



## EMOTIONAL REACTIONS' OF THE TEACHERS TOWARDS JOB PERFORMANCE IN SELF FINANCING COLLEGES IN MADURAI DISTRICT

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### Abstract

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. Job performance as an individual level variable that it is a person's behavior and something a single person does. Performance is not outcomes. Outcomes are the result of an individual's performance. 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.

**Key Words: Emotions, Reactions, Job Performance.**

### 1.1 Introduction

The past decade, 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 (Ishak, Iskandar & Ramli, 2010). Such environments create psychological distress (Kokkinos, 2009; Malach-Pines, 2005; Skaalvik & Skaalvik, 2007), discontentment and emotional outburst or emotional fallout among teachers (Idris, 2003; Noriah et al., 2006; Ishak et.al. 2010), and choose early retirement (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005; Hakanen, Bakker, & Schaufeli, 2006).

Thus, teacher's role in today's era has become more difficult and varied (Williams & Burden, 2000). In a similar vein, Stoeber and Rennert (2008) confirmed that research in different cultures indicated that school teachers are among those professionals with the highest level of job stress.

Emotions are psychological and physiological episodes experienced toward an object, person or event that create a state of readiness (McShane & Glinow, 2005). Psychologists draw a Moderating Role of Job Characteristics distinction between felt and displayed emotions (Kreitner & Kinicki, 2004). For instance, a person may feel angry (felt emotion) toward a rude colleague but does not pass a severe remark in return (displayed emotions). Emotions are distinct from moods. Emotions are brief events or episodes directed toward someone or something and are felt both psychologically and physiologically, while moods are less intentional states that are not directed toward anything particular (McShane & Glinow, 2005).

On the other hand, emotions may facilitate intelligence. 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 (Tiedens & Linton, 2001). Barsade (2002) 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. The four abilities of perceiving, using, understanding and managing emotions is described as under:

### 1.2 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. Previous studies have shown that teachers with high emotional intelligence demonstrate outstanding performance (Hayashi & Ewert, 2006; Arnold, 2005). Teachers are increasingly found to be no longer professional and discouraged in their works (Louis, 1998). Therefore, this study aims to provide an understanding about the linkage between Emotional reactions and teachers' job.

### 1.3 Statement of the Problem

In recent years, the inconsistent findings for the job satisfaction-job productivity relationship, has led the researchers to be more concerned with the experience of positive emotions at work on job satisfaction (Brief & Weiss, 2002). Historically, all positive emotions and attractive valence have fallen within the broad term of emotional dispositions. Weiss and Cropanzano (1996) proposed a theory explaining how emotions and attitudes influence employee behaviors. In this theory, the researchers argue that an evaluative judgment (e.g. satisfaction), regarding the job in general or a facet of the job, should not be confused with emotions or moods that employees experience at work. Moods and emotions have causes and consequences that are distinguishable from the causes of evaluative judgments. An evaluative judgment about objects is often influenced by general beliefs about objects and by contextual or situational influences (e.g. information from supervisor). This is opposed to moods and emotions, which typically comprise physiological components that can have many effects at the time they occur, and that are influenced by the person's emotional disposition. Consequently, it is argued that behaviors can be either judgment driven or emotionally driven. In addition, emotional experiences at work can influence their performance and job satisfaction over time. This study aims to show that satisfaction is an inappropriate construct for measuring employee performance because it is only related to the emotion or system of pleasure. Further, this study aims to show that each of the emotional reactions has a different feelings and impacts on Job Performance which is also an equally important function for organizational behavior. Thereby, a distinction between emotional reactions as positive and negative is valid in an organizational context.

### 1.4 Research Objectives

Following research objectives are in the present research study:

1. To analyze the demographic factors influencing the emotions of the teachers in self-financing colleges.
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.

### 1.5 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. 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 (Wong and Snell, 2003).

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 (Johnson and Indvik, 1999). 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 Bagshaw (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.

Traditionally, cognition and emotion have been considered as two distinct and separate abilities having their own intelligences and areas of influence. Cognitive based performance that was thought to be a function of general intelligence only, is influenced by emotional intelligence. Research has indicated that, overall emotional intelligence and its sub-components namely perceiving emotions and regulating emotions all contributed positively to individual cognitive-based performance (Lam and Kirby, 2002).

### 1.6 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 Self-financing college teachers of Madurai district in Tamil Nadu and was put into reliability test accordingly.

### **1.7 Dimensions of the Study**

The present study takes the following dimensions for its analysis.

- Socio-Economic Values of Self-financing college teachers
- Emotional reactions (Positive and Negative).
- Job performance of the teachers

The dimensions were further split into various sub dimensions.

### **1.8 Population and Sampling Procedure**

The Self-financing college teachers of various self-financing colleges in Madurai district are treated as the population of the study. The method of selecting the sample respondents was a random process. The population frame for the study is taken from all the self-financing colleges which accounts to 20 colleges out of the 37 colleges, where about 883 teachers of both the genders are employed in various departments under different designations. Therefore the population for this study consists of 883 teachers from which about 300 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 300 covering all age groups, income types, and experience in various departments considering the rationality of different factors.

### **1.9 Questionnaire**

A structured questionnaire is constructed to get the primary data from the sample respondents. It includes demography of the teachers of self-financing colleges and all other dimensions of the study. It was pre tested among 120 respondents and appropriate modifications were made in the questionnaire.

### **1.10 Measurement Scale**

The demographic information about the sample respondents who are the college teachers of self-financing colleges are analyzed with nominal scaling, whereas the teachers individual dispositions, work environment, emotional reactions and job performance are the dimensions that are measured with ordinal 5 point scaling such as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. Likewise the Job satisfaction is also measured by means of 5 point scale such as as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

### **1.11 Framework of Analysis**

In the analysis section, the questions of the questionnaire have been taken for analysis in the chronological order. Responses of every question are tabulated and then analyzed. The analysis chapter has two major sections such as percentage analysis and statistical analysis. In the percentage analysis, responses for every question are analyzed with the help of percentages. The percentages are the common tools used for analyzing the data and the percentage is the appropriate tool to determine the majority and minority classification in respect of the responses. By means of the percentage analysis, inferences can be made at a logical base (Davis, 1985). So, the percentage analysis was undertaken at first. The statistical analysis section consists of 70 testing of hypothesis. Chi square Test, Friedman test, Multiple Regression, Neural Network Model, Analysis of Variance (ANOVA) and Factor analysis were used as analytical tools.

### **1.13 Hypothesis of the Study**

- There is no significant relationship between the mean score of socio-economic values of the teachers and the emotional reactions' of the teachers towards job performance in self-financing colleges.
- There is no significant difference between mean ranks towards the emotional reactions' of the teachers towards job performance in self-financing colleges.

### **1.14 Limitations of the Study**

The following are the limitations of the present study

1. The study covers the teachers of self-financing colleges alone.
2. The investigation is not confined to one particular discipline, instead it is generalized.
3. The emotional reactions of any individual is dynamic and may change in due course.



### 1.15 Analysis for Emotional Reactions' of the Teachers towards Job Performance in Self Financing Colleges

#### 1.15.1 Mean and Standard Deviation of Emotional Reactions' of the Teachers towards Job Performance in Self Financing Colleges

**Table 1: Mean and Standard Deviation of Emotional Reactions' of the Teachers towards Job Performance in Self Financing Colleges**

Emotional Reactions' of the Teachers towards Job Performance in Self-Financing Colleges	Mean	Std. Deviation
Expressing the teacher's emotions in words is not a problem for me.	3.57	.821
Often find it difficult to see things from another person's viewpoint.	4.36	1.068
Highly motivated person.	4.26	1.060
Find it difficult to regulate my emotions.	4.30	1.120
Generally don't find the job enjoyable.	4.20	1.262
Can deal effectively with people.	4.22	1.245
Tend to change my mind frequently.	3.40	1.171
Many times, teachers can't figure out the emotional feeling.	3.54	.897
The teachers have number of good qualities.	3.58	.924
The teachers often find it difficult to stand up for the rights.	3.56	.907
Usually able to influence the way other people feel.	3.49	.871
On the whole, the teachers a gloomy perspective on most things.	3.32	1.077
Those close to the teachers often complain that they don't treat them right.	3.53	.851
The teachers often find it difficult to adjust the life according to the circumstances.	3.52	.803
The teachers able to deal with stress.	3.60	.801
The teachers often find it difficult to show their affection to those close to them.	3.68	.902
The teachers normally find it difficult to keep them motivated.	3.57	.821
The teachers usually able to find ways to control the emotions	3.45	1.097
The teachers would be described as a good negotiator.	3.54	.897
The teachers tend to get involved in things out of the work.	3.58	.924
The teachers often pause and think about the feelings.	3.56	.907
The teachers believe to possess full of personal strengths.	3.49	.871
The teachers generally believe that things will work out fine in their life.	3.59	.815
Generally, the teachers are able to adapt to new environments.	3.53	.851
Others admire for being relaxed.	3.52	.803

Source: Output generated from SPSS 20

From the above table, the identified mean for all the twenty five attributes of emotional reactions infers that, The teachers often find it difficult to see things from another person's viewpoint, The teachers a highly motivated person, The teachers usually find it difficult to regulate my emotions, The teachers generally don't find the job enjoyable, The teachers can deal effectively with people, are those which sustains in the scale as neutral. The standard deviation of the respective attributes shows that the factor 'The teachers often find it difficult to see things from another person's viewpoint, The teachers a highly motivated person, The teachers usually find it difficult to regulate my emotions, The teachers generally don't find the job enjoyable, The teachers can deal effectively with people, The teachers tend to change my mind frequently' are the factors that deviates more towards the scale 'agree'. However, the standard deviation alone is not particularly useful without a context within which one can determine a meaningful result. The above result shows that the emotional reactions of the teachers who are the respondents of this study have a notable impact over their job performance which in turn affects their job satisfaction. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

#### 1.15.2 Friedman Test for Significant Difference between Mean Ranks of emotional Reactions' of the Teachers towards Job Performance if Self Financing Colleges

**Null Hypothesis:** There is no significant difference between mean ranks towards the level of emotional reactions' of the teachers towards job performance in self-financing colleges.

**Alternative Hypothesis:** There is a significant difference between mean ranks towards the emotional reactions' of the teachers towards job performance in self-financing colleges.



**Table 2: Friedman Test for Significant Difference between Mean Ranks Towards the of Level for Emotional Reactions' of the Teachers towards Job Performance in Self-Financing Colleges**

Emotional Reactions' of the Teachers towards Job Performance in Self-Financing Colleges	Mean Rank	Chi-Square Value	Degrees of Freedom	Asymp. Significant
Expressing the teacher's emotions in words is not a problem for me.	11.94	962.420	24	0.000
Often find it difficult to see things from another person's viewpoint.	18.25			
Highly motivated person.	17.47			
Find it difficult to regulate my emotions.	17.89			
Generally don't find the job enjoyable.	17.54			
Can deal effectively with people.	17.70			
Tend to change my mind frequently.	11.19			
Many times, teachers can't figure out the emotional feeling.	11.95			
The teachers have number of good qualities.	12.15			
The teachers often find it difficult to stand up for the rights.	12.09			
Usually able to influence the way other people feel.	11.55			
On the whole, the teachers a gloomy perspective on most things.	10.86			
Those close to the teachers often complain that they don't treat them right.	11.50			
The teachers often find it difficult to adjust the life according to the circumstances.	11.66			
The teachers able to deal with stress.	12.14			
The teachers often find it difficult to show their affection to those close to them.	12.78			
The teachers normally find it difficult to keep them motivated.	11.94			
The teachers usually able to find ways to control the emotions	11.35			
The teachers would be described as a good negotiator.	11.95			
The teachers tend to get involved in things out of the work.	12.15			
The teachers often pause and think about the feelings.	12.09			
The teachers believe to possess full of personal strengths.	11.55			
The teachers generally believe that things will work out fine in their life.	12.15			
Generally, the teachers are able to adapt to new environments.	11.50			
Others admire for being relaxed.	11.66			

Source: Output generated from SPSS 20

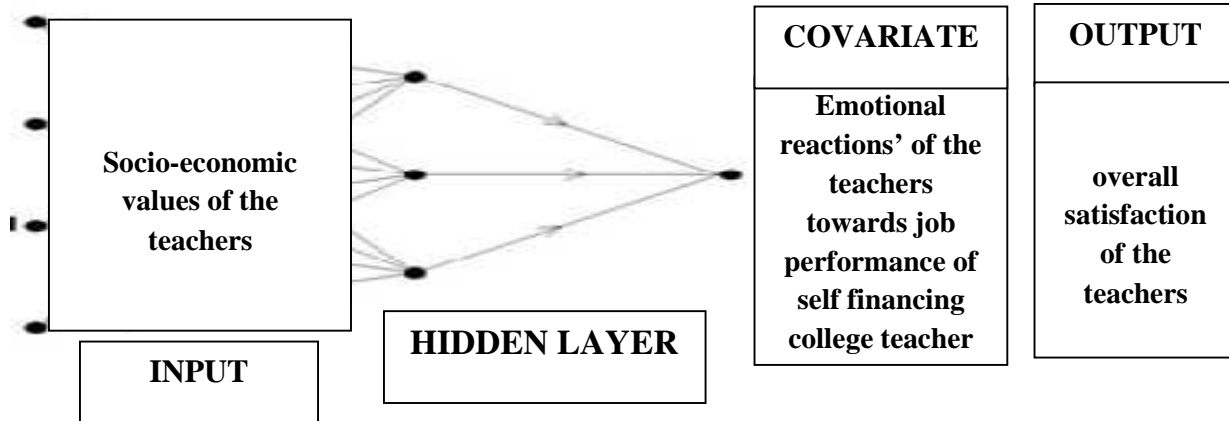
From the above, there is significant difference between mean ranks towards the level of emotional reactions' of the teachers towards job performance of self financing college teachers. Out of the twenty five emotional reactions' of the teachers towards job performance of self financing college teachers variables, the "Often find it difficult to see things from another person's viewpoint" has the highest rank (18.25). So, that the emotional reactions' of the teachers towards job performance of self financing college teachers are influenced by the teachers often find it difficult to see things from another person's viewpoint. The above result shows that out of the twenty five statements of emotional reactions, only one statement 'Often find it difficult to see things from another person's viewpoint' is the mostly influencing factor of emotional reactions that show some impact over the job performance which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.



### 1.15.3 Analysis of Overall Satisfaction on Emotional Reactions' of the Teachers towards Job Performance in Self Financing Colleges by Using the Neural Network (NN) Method

The Neural Network architecture, used in this study, is a multilayer feed forward network using SPSS 20. The architecture which provides the best fit for the data is the network with three hidden layers and an output layer. The learning and momentum parameters are 0.6 and 0.9 respectively and error convergence falls below 0.01 Percent. Tan sigmoid is the activation function chosen for the hidden layers, and the pure linear function is used to get the output layer which is the real time values. The architecture which provides the best fit for the data is the network with nine input layers, twenty five covariate variables and one hidden layers and one output layer, as shown in figure 1.

**Figure 1: Basic Neuron Model for Overall Satisfaction on Emotional Reactions' of the Teachers towards Job Performance in Self-Financing Colleges**



The model used in this work is the Feed Forward Multilayer perception, using the Back Propagation Algorithm. Where (4-3-1)

- 9-Input layers
- 25-Covariates layers
- 1-Hidden layers
- 1-Output layer

All inputs are analyzed in the experimental validation part, with appropriate output results by the illustration of graphs so that the influences of the parameters of tensile strength are taken into consideration. The network information is presented in the table. The validation of the estimated NN and Experimental value illustrations is shown in Figure.

**Table 12: Model Summary for Neural Network Model for Emotional Reactions' of the Teachers towards Job Performance of Self Financing College Teacher**

<b>Training</b>	Sum of Squares Error	99.268
	Relative Error	.945
	Stopping Rule Used	1 consecutive step(s) with no decrease in error <sup>a</sup>
	Training Time	0:00:00.092
<b>Testing</b>	Sum of Squares Error	39.024
	Relative Error	.934
Dependent Variable: Overall satisfaction of the teachers		
a. Error computations are based on the testing sample.		

Source: Output generated from SPSS 20

**Table 4: Neural Network Model for Overall Satisfaction on Emotional Reactions' of the Teachers towards Job Performance of Self Financing College Teacher**

<b>Input Layer</b>	<b>Factors</b>	1	Gender
		2	Age
		3	Marital Status
		4	Educational qualification
		5	Monthly income
		6	Location of your residence



		7	Type of family status
		8	Total Number of the Family members
		9	Years of experience in this profession
	<b>Covariates</b>	1	Expressing the teacher's emotions in words is not a problem for me.
		2	The teachers often find it difficult to see things from another person's viewpoint.
		3	The teachers a highly motivated person.
		4	The teachers usually find it difficult to regulate my emotions.
		5	The teachers generally don't find the job enjoyable.
		6	The teachers can deal effectively with people.
		7	The teachers tend to change my mind frequently.
		8	Many times, the teachers can't figure out what emotion the teachers feeling.
		9	The teachers have number of good qualities.
		10	The teachers often find it difficult to stand up for the rights.
		11	The teachers usually able to influence the way other people feel.
		12	On the whole, the teachers a gloomy perspective on most things.
		13	Those close to the teachers often complain that they don't treat them right.
		14	The teachers often find it difficult to adjust the life according to the circumstances.
		15	The teachers able to deal with stress.
		16	The teachers often find it difficult to show my affection to those close to me.
		17	The teachers normally find it difficult to keep them motivated.
		18	The teachers usually able to find ways to control the emotions
		19	The teachers would describe as a good negotiator.
		20	The teachers tend to get involve in things out of the work.
		21	The teachers often pause and think about the feelings.
		22	The teachers believe to possess full of personal strengths.
		23	The teachers generally believe that things will work out fine in the life.
		24	Generally, the teachers able to adapt to new environments.
		25	Others admire for being relaxed.
<b>Hidden Layer(s)</b>		Number of Units <sup>a</sup>	54
		Rescaling Method for Covariates	Standardized
		Activation Function	Hyperbolic tangent
<b>Output Layer</b>	<b>Dependent Variables</b>	1	OVERALL SATISFACTION
	Number of Units		1
	Rescaling Method for Scale Dependents		Standardized
	Activation Function		Identity
	Error Function		Sum of Squares

a. Excluding the bias unit

Source: Output generated form SPSS 20.

The factors of emotional reactions' of the teachers towards job performance of self financing college teacher model parameters are modeled by using the Neural Network Method. The parameters are optimized so as to determine the set of



parameters, which will influence the increase in the Overall teacher's performance on overall satisfaction, Neural Networks Architecture and network information.

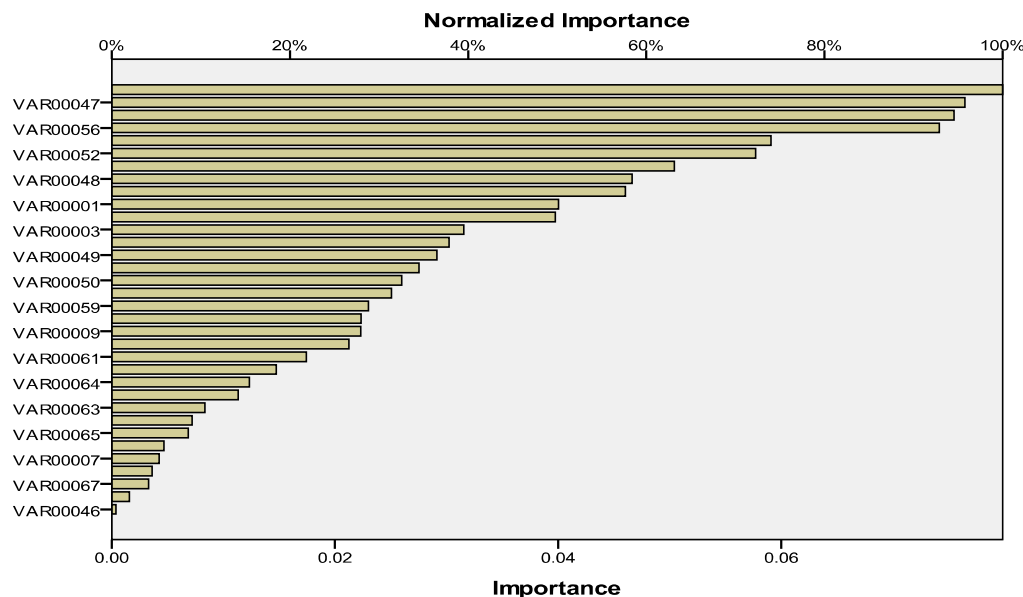
**Table 5: Independent Variable Importance for Neural Network Model for the Overall Satisfaction on Emotional Reactions' of the Teachers towards Job Performance in Self-Financing Colleges**

Independent Variable Importance	Importance	Normalized Importance
Gender	.040	50.1%
Age	.028	34.5%
Marital Status	.032	39.5%
Educational qualification	.050	63.2%
Monthly income	.022	28.0%
Location of your residence	.025	31.4%
Type of family status	.004	5.3%
Total Number of the Family members	.015	18.5%
Years of experience in this profession	.022	28.0%
Expressing the teacher's emotions in words is not a problem for me.	.046	57.6%
Often find it difficult to see things from another person's viewpoint.	.000	.5%
Highly motivated person.	.076	95.8%
Find it difficult to regulate my emotions.	.047	58.4%
Generally don't find the job enjoyable.	.029	36.5%
Can deal effectively with people.	.026	32.5%
Tend to change my mind frequently.	.021	26.6%
Many times, teachers can't figure out the emotional feeling.	.058	72.3%
The teachers have number of good qualities.	.004	4.5%
The teachers often find it difficult to stand up for the rights.	.007	9.0%
Usually able to influence the way other people feel.	.075	94.5%
On the whole, the teachers a gloomy perspective on most things.	.074	92.9%
Those close to the teachers often complain that they don't treat them right.	.005	5.9%
The teachers often find it difficult to adjust the life according to the circumstances.	.011	14.2%
The teachers able to deal with stress.	.023	28.8%
The teachers often find it difficult to show their affection to those close to them.	.030	37.9%
The teachers normally find it difficult to keep them motivated.	.017	21.8%
The teachers usually able to find ways to control the emotions	.002	2.0%
The teachers would be described as a good negotiator.	.008	10.4%
The teachers tend to get involved in things out of the work.	.012	15.5%
The teachers often pause and think about the feelings.	.007	8.6%
The teachers believe to possess full of personal strengths.	.059	74.0%
The teachers generally believe that things will work out fine in their life.	.003	4.2%
Generally, the teachers are able to adapt to new environments.	.080	100.0%
Others admire for being relaxed.	.040	49.8%

Source: Output generated from SPSS 20



**Figure 2: Normalized Importance for Overall Satisfaction on Emotional Reactions’ of the Teachers towards Job Performance in Self-Financing Colleges**



The table and diagram shows the emotional reactions’ of the teachers towards job performance in self-financing colleges in respect of “Teachers able to adapt to new environments” is contribute more towards the output of overall satisfaction.

### 1.16 Findings Related to Hypothesis

The twenty five statements of emotional reactions, only one statement ‘Teachers able to adapt to new environments’ is the most influencing factor of emotional reactions that show some impact over the job performance which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

The twenty five factors considered under Job performance, there are some factors that have more implications on the gender of the teachers such as ‘Expressing the teacher’s emotions in words is not a problem for me, The teachers normally find it difficult to keep them motivated and The teachers generally believe that things will work out fine in the life’. This may be because as the teacher’s expectations vary their emotional reaction also varies depending on their gender and therefore the teachers’ emotions have impact over job performance.

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The emotional reactions of the teachers who are the respondents of this study do not have a notable impact over their job performance with respect to their marital status which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

The emotional reactions of the teachers who are the respondents of this study do not have a notable impact over their job performance with respect to their educational qualification which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

The emotional reactions of the teachers who are the respondents of this study do not have a notable impact over their job performance with respect to their Monthly Income which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.



The emotional reactions of the teachers who are the respondents of this study do not have a notable impact over their job performance with respect to their Monthly Income which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

The emotional reactions of the teachers who are the respondents of this study have a notable impact over their job performance with respect to their type of family status of the teachers considering the factor 'Often find it difficult to see things from another person's viewpoint', which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

The emotional reactions of the teachers who are the respondents of this study have a notable impact over their job performance with respect to their type of family status considering the factor 'The teachers can deal effectively with people', which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions as taking care of their family members also affect their efficiency in dealing with people that relies on dispositions of the teachers.

The emotional reactions of the teachers who are the respondents of this study have a notable impact over their job performance with respect to their type of family status considering the factor 'The teachers can deal effectively with people', which in turn affects their job satisfaction either positively or negatively. This may be due to the cause for the emotions as taking care of their family members also affect their efficiency in dealing with people that relies on dispositions of the teachers.

### **1.17 Suggestions**

Employees are the most valuable asset of an organization. So, the Management should motivate in an optimistic way to boost up their self-esteem and engage in their work to increase employee productivity thereby enhancing the success of their job.

- 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 college teachers in self-financing colleges.
- 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 self-financing colleges 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 college.
- The researcher found that, teachers with less knowledge regard toothier subject or work and inadequate or lack of rewards and bonuses leads to less productivity. So, the teachers should be given more training orientation to enhance their knowledge about their area of interest and motivate them by giving more rewards for their betterment of work performance. Promoting equity in reward handling is considered to be essential in this issue.
- Periodical residential orientation programmes can be offered to these self-financing college teachers so that yoga and meditation can be included to combat the issues related to control of emotions and work life balance. This kind of recreational training will help to improve the productivity, betterment of the organization and the individual worker himself.
- Self-assessment of emotions can be insisted by the self-financing management of the college. This self-assessment helps to record the feelings of the teachers at various preset intervals. By increasing the emotional vocabulary the management can figure out how to pay more attention to their emotions that affect performance.
- All humans share the desire to have intimate relationships with a few trusted people. On the other hand some choose to blather out their innermost thoughts, feelings, and beliefs to everyone. This approach can also be a mistake. First of all, some people don't really care about others thoughts and feelings. Second, some might be offended by disclosures of others emotions or find them rude. Many may not be able to easily find works that are passionate about, but with the right amount of planning, they can do it. So the teachers can do SWOT for their self-assessment that helps them to evaluate their expressing of emotions at right place, at the right time and for the right cause.
- Emotional knowledge is a cognitive evaluation of emotions which the teachers may not be fully aware of. Some people seem to think that they're good at everything. Others constantly underestimate their strengths. The ideal situation is to accurately know their strengths and weaknesses. Knowing one's self helps them to make choices in their job as well as in life. For example, by focusing on their strengths to get more out of their job they are involved in.



- Empathy is an extremely powerful emotion. Increasing your ability to empathize can help the coworkers get closer to each other, win their support mutually, and defuse potentially high-charged situations. By showing another person that you really understand where he's coming from, you gain a certain level of respect. You expose that you are not self-centered. This characteristic should be inculcated by each and every teachers' of self-financing colleges. Therefore they can create a positive work environment.
- Managing other people's emotions is an important tactics that teachers should possess as they are handling classes for young generation adult students. If a teacher can manage the emotions of people around them, then he has an impressive skill. The ability to calm down or reassure an angry crowd is an important capability of a leader. Inside the classroom, the teachers are perceived as leaders.
- The self-financing colleges should come forward to involve in social responsibility so as to cultivate the same among the teachers. Social responsibility is one of the highest levels of emotional experience. It demonstrates that you really care about others, especially those less fortunate. Being socially responsible isn't about personal gain. It's about what you can contribute to help other people. At the most basic level, you can donate money to charity or a worthy cause. This enhances the feeling of humanity and satisfaction that makes the individual filled with happiness and in turn rendering good performance in the job.

### **1.18 Conclusion**

It can be concluded that, the self-financing colleges 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.

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