives

- To find out the factors affecting teacher's performance using Emotional Intelligence.
- To study the relationship and impact among the factors of Emotional Intelligence towards teacher's performance.

Hypothesis

H01: The factors evolved based on EI and Teachers Performance are not reliable.

H02: There exist no relationship among Emotional Intelligence and Teachers Performance.

H03: There is no impact of Emotional Intelligence on Teachers Performance.

The Sample

The sample is selected out of the large population from the teaching fraternity This simply represents the group of subjects from whom this data is collected. Sampling techniques offer a wide range to research that reduce the quantity of data required. To continue the study we consider data from a subgroup rather than all possible cases. Random sampling method has been selected as the chance of probability of each case. This is being selected from the population that is known to make it possible in estimating statistical characteristics of the population. This effectively ensures large coverage and lower cost as purposive Sampling Technique was used.

The Sample Size

Total 200 teachers and professors were selected for this study on the purposive random sampling basis from Bhubaneswar region. For studying relationship and impact of EI on job performance respondents from various private and government schools/colleges were considered.

Tools Used

The study involves Reliability analysis, Factor Analysis, Correlation and Regression analysis to compare the data efficiency, relation and relative impact in the study. The tools are applied using Ms. Excel and SPSS-21 software's.

Results and analysis

Reliability Analysis

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .847 | .858 | 43 |

Source: Reliability Analysis calculated SPSS

The Reliability analysis was carried on the data of teachers and professors in Bhubaneswar and the value of Cronbach's Alpha in this regard was 0.847. This indicates that the data is highly reliable and fit for further study of Factor analysis, and Regression analysis as the indicated value is 84.7%

KMO and Bartlett's Test

| | | |
|--|------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .709 |
| Approx. Chi-Square | | 3922.143 |
| Bartlett's Test of Sphericity | Df | 903 |
| | Sig. | .000 |

Source: KMO and Bartlett's Test calculated using SPSS

The KMO and Bartlett's Test, value studied in contrast to EI and Job performance was 0.709. This indicates that the data is perfectly model fit for study and factors extraction is possible. According to Kaiser Criterion only seven factors can be extracted out of 43 questions for continuing the study further.

Factors of Emotional Intelligence and Job performance

| Labels | | Factors | Statement | Factor loading | Total load |
|--------|-----|------------------------------|--|----------------|------------|
| F1 | Q1 | Emotional Personal-Awareness | Expression of one's own feelings. | 0.746 | 2.046 |
| | Q2 | | Recognizing situations triggering own emotions. | 0.678 | |
| | Q3 | | Knowing the impact of feelings on performance. | 0.622 | |
| F2 | Q4 | Personal-Confidence | Can confidently work without supervision. | 0.529 | 2.892 |
| | Q5 | | Has a belief of being the most capable to carry out the job and be successful. | 0.523 | |
| | Q6 | | Feels assured, forceful and possesses an impressive and confident manner. | 0.52 | |
| | Q7 | | Exudes confident persona and has distinguished presence. | 0.493 | |
| | Q8 | | Is unafraid to take major risks to achieve important targets | 0.709 | |
| | Q9 | | Leads the way forward as per his own beliefs unflinchingly. | 0.118 | |
| F3 | Q10 | Emotional Personal-Control | Controls the urge to act rashly. | 0.784 | 2.803 |
| | Q11 | | Retains control in adverse situations | 0.7 | |
| | Q12 | | Maintains calm even in tough situations. | 0.62 | |
| | Q13 | | Pacify team members in tough situations. | 0.699 | |
| | Q14 | Achievement | Makes own goals to measure performance. | 0.189 | |
| | Q15 | | Breaks the mold of status quo and finds ways to improve and seeks ways to improve performance. | 0.784 | |
| | Q16 | | Establishes challenging goals for Personal and others. | 0.697 | |

| Labels | | Factors | Statement | Factor loading | Total load |
|--------|-----|-----------------------|---|----------------|------------|
| F4 | Q17 | Achievement | Calculates risks and rewards to set achievable targets and decision making. | 0.523 | 2.755 |
| | Q18 | | Evaluates challenges and seeks ways to overcome them. | 0.311 | |
| | Q19 | | Assumes measured risks to achieve objectives. | 0.251 | |
| F5 | Q20 | Developing Others | Believes in the positive evaluations of others. | 0.074 | 1.706 |
| | Q21 | | Leads ways to develop team members with constructive feedback. | 0.287 | |
| | Q22 | | Identifies strengths and opportunities in team members. | 0.164 | |
| | Q23 | | Provides constructive and useful professional feedback | 0.654 | |
| | Q24 | | Coaches and mentors the team members. | 0.527 | |
| F6 | Q25 | Conflict Management | Resolves team conflicts and grievances. | 0.765 | 3.315 |
| | Q26 | | Clears communication gaps between warring factions. | 0.699 | |
| | Q27 | | Takes actions aimed at resolving the issues rather than blaming members. | 0.528 | |
| | Q28 | | Finds ways to diffuse conflicts. | 0.811 | |
| | Q29 | | Brings about the parties around an amicable settlement. | 0.512 | |
| F7 | Q30 | Teacher's Performance | How important is the discipline in your class? | 0.865 | 9.269 |
| | Q31 | | Do you often complete your class in time? | 0.777 | |
| | Q32 | | Do you promote individual differences in learning? | 0.68 | |
| | Q33 | | Do you help out students in their personal problems? | 0.582 | |
| | Q34 | | Do your students merit your personal focus and attention? | 0.54 | |
| | Q35 | | Do you entertain questions from the students? | 0.43 | |
| | Q36 | | Are you able to ignite the interest of students? | 0.801 | |
| | Q37 | | Do you regularly conduct monthly class tests? | 0.765 | |
| | Q38 | | Do you use motivational tools in your class? | 0.813 | |
| | Q39 | | Do you think a psychological teaching approach is useful for students? | 0.723 | |
| | Q40 | | Are you content with your teaching style? | 0.7 | |
| | Q41 | | How satisfied are you with your job? | 0.619 | |
| | Q42 | | Are you content with the level of achievement of your students? | 0.523 | |
| | Q43 | | Are you satisfied with the level of your students' performance? | 0.451 | |

Source: Factor analysis calculated using SPSS

The study explains factor analysis on the basis of cumulative factor load. It also reveals the factors with maximum load that is cumulatively shared by the variables.

The factors that are extracted after applying tool are:

1. Emotional Personal- Awareness,
2. Personal- Confidence,
3. Emotional Personal- Control,
4. Achievement

5. Developing others,
6. Conflict Management,
7. Teachers Performance

Factor 1: Emotional Personal Awareness (Factor Loading: 2.046)

The possibility of concentration envisages that we should be careful for the upcoming situation by consideration on

our past event. Imagining past event could be the possibility of 'kicking off something new'. Similarly, in case of educators they must be vigilant towards their primary introduction level. It is only possible after through Personal- improvement of own attributes and limitations. It explains that knowing one's internal state, preferences, resources and Intuitions contributes towards job performance. In addition to this it conveys being aware of varying aspects of one Personal including his traits, behaviours, attitude and feelings. Essentially, it is termed as a psychological state within which an individual becomes the focus of attention. It is one of the first components of the personal concept to emerge. Emotional Personal Awareness is once own behaviour, feelings, and recognition towards his own performance. It also guides how emotionally attached the teacher is towards his own working. It conveys during the stress period teacher should be emotionally aware about him Personal to face the adversity of situations during the job. It will increase our emotional quotient level to confront whatever the circumstances. Emotional Personal- Awareness can be coined as knowing one's internal states, choices, priorities and instinct. The questions that are designed were Expression of one's own feelings, recognizing situations triggering own emotions and knowing the impact of feelings on performance.

Factor 2: Personal Confidence (Factor Loading: 2.892)

Personal-confidence is an internal instinct stating individual behaviour, and positivity in his approach towards on the job and off the job. It is a benchmark of performance as it acts as an ice breaker and helps in breaking homogeneity of work and reveals a real calibre of teacher. It includes the answer to the question like: Can confidently work without supervision, Has a belief of being the most capable to carry out the job and be successful, Feels assured, forceful and possesses an impressive and confident manner, Exudes confident persona and has distinguished presence, Is unafraid to take major risks to achieve important targets, Leads the way forward as per his own beliefs unflinchingly and speaks out for a course of action one believes in even when others disagree. This will help to showcase teacher's talent and expertise multidimensionally.

Factor 3: Emotional Personal- Control (Factor Load: 2.803)

Emotional Personal-control is the skill to keep our disruptive emotions and desires in control, to maintain and keep our personal calm under stressful/even hostile conditions. With emotional Personal-control, we can manage and regulate our disruptive impulses & undermining emotions. With clear headed approach and being calm in challenging and tough conditions Personal-control can help us to take strategic decision for our Personal. Emotional personal control is an act that help you to controls the urge to act rashly, retains control in adverse situations, maintains calm even in tough situations and pacify team members in tough situations.

Factor 4: Achievement (Factor Load:2.755)

Striving to improve or meet a standard or excellence. The act of achieving something to fulfil the ambition, a result gained by effort. In another sense, achievement can make own goals to be measured easily in light of performance. It can also breaks the mould of status quo and finds ways to improve and seeks ways to improve performance. It can result in Establishing challenging goals for Personal and others and calculates risks and rewards to set achievable targets and decision making. Finally, one can evaluates challenges and seeks ways to overcome them through measured risks to achieve objectives.

Factor 5: Developing Others (Factor Load:1.706)

Sensing other's development needs and bolstering their abilities. It conveys the ability to develop, prepare and coach peer group constructively. It helps you to perform and review the works done by others in order to improvise and advance their skills, knowledge, competencies and performance at all levels. It includes believes in the positive evaluations of others, leads ways to develop team members with constructive feedback, identifies strengths and opportunities in team members, provides constructive and useful professional feedback and coaches and mentors the team members.

Factor 6: Conflict Management (Factor Load:3.315)

It refers to the process of limiting and managing both sides of coin in a way that the negative aspects of conflict are reduced while positive aspects of conflict is converted in

debate and for taking strategic decisions. The aim of conflict management is to enhance learning, growth and group dynamics, including effectiveness or performance in an organizational setting. Positively managed conflict can improve group outcomes and participation which may in turn leads to increased productivity. The area of focus are: resolves team conflicts and grievances, clears communication gaps between warring factions, takes actions aimed at resolving the issues rather than blaming members, finds ways to diffuse conflicts and brings about the parties around an amicable settlement.

Factor 7: Teachers Performance (Factor Load: 9.209)

Performance is an individual's success/ failure criteria during their work which is usually calculated as his/her personal output as gauged against expectations of the organisation and what an individual delivers. Hence, teacher's performance is referred to both the intellectual and physical aspect of teaching. A teacher's demonstrated impact on student's learning on various parameters namely: discipline in class, class completion in time, promoting individual differences in learning, help out students in their personal problems, students merit your personal focus and

attention, entertaining questions from the students, igniting the interest of students, regularly conduct monthly class tests, using motivational tools in class, psychological teaching approach, contentment with your teaching style, satisfied with your job, contentment with the level of achievement of your students etc.

Correlation Analysis

The correlation analysis conferred that, variables namely Emotional Personal- Awareness (0.145), Personal- Confidence (0.164), Emotional Personal- Control (0.229), Personal Achievement (0.283), Developing Others (0.326) and Conflict Management (0.658) are positively correlation with teachers performance. Conflict management has a highest correlation value, developing others and achievement are moderately correlated whereas, rest all variables showcase very low correlation. The null hypothesis stating no correlation among the variables of emotional intelligence against teachers performance reject null hypothesis stating no correlation and it can be observed that their exist a positive correlation among the studied variables.

Correlations

| | | Teachers Performance | Emotional Personal Awareness | Personal Confidence |
|---------------------|--------------------------------|----------------------|------------------------------|---------------------|
| Pearson Correlation | Teachers Performance | 1.000 | .145 | .164 |
| | "Emotional Personal Awareness" | .145 | 1.000 | .296 |
| | "Personal Confidence" | .164 | .296 | 1.000 |
| | "Emotional Personal Control" | .229 | .078 | .505 |
| | "Personal Achievement" | .283 | .250 | .436 |
| | "Developing Others" | .326 | .311 | .325 |
| | "Conflict Management" | .658 | -.016 | .026 |
| Sig. (1-tailed) | Teachers Performance | . | .038 | .022 |
| | "Emotional Personal Awareness" | .038 | . | .000 |
| | "Personal Confidence" | .022 | .000 | . |
| | "Emotional Personal Control" | .002 | .171 | .000 |
| | "Personal Achievement" | .000 | .001 | .000 |
| | "Developing Others" | .000 | .000 | .000 |
| | "Conflict Management" | .000 | .421 | .378 |
| N | Teachers Performance | 151 | 151 | 151 |
| | "Emotional Personal Awareness" | 151 | 151 | 151 |
| | "Personal Confidence" | 151 | 151 | 151 |
| | "Emotional Personal Control" | 151 | 151 | 151 |
| | "Personal Achievement" | 151 | 151 | 151 |
| | "Developing Others" | 151 | 151 | 151 |
| | "Conflict Management" | 151 | 151 | 151 |

Correlations

| | | Emotional Personal Control | Achievement | Developing Others |
|---------------------|--------------------------------|-------------------------------|-------------|----------------------|
| Pearson Correlation | Teachers Performance | .229 | .283 | .326 |
| | “Emotional Personal Awareness” | .078 | .250 | .311 |
| | “Personal Confidence” | .505 | .436 | .325 |
| | “Emotional Personal Control” | 1.000 | .719 | .332 |
| | “Personal Achievement” | .719 | 1.000 | .491 |
| | “Developing Others” | .332 | .491 | 1.000 |
| | “Conflict Management” | .029 | .053 | -.016 |
| Sig. (1-tailed) | Teachers Performance | .002 | .000 | .000 |
| | “Emotional Personal Awareness” | .171 | .001 | .000 |
| | “Personal Confidence” | .000 | .000 | .000 |
| | “Emotional Personal Control” | . | .000 | .000 |
| | “Personal Achievement” | .000 | . | .000 |
| | “Developing Others” | .000 | .000 | . |
| | “Conflict Management” | .361 | .261 | .421 |
| N | Teachers Performance | 151 | 151 | 151 |
| | “Emotional Personal Awareness” | 151 | 151 | 151 |
| | “Personal Confidence” | 151 | 151 | 151 |
| | “Emotional Personal Control” | 151 | 151 | 151 |
| | “Personal Achievement” | 151 | 151 | 151 |
| | “Developing Others” | 151 | 151 | 151 |
| | “Conflict Management” | 151 | 151 | 151 |

Source: Correlation table calculated using SPSS- 20

Correlations

| | | Conflict Management |
|---------------------|--------------------------------|---------------------|
| Pearson Correlation | Teachers Performance | .658 |
| | “Emotional Personal Awareness” | -.016 |
| | “Personal Confidence” | .026 |
| | “Emotional Personal Control” | .029 |
| | “Personal Achievement” | .053 |
| | “Developing Others” | -.016 |
| | “Conflict Management” | 1.000 |
| Sig. (1-tailed) | Teachers Performance | .000 |
| | “Emotional Personal Awareness” | .421 |
| | “Personal Confidence” | .378 |
| | “Emotional Personal Control” | .361 |
| | “Personal Achievement” | .261 |
| | “Developing Others” | .421 |
| | “Conflict Management” | . |
| N | Teachers Performance | 151 |
| | “Emotional Personal Awareness” | 151 |
| | “Personal Confidence” | 151 |
| | “Emotional Personal Control” | 151 |
| | “Personal Achievement” | 151 |
| | “Developing Others” | 151 |
| | “Conflict Management” | 151 |

Source: Correlation table calculated using SPSS- 20

Regression Analysis

The Regression analysis was applied to study the impact of variables used in Emotional Intelligence over teacher's performance. The 'r' value is .749 meaning that there is a very high impact of variables of emotional intelligence on teachers performance. The r^2 value is .561 showing high impact, Durbin Watson statistics value is 1.965 indicating no serial correlation among the studied variables. On Independently observing the factors of emotional intelligence, it is conferred that emotional Personal-awareness effect 32%, Personal-confidence 69%, Emotional Personal-control 25%, Achievement 66%, Developing other & conflict management have no impact. The null hypothesis stating no impact of Emotional Intelligence over teachers' performance is rejected and it is conformed that emotional intelligence have significant impact over teachers performance.

Model Summary^a

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .749 ^a | .561 | .543 | .3998989 | 1.965 |

a. Predictors: (Constant), Conflict Management, Developing Others, Emotional Personal Awareness, Emotional Personal Control, Personal Confidence, Achievement

b. Dependent Variable: Teachers Performance

ANOVA^a

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 29.485 | 6 | 4.914 | 30.729 | .000 ^b |
| Residual | 23.028 | 144 | .160 | | |
| Total | 52.513 | 150 | | | |

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Conflict Management, Developing Others, Emotional Personal Awareness, Emotional Personal Control, Personal Confidence, Achievement

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | .508 | .166 | | 3.064 | .003 |
| "Emotional Personal Awareness" | .038 | .038 | .061 | 1.000 | .319 |
| "Personal Confidence" | -.024 | .060 | -.027 | -.402 | .689 |
| "Emotional Personal Control" | .053 | .045 | .100 | 1.160 | .248 |
| "Personal Achievement" | .028 | .065 | .038 | .436 | .664 |
| "Developing Others" | .192 | .046 | .274 | 4.192 | .000 |
| "Conflict Management" | .440 | .037 | .660 | 11.914 | .000 |

a. Dependent Variable: Teachers Performance

Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|----------------------|-----------|-----------|----------|----------------|-----|
| Predicted Value | 1.257847 | 3.453223 | 2.250773 | .4433554 | 151 |
| Residual | -.7796659 | 1.5835559 | .0E-7 | .3918193 | 151 |
| Std. Predicted Value | -2.240 | 2.712 | .000 | 1.000 | 151 |
| Std. Residual | -1.950 | 3.960 | .000 | .980 | 151 |

a. Dependent Variable: Teachers Performance

Source: Regression Analysis table calculated using SPSS-20

Conclusion

The study concludes that the variables used in this study are highly reliable and model fit for all further research. Primarily, using factor analysis it was reliably estimated that the extracted factors are in line of study. These factors show the total contribution made by emotional intelligence and teacher's performance. Developing others and Emotional Personal-awareness have low factor load whereas conflict management, Personal-confidence, emotional Personal-control and Achievement have considerably high factor load. The correlation analysis concludes a strong positive relationship among various determinants of emotional intelligence against teacher's performance. Finally, the regression analysis ensures a very high impact of emotional intelligence (Independent Variable over teacher's performance (dependent variable) Collectively. It is also observed that independent variables independently show a high impact but developing others and managing conflict has to be worked upon more to improve teacher's performance.

Suggestions

Emotional Intelligence is a key Barometer that gazes teacher's performance and emotionally balanced teacher will outperform in all the teaching and administrative assignment provided to him. It is suggested that apart from showcasing calibre/patience during lectures. It is recommended that teachers should also possess a strong inclination towards enhancing interpersonal skills. They should also work on creating work life balance so as to be emotionally strong. This balance will create an equilibrium between what you desire, how much effort you put and what you acquire out of it. Thus, to be a good teacher one should be emotionally and mentally balanced.

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