



## JOB PERFORMANCE OF THE TEACHERS IN SELF FINANCING COLLEGES IN MADURAI DISTRICT (A STUDY DEALS BEFORE AND AFTER YOGA PRACTICES)

S. Pandiamani\* Dr. K.Venkatachalapathy\*\* Dr. K. Chandrasekaran\*\*\* Dr. C. Loganathan\*\*\*\*

\*Research Scholar, Ph.D., (Yoga), Annamalai University, Chidambaram.

\*\*Assistant Professor, Centre for Yoga Studies, Annamalai University, Chidambaram.

\*\*\*Professor and Head, Department of Physical Education, Madurai Kamaraj University, Madurai.

\*\*\*\*Principal, Chartered Institute of Technology, Rajasthan.

### 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. A teacher is responsible for the education of student, who in turn plays a major role in the society through his academic, sociological and technological skills. As we know, education is a life-long process, teacher profession is considered as life time profession, which is influenced by various psychological factors. To keep teaching as effective as possible, a teacher has to come up with these factors. In the same manner, the effectiveness of teacher is influenced by certain psychological factors, which works as barriers as well as facilitators in their performance like, stress, anxiety and job satisfaction. A growing body of organizational and institutional studies points more generally to the important role of emotions at work. Accumulating evidence portrays the individual's emotions to be associated with greater work satisfaction, increased ability to cope with stress, a better change orientation or propensity and stronger organizational commitment.

**Key Words:** Job Performance, Yoga, Stress, Satisfaction.

### 1.1 Introduction

The role of a teacher in today's world has become more complex and diverse (Williams & Burden, 2000). Teachers are directly responsible for educating future generation and shape the personality and life of a student. Schools have always focused on teacher's performance as Stronge et al. (2007) had identified an important relationship between competent teachers and student achievement. Hence, employ highly qualified teachers that obtain specified professional qualification from a university or college, appropriate credentialing, and have showed enthusiasm in their teaching assignments is a major focus among schools in the nation (Mosley, 2006). Teachers are important in their role in shaping students' intellectual, emotional, and social development. Many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Latham, 1998).

Research shows that positive emotions influence both human cognition and behavior. It showed that people who experienced positive emotions exposed patterns of thoughts that are notably unusual, flexible, creative, integrative, inefficient. In the last two decades research done in organizational environments has also shown concrete examples of how positive emotions promote positive outcomes, such as helping behavior (George & Brief, 1992) and creativity (Estrada, Isen, & Young, 1997). George (1989) also found that positive mood is negatively correlated with absenteeism and turnover behavior. In a likewise fashion, the positive emotion joy creates the urge to play, to think outside the box and to be creative. Thus, broaden-and-build theory suggests that satisfied and psychologically well employees are more likely than those less satisfied and less psychologically well, to have the resources necessary to foster and facilitate increased levels of job performance and skill improvement (Wright, Cropanzano, & Bonett, 2007). Despite the many benefits of employees' positive emotions, positive emotions may have costs or downsides in some situations. This seems to be especially true in decision-making situations. Here, happy people more often rely on mental heuristics, and are less sensitive to negative feedback.

### 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). The positive potential inherent in this interaction of emotions, however, has not always been recognized as having a role in bringing about solutions to problems, or motivating others to perform some action or achieve a common goal or objectives. Rather, in many contexts, the prevailing philosophy has been one of mitigating or minimizing the role that emotions play in problem solving or decision



making. Recently sociologists and psychologists begun to analyze the role that using emotions as part of the leadership process emotions can play in mitigating negative outcomes, or bringing about positive outcomes in any leadership situation. The bulk of this analysis can be found in the realm of this study as the implications of Emotions over the individual's performance.

### 1.3 Need for the Study

Though there are some studies being undertaken in the areas of teacher effectiveness, anxiety, stress and job satisfaction, still there is great need to take up more studies in the same area. The present study is modest effort in this direction. Many factors such as organizational factors, environmental factors, job nature and employee's characteristic influence on their emotions which reflects on the performance. Job performance, most commonly refers to the degree a person performs his job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of *Campbell and colleagues (1970)*. *Campbell* describes 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.

### 1.4 Statement of the Problem

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 of yoga on the emotions and Job Performance which is also an equally important function for organizational behavior. Thereby, a distinction between emotional reactions as before and after yoga is valid in an organizational context.

### 1.5 Importance of the Study

Accessing the knowledge in body and marrying it with mind makes people more engaged, authentic and confident (*Fuimano, 2004*). Therefore, emotional information plays an essential role in their business, home and personal lives, since the relationships people form are regulated by the rules of behavior that are triggered by the emotions (*Mayer & Caruso, 2002*). It is a common belief that employees should leave their emotions at the door when they enter the work environment. However, research has revealed that this practice may not be possible or desirable; people with high levels of personal mastery cannot afford to choose between reason and intuition, or head and heart, anymore than they would choose to walk on one leg or to see with one eye (*Cooper, 1997*). Personal mastery can be achieved by practicing yoga.

### 1.6 Review of Literature

Job performance comprises any behaviors or actions that contributed to the achievement of task or organizational goal (*Campbell, 1990*). Employees with good performance can be related to specific business outcomes such as better financial performance, productive workforce, and better retention rates. Numerous studies on the relationship between emotional intelligence and individual work performance have been conducted (*Carmeli, 2003; Jennings & Palmer, 2007; Tram, & O'Hara 2006*). However, there is still a paucity of studies in examine the teachers' emotional intelligence. Emotional intelligence and its specific dimensions have been seen to contribute to the teaching role (*Corcoran & Tormey, 2012*).

Teachers who are skilled at appraising their own emotions are better in communicate their needs and pay more concern on their own feelings in order to accomplish goals and improve performance achievement (*George, 2000*).

Teachers with the ability to appraise others' emotions are more attentive to others' needs and more likely to provide emotional support to gain cooperation by others to achieve a common task and show good performance (*Day & Carroll, 2004*). Teaching involving a whirlpool of ever changing emotions and these emotions can be effective for different reasoning tasks. Teachers who know how to use emotions to aid cognitive processing will have a better performance (*O'Boyle et al., 2011*). Finally, the ability to regulate emotions associated with emotional self-control. This ability may help teachers to display appropriate emotions during emotionally arousing situations and gain more support from principals and colleagues that positively influence their job outcomes (*Brackett et al., 2010*). Given this literature, it would seem logical to hypothesized that that teachers' emotional intelligence is associated with effective teacher performance.



Sharma and Gaba (1990) studied organization environment and Job Satisfaction of 753 teachers and principals of all the 32 higher secondary schools of Jalandhar district of Punjab. They found that teachers of government and private schools differ significantly with the variables of Disengagement, Esprit, Aloofness and Thrust. The data indicates that the organizational environment and working condition is distinct for every institution and that one institution can be distinguished from the other in terms of culture.

### 1.7 Research Objectives

Following research objectives are in the present research study:

1. To analyze the demographic factors influencing the job performance of the teachers in self-financing colleges.
2. To know the extent of positive and negative emotions that affects the job performance before and after yoga practices.
3. To render suitable suggestions to control emotions that has impacts over job performance and satisfaction.

### 1.8 Pilot Study

Pilot study was conducted to assess the feasibility of the study. It was indeed a trial run done in preparation for the final study and was instrumental in designing the research protocol, identifying and finalizing the sample, and, in determining the tool of data collection. Through discussions with the respondents, the pilot study enabled to elicit information of the respondents about their role, the services they are involved in, and about the emotional abilities required by them to perform their functions efficiently. The pilot study also helped to identify the potential practical problems in data collection. It helped to discard irrelevant questions and to re-word the difficult or ambiguous questions. The necessary changes and modifications were made and the questionnaire was finalized.

### 1.9 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 from 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.

### 1.10 Dimensions of the Study

The present study takes the following dimensions for its analysis.

- Socio-Economic Values of Self-financing college teachers
- Job performance of the teachers (Before and after yoga practices)

The dimensions were further split into various sub dimensions.

### 1.11 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.

### 1.12 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.

### 1.13 Hypothesis of the Study

There is no significant relationship between the mean score of socio-economic values of the teachers and the job performance 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 of Job Performance of the Teachers in Self Financing Colleges Teachers before and After Yoga Practices

Job performance is taken as the priority dimension that can determine the relevant effect of the emotional reactions of the teachers so as to rectify negative emotions emphasizing the factor ascribing job satisfaction that can help the employers to understand the cause and effects of emotions and to rectify it to productivity. This is analyzed with the help of the following ten attributes such as ‘Observes punctuality in attending to the teacher classes or duties, Trust worthy with key responsibilities in the workplace, Able to achieves set goals or standards of the job, Promptly identifies potential problems in the institution, Contribution in solving problems arising at work, Prompt actions on problems arising at work before the teachers get out of hand, Identifies needs of the teachers specific area of responsibility, Suggest new ideas that can improve achievement of work related goals, Demonstrating ability to come up with creative ways of solving problems, Understanding of the responsibilities that the teachers job entails, Receives complaints on his/her work performance, Cooperation with fellow staff to achieve work related tasks, Relates poorly with the students in the institution, Relates poorly with fellow workers, Works well under pressure, Easily overwhelmed by the demands of work, Can handle work related stress effectively.

**Table 1: Mean and Standard Deviation for Job Performance of the Teachers in Self financing College’s Teachers before Yoga Practices**

Job performance of the teachers in self-financing colleges before yoga practice	Mean	Std. Deviation
Observes punctuality in attending to the teacher classes or duties.	3.60	.801
Trust worthy with key responsibilities in the workplace	3.68	.902
Able to achieves set goals or standards of the job	3.57	.821
Promptly identifies potential problems in the institution	4.02	1.023
Contribution in solving problems arising at work	4.19	.822
Prompt actions on problems arising at work before the teachers get out of hand	3.79	1.187
Identifies needs of the teachers specific area of responsibility	3.90	.960
Suggest new ideas that can improve achievement of work related goals	4.00	.983
Demonstrating ability to come up with creative ways of solving problems	3.84	.987
Understanding of the responsibilities that the teachers job entails	3.91	.907
Receives complaints on his/her work performance	3.76	1.036
Cooperation with fellow staff to achieve work related tasks.	3.77	.901
Relates poorly with the students in the institution	3.92	.834
Relates poorly with fellow workers	3.92	.871
Works well under pressure	3.98	.905
Easily overwhelmed by the demands of work	3.92	.881
Can handle work related stress effectively	4.43	.813

Source: Output generated from SPSS 20

From the above table, the identified mean for all the seventeen attributes of job performance infers that, Observes punctuality in attending to the teacher classes or duties, Trust worthy with key responsibilities in the workplace, Able to achieves set goals or standards of the job, Contribution in solving problems arising at work, Prompt actions on problems arising at work before the teachers get out of hand, Demonstrating ability to come up with creative ways of solving problems, Understanding of the responsibilities that the teachers job entails, Receives complaints on his/her work performance, Cooperation with fellow staff to achieve work related tasks, Relates poorly with the students in the institution, Relates poorly with fellow workers, Works well under pressure, Easily overwhelmed by the demands of work’ are those which waves between the scale neutral and agree. The following attributes such as ‘Promptly identifies potential problems in the institution, Contribution in solving problems arising at work, Suggest new ideas that can improve achievement of work related goals, and Can handle work related stress effectively’ exist between the scale agree and strongly agree. The standard deviation of the respective attributes shows that the factor ‘Promptly identifies potential problems in the institution, Prompt actions on problems arising at work before the teachers get out of hand and Receives complaints on his/her work performance’ 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 job performance of the teachers who are the respondents of this study have a notable impact over their job satisfaction with respect to some of the factors specially the



promptness in rectifying complaints. This may be due to the cause for the emotions that occurs due to dispositions of the teachers.

Job performance after yoga is taken as the priority dimension that can determine the relevant effect of the emotional reactions of the teachers so as to rectify negative emotions emphasizing the factor ascribing job satisfaction that can help the employers to understand the cause and effects of emotions and to rectify it to productivity. This is analyzed with the help of the seventeen attributes.

**Table 2: Mean and Standard Deviation for Job Performance of the Teachers in Self-Financing College after Yoga Practices**

<b>Job performance of the teachers in self-financing college after yoga practices</b>	<b>Mean</b>	<b>Std. Deviation</b>
Observes punctuality in attending to the teachers classes or duties.	4.18	1.339
Trust worthy with key responsibilities in the workplace	4.19	1.154
Able to achieves set goals or standards of the job	4.03	1.458
Promptly identifies potential problems in the institution	4.02	1.439
Contribution in solving problems arising at work	4.01	1.494
Prompt actions on problems arising at work before the teachers get out of hand	4.23	1.321
Identifies needs of the teachers specific area of responsibility	4.12	1.228
Suggest new ideas that can improve achievement of work related goals	4.07	1.431
Demonstrating ability to come up with creative ways of solving problems	4.39	.935
Understanding of the responsibilities that the teachers job entails	4.12	1.134
Receives complaints on his/her work performance	4.15	1.102
Cooperation with fellow staff to achieve work related tasks.	4.05	1.190
Relates poorly with the students in the institution	4.25	1.057
Relates poorly with fellow workers	4.15	1.127
Works well under pressure	4.06	1.174
Easily overwhelmed by the demands of work	4.13	1.143
Can handle work related stress effectively	4.09	1.187

Source: Output generated from SPSS 20

From the above table, the identified mean for all the seventeen attributes of job performance infers that, ‘Observes punctuality in attending to the teacher classes or duties, Trust worthy with key responsibilities in the workplace, Able to achieves set goals or standards of the job, Promptly identifies potential problems in the institution, Contribution in solving problems arising at work, Prompt actions on problems arising at work before the teachers get out of hand, Identifies needs of the teachers specific area of responsibility, Suggest new ideas that can improve achievement of work related goals, Demonstrating ability to come up with creative ways of solving problems, Understanding of the responsibilities that the teachers job entails, Receives complaints on his/her work performance, Cooperation with fellow staff to achieve work related tasks, Relates poorly with the students in the institution, Relates poorly with fellow workers, Works well under pressure, Easily overwhelmed by the demands of work, Can handle work related stress effectively’ exist between the scale agree and strongly agree. The standard deviation of the above said attributes shows that the all the factors deviates more towards the scale ‘Strongly 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 job performance of the teachers after yoga taken for this study has a notable impact over their job satisfaction with respect to the factors especially in a positive aspect. This may be due to the cause of practicing yoga and the emotions that occurs due to dispositions of the teachers.

### 1.16 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.





- The researcher recommends that the colleges should provide effective grievance handling system, balanced workloads, an open communication climate, chance for expressing conflicts with the superiors and stress reduction programmes like social gathering, organizational focus and celebrations at work place to stabilize emotions at work place.
- 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 working 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.
- Dwindling resources and ever-burgeoning workloads drive panics, anxiety and depression high, therefore the self-financing colleges should provide adequate resources to make feel their teaching staffs in a normal breadth.
- The teachers expect separate cabins with work tables that which provides physical convenience and encouragement in their work. The back pain and such other will lead to poor work. This enhances the work place affinity and positive reactions to deliver better performance.
- Research shows that teachers who are informed and included in decision making enjoy greater job satisfaction, have a higher self-esteem, and feel valued at work. Self-finance Management of the college can encourage the teachers to provide suggestions and opinions for the betterment of the academic system of the college and may initiate dedication of the teachers, increasing employee job satisfaction and higher productivity.

### 1.17 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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