

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT IN PRIMARY SCHOOL TEACHERS

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Abstract

Aim: The aim of this study was to examine the relationship between emotional intelligence and organizational commitment among primary school teachers in Namakkal District.

Methodology: The study was based on questionnaire with a sample of 100 respondents. The primary data were analyzed using simple percentage analysis and to measure the relationship pearson's correlation co-efficient have been used.

Result: The findings showed a significant relationship that was strong between emotional intelligence and of teachers working in primary school.

KEYWORDS: *Teacher, emotional intelligence, organizational commitment, relationship, primary school, etc.*

INTRODUCTION

In recent days teachers in primary school experience multiple, complex and constantly changing requirements in their teaching and learning contexts contributing to high levels of stress and hence their potential burn out. Teaching is a very great profession and involves immense emotion and exhaustion on the part of teachers. Emotions pose some problems to teachers in the shape of heavy professional burdens and test their ability to overcome the mischievous students. Due to these problems, teachers may feel frustration and dissatisfaction with both teaching and their educational organization. The capacity to deal with the some problems faced by teachers

during the teaching and learning process rests with emotionally intelligent teachers. Emotional Intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feeling and emotions, to discriminate among them, and to use this to guide our thinking and actions. Emotional Intelligence consist of self confidence, empathy, the need to get results, constant improvement, influence and teamwork are job skills that can be learned. Teacher's emotional intelligence have great impact on work related behavior such as job performance, job satisfaction and commitment. Emotional intelligence makes them capable of overcoming these kinds of situations with an optimistic mind-set.

Organizational commitment is referred as the strength of teacher's attachment to the school. The organizational commitment has multidimensional constructs that consists of affective, continuance and normative.

➤ *Affective commitment*

It refers to the teacher's emotional attachment to, identification with, and involvement in the organization. Teacher's high level of affective commitment could contribute to high job performance and reduce the number of actual turnover in the organization.

➤ *Continuance commitment*

It refers to an awareness of the costs associated with leaving the organization . Teachers who perceived their work skills and education were less transferable to other organization demonstrated high level of continuance commitment and also express strong continuance commitment to the current organization when they felt that they had invested their time and effort in the organization

➤ *Normative commitment*

It reflects a feeling of obligation to continue employment. These type of teachers have high positive work behaviors to organization.

REVIEW OF LITERATURE

M. Athar Hussain, Imtiaz Ahmed and S. Zubair Haider (2014), investigated the relationship among three different factors associated with secondary level teachers including organizational

commitment, job satisfaction and emotional intelligence in Pakistan. The study aimed to investigate the role of age and gender in determining these aspects among selected audience. A sample of 150 teachers at secondary level is selected by using stratified random sampling with proportionate allocation to each stratum and field survey has been conducted. The results are based on research type of ex post facto in which structured questionnaire is used to gather data from teachers. The research findings revealed that there is a significant positive relationship among investigated factors and it has also been found that there is no difference between teachers of age groups and belonging to different gender, with respect to factors under analysis including organizational commitment and job satisfaction. Hence the research concluded that female played a significant role in emotional intelligence .

Mafuzah Mohamad and Juraifa Jais (2015), revealed the gap in the literature by investigating the role of emotional intelligence in teachers' job performance. This research analyses the relationship between emotional intelligence which consists four dimensions: self-regulations, self-awareness, self motivation and social skill and job performance. The data needed for the study has been collected through questionnaire survey from 212 teachers in 6 secondary schools in Kedah. This research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and Malaysian higher education system.

Awang, H., Mohd Faiz, N. S., Yusof, Y., Ab Rahman, A. and Warman, S (2017), identified the emotional intelligence of teachers and organisational commitment among vocational college teachers. This research tested the relationship between emotional intelligence and teachers' organisational commitment. Data needed for the study was collected from 170 teachers using the survey method of the quantitative approach using a questionnaire as instrument. The findings of the study revealed that there is a positive, significant relationship between teachers' emotional intelligence and organisational commitment. The findings of the study also assist teachers and organisations in enhancing the teachers' job satisfaction and the organisational commitment of teachers.

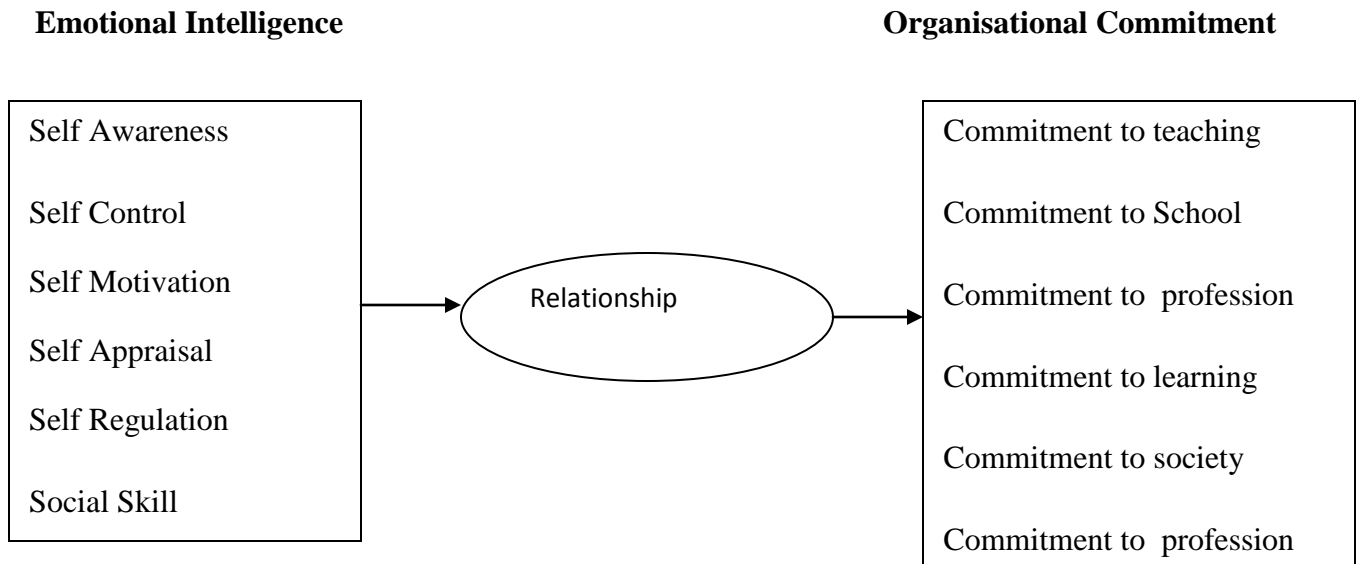
Need of the study:

- To know the present scenario of teacher's in primary school.

- To find out the relationship between emotional intelligence and organizational commitment in primary school teachers.

Conceptual Framework

The conceptual framework of the study was illustrated below:



Objectives of the study:

- To find the relationship between emotional intelligence and organizational commitment in primary school teachers in Namakkal District

Limitations:

1. The result of the study is based upon the views expressed by the teachers of Namakkal District.
2. The statistical tools used to analyse the data have their own limitations.
3. All the limitations of primary data are applicable to this study.

Research Methodology:

Area of the study: The research study was done in Namakkal District.

Nature and source of data: The study is based on questionnaire method; Both Primary data and secondary data have been used for this study.

- Primary data has been collected from various primary school teachers in Namakkal District.
- Secondary data have been collected from related journals, magazines and textbooks.

Statistical tools used for the study:

- Simple percentage analysis
- Person's Correlation Co-efficient

Sampling Used: 100 teachers were selected by convenient sampling method.

Analysis and Interpretation:

Table No. 1: Demographic profile of the Teachers

Factors	No of teachers n=100	Percentage
Gender		
Male	40	40
Female	60	60
Age(years)		
Up to 30	34	34
30 to 50	50	50
Above 50	16	16
Educational qualification		
UG	34	34
PG	20	20
UG/PG With Teaching Diploma Certificate	46	46
Monthly Income		
Up to Rs. 15,000	64	64
Above Rs.15,000	36	36

Type of Family		
Joint Family	34	34
Nuclear family	66	66
Teaching Experience		
Below 2 years	39	39
2 Years to 5 Years	45	45
Above 5 Years	16	16

Table No.1 describes the demographic profile of the teachers working in primary school. Out of 100 teachers who were taken for the study: it has been identified that most (60%) of the teachers are female, (50%) of the teachers belong to the age group between 30 to 50 years, most (46%) of the customers are under graduate / Post graduate with teaching diploma certificate, the monthly income of (64%) teachers is above Rs.15, 000, (66%) teachers belong to nuclear family and (45%) of the teachers have 2 to 5 years teaching experience.

Table No.2 Relationship between emotional intelligence and organizational commitment
in primary school teachers

Emotional intelligence			Organisational Commitment		
Factors	Mean	Score	Factors	Mean	Score
Self Awareness	4.321	High	Commitment to teaching	4.342	High
Self Control	3.985	High	Commitment to School	4.567	High
Self Motivation	4.120	High	Commitment to profession	4.128	High
Self Appraisal	3.863	High	Commitment to responsibility	4.098	High
Self Regulation	4.037	High	Commitment	4.149	High

			to society		
Social Skill	4.149	High	Commitment to learning	4.256	High
Over all	4.079	High	Over all	4.256	High

Table no.2 presents the comparison between the six factors of emotional intelligence. The study found that the emotional intelligence of teachers in primary school had a high level mean score for all the factors. The above table shows that comparison between five different factors of organisational commitment. It was found that all six factors, commitment to the teaching, commitment to school, commitment to responsibility, commitment to society and commitment to society, had a high level mean score.

Hence there was a significant relationship that was strong and positive between emotional intelligence and organisational commitment of teachers working in primary school.

CONCLUSION

From the result of the study it reveals that teacher's emotional intelligence have greater impact on organisation. Emotional intelligence training program should be given to primary school teachers to develop their emotional intelligence. It will be very helpful for the organisation to have good relationship with teachers. A high level of emotional intelligence helps the teachers to work well in any situations such as stress, heavy workload, challenging work environment, disciplinary problems, and technological change and shifting educational policies. The present study recommends the organisation emotional intelligence should be included in the selecting teachers in primary school and teachers can work with more commitment to the development of their organisation.

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