



Relationship between Organizational Climate and Emotional Intelligence of Secondary School Teachers

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Abstract

The present study was conducted to investigate the relationship between emotional intelligence and organizational climate of secondary school teachers. A sample of 1403 teachers (939 male and 464 female), (1089 govt. and 314), (297 Urban and 1106 Rural) were chosen from secondary schools of Doda, Kishtwar and Ramban district of union territory of Jammu and Kashmir. Organizational climate scale for teachers developed by Venita Singh and emotional intelligence scale developed by Nahid and Jamal Sajjid. The data were analysed using descriptive analyses (mean, standard deviation, t-test, and coefficient of correlation 'r'). Result of the study exhibit that there is significant interaction between emotional intelligence and organizational climate of secondary school teachers. Thus, the null hypothesis, "that there is no significant correlation between organizational climate and emotional intelligence" is rejected. Further, the effect size (commonness) between organizational climate and emotional intelligence is 19%. It means two variables share 19% variance between them. The implication of this paper is to provide an insight and efficient information related to organizational climate and emotional intelligence which is prerequisite in improving teacher's performance in schools. This study has suggested a feasible research strategy that would be helpful to gain a good organizational climate as well as maximize the emotional intelligence of teachers.

Keywords: Emotional Intelligence, Effect size, Insight, Organizational Climate, Variables

1. Introduction

Teachers have a major role in the overall progress and development of the educational system. Effective information transmission is teacher's main duty because teaching is a noble profession. A great teacher supports their student's complete development and helps them to become honourable citizens who help to construct a strong nation. The effectiveness of any work or school organization depends upon the calibre of the individuals engaged in the teaching learning process and how well they fulfil their individual and group responsibilities. It is well known fact that education cannot be completely

realized or activates its objective without its facilitators, the teachers. This is because teachers play the biggest part in the process of learning (Rao and Kumar)¹. An emotionally intelligent teacher occupies a unique position in the educational setup. Due to both internal and external pressures, such as institutional pressure, administrative obligations and other external tasks like work related to census and election activities, the job of a teacher is becoming increasingly stressful and frantic. This is turning into an emotionally, cognitively, and physically taxing profession, teacher's efficacy, mental health, emotional intelligence, attitude competence and job satisfaction have all suffered as a result. An emotionally

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intelligent teacher possesses a unique blend of skills that go beyond traditional teaching techniques. Emotionally intelligent teachers who make a positive impact on the lives of their students usually demonstrate empathy, self-awareness, and a genuine commitment to support the emotional growth and well being of their students.

1.1 Organizational Climate

Organizational climate refers to the overall atmosphere or environment within an organization, shaped by various factors such as leadership style, communication patterns, organizational culture, and the relationship among employees. It reflects the collective perceptions, attitudes, and behaviour of individuals within the organization and influences their experiences, interactions, and performance. Organization makes up social systems. Organizational combine science and people, technology, and humanity. A specific kind of group is known, as an organization and the task and goal that its members must complete fall under this category. As such, it is an aspect of administration that deals with the deliberate organizing and planning of actions to achieve a particular goal. The environment of every business affects its performance in both positive and negative ways. The culture of the institution affects attitude, performance, and employee's satisfaction. According to (Koles and Kondath)² the environment is made up of all the resources, actions, characteristics and dispositions of principals and teachers. Organizational climate or school environment has a big impact on teacher's performance because it affects every employee's competence, motivation, emotional intelligence, mental health, and sense of purpose. The organizational atmosphere determines whether an individual feels content or dissatisfied at work. Since job satisfaction determines or influences an employee's competency and efficiency, we may conclude that organizational environment is intimately tied to the effectiveness, performance, mental wellbeing, and other factors of employees working in any type of workplace.

1.2 Emotional Intelligence

Emotional intelligence is referring to the ability to recognize, manage, understand, and express emotions effectively in oneself and others. It involves a set of skills and competencies that enable individuals to navigate social interactions, but relationship, and cope with the challenges of everyday life. The concept of emotional

intelligence was popularized by psychologists (Peter Salovey and John Mayers)³ in the early 1990's. Emotions undoubtedly are important part of one's personality. They determine the nature and success of the pattern of social interaction, functioning and also contribute to the mental wellbeing of an individual. An emotionally sound and healthy individual automatically avoids different issues and problems related directly or indirectly to the individual's pattern of emotional responses he gets from outside.

Teacher can play a key role in the classroom, as teaching is believed to be a pious profession. Being a teacher is an emotional job that requires emotional work, emotional relationships, and emotional comprehension. In order to raise and promote the social and emotional development of their people and to ensure the advancement and prosperity of the country, teachers must value their emotional relationship with their students. You need to have a lot of emotional intelligence. Teachers that possess higher emotional intelligence employ more adaptive and positive attitude towards their profession. Teachers with high emotional intelligence are able to establish and maintain strong interpersonal relationships while also recognizing the emotional needs of both students and others. Emotional intelligence is the primary factor that determines success in life in general and in the workplace in particular. Being able to recognize and manage one's emotions is a strategic element of emotional intelligence for successful teachers, as they will occasionally need to do so while handling situations that pupils bring up. A course and practice are necessary to become an emotionally competent teacher. Teachers who possess emotional intelligence exhibit a dynamic alignment with their pupils, work, and life. They react to unwanted tension with resilience and are less prone to wallow in bad feelings.

2. Review

Although a number of studies were carried on teachers in connection with job satisfaction, efficiency, mental wellbeing, and other variables, but a very few studies were conducted on relationship between emotional intelligence and organizational climate, whose findings are highlighted below.

Goleman⁴ asserts that followers emulate the attitudes of their leaders. Because of this, leaders who exhibit

good traits like empathy and optimism have a beneficial influence on employee behavior through building and sustaining supportive relationships. Conversely, leaders who exhibit toxic behaviours have the potential to damage employee relationships, which in turn has an adverse impact on the organizational climate. Anari⁵ found that there is positive relationship between organizational climate and emotional intelligence. Adhikari⁶ found that teachers at private schools have shown higher level of emotional intelligence when compared to govt. teachers. Dwivedi⁷ conducted a study on emotional intelligence among secondary school teachers. The findings of the study showed that male teachers had higher level of emotional intelligence in comparison to female teachers. On the other hand, research conducted by Mathialahan and Govindarajan⁸ conducted a study, wherein no significant impact of factors like location, type of school and gender was exhibited in emotional intelligence. Recent research examined the connection between organizational climate and emotional intelligence and emphasized the significance of leader's actions on worker's attitudes and perceptions (Momeni)⁹. (Apud Al Ghazo, Suifan, and Alnuaimi)¹⁰ carried out a study to know the relationship between organizational climate and emotional intelligence and how each contributes to the overall performance of an organization. The findings of the study showed that emotional intelligence not only had a positive impact on organizational climate, but it was a necessity for bureaucratic structures that aimed at better problem solving and decision-making. Zainie and Rizalie¹¹ found that there is positive correlation between emotional intelligence and interpersonal relations and organizational climate. Research conducted by Kumar and Rangan¹² exhibit that teacher's job satisfaction is impacted by emotional intelligence.

3. Research Methodology

The primary aim of this research paper was to determine the relationship between organizational climate and emotional intelligence of secondary school teachers. Therefore, this study was descriptive and quantitative, and a survey design was used to collect the data. All the secondary school teachers working in secondary schools of district Doda, Kishtwar and Ramban were the population of the study. A random sampling technique was used in the selection of the school teacher. For this purpose, two

questionnaires, school teacher organizational climate and employee's emotional intelligence scale were used. Data were collected via google forms by sending them to their official media platform and social media groups of secondary school teachers designed by chief education officers of all the three districts. The data was analyzed by using excel and SPSS software.

3.1 Scope of The Study

The scope of the investigation is to increase the intellectual horizon regarding extent to what emotional intelligence and organizational climate of secondary school teachers are correlated and how working environment has its direct link with pupil teacher relationship.

3.2 Need for The Study

This study was carried out to know how emotional intelligence is influenced by the organizational climate. This study of course will not only increase the insight of different variables related to teachers and teaching profession, but will also enhance the knowledge, how institutions can improve their climate to ensure smooth functioning of the same. These inputs will provide additional evidence of the benefits of motivating school teachers, enhancing their mental, socio-emotional abilities, developing their teaching skills, improving their efficacy level, and creating an enriching school climate.

4. Objective

Study the relationship between organizational climate and emotional intelligence of secondary school teachers.

4.1 Hypothesis

There is no significant relationship between organizational climate and emotional intelligence of secondary school teachers.

4.2 Population

In the present study secondary school teachers of district Doda, Kishtwar and Ramban of union territory of Jammu and Kashmir formed the population of the study. 365 schools were randomly selected from the districts under study. The detail of schools is given in Table 1.

4.3 Sample

The sample for the current study comprised of 1403 secondary and senior secondary school teachers belonging to the district Doda, Kishtwar and Ramban of Union Territory of Jammu and Kashmir.

4.3.1 Description of The Sample

Out of 1403 teachers belonging to secondary schools which were the part of the sample, 939 were male and 464 were female. Based on type of institution, 1089 teachers were from government schools and 314 were chosen from a private school which consists of 939 male and 464 female teachers. Similarly, 297 teachers were selected from urban area and 1106 teacher were chosen from the rural area in this study.

5. Data Analysis

The gathered data was processed using excel and the Statistical Packages for Social Sciences (SPSS) application for windows software (version 22.0). The emotional intelligence was assessed with the help of standardized tool of employee’s emotional intelligence scale Sajid Jamal and Nahid Ashraf¹³ and organizational climate was assessed with the help of another standardized tool school organizational climate scale for teachers developed by Venita Singh¹⁴. Since the data was large and therefore

before applying bi-variate correlation, the underlying assumption of correlation was checked, which were, normality of the data, homoscedasticity of the data and linearity of the relationship. The results of test of normality

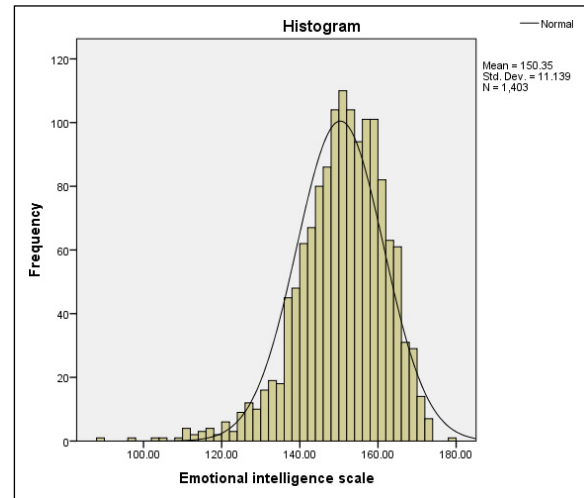


Figure 1. Depicts the (histogram) for emotional intelligence.

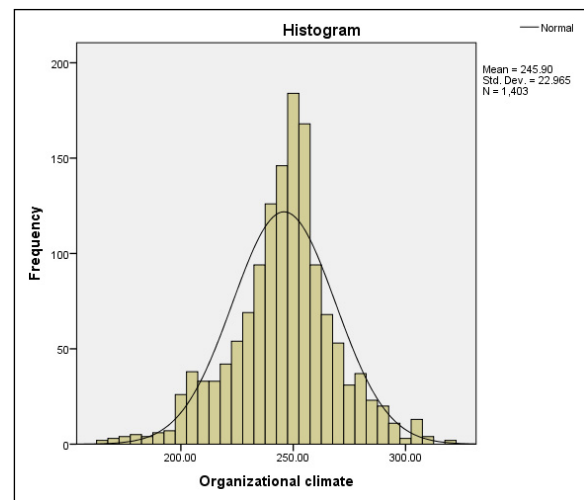


Figure 2. Depicts the (histogram) for organizational climate.

Table 1. District wise schools’ detail under study

| (District Wise) Detail of Schools selected for the data Collection | Type of School | | Total Schools |
|--|----------------|-----------|---------------|
| | Government | Private | |
| District Doda | 129 | 24 | 153 |
| District Kishtwar | 94 | 17 | 111 |
| District Ramban | 87 | 14 | 101 |
| Total | 310 | 55 | 365 |

Table 2. Detail of teachers selected for the study

| District | No. of Teachers | Gender | | Locale | | Type of School | |
|--------------|-----------------|-------------|--------|-------------|-------|----------------|---------|
| | | Male | Female | Urban | Rural | Government | Private |
| Kishtwar | 298 | 939 | 464 | 297 | 1106 | 1089 | 314 |
| Doda | 822 | | | | | | |
| Ramban | 283 | | | | | | |
| Total | 1403 | 1403 | | 1403 | | 4103 | |

are as follows. Before applying bi-variate correlation, the underlying assumptions of correlation were checked, which are,

1. Normality of the data
2. Homoscedasticity of the data
3. Linearity of the relationship

The results of test of normality are given below.

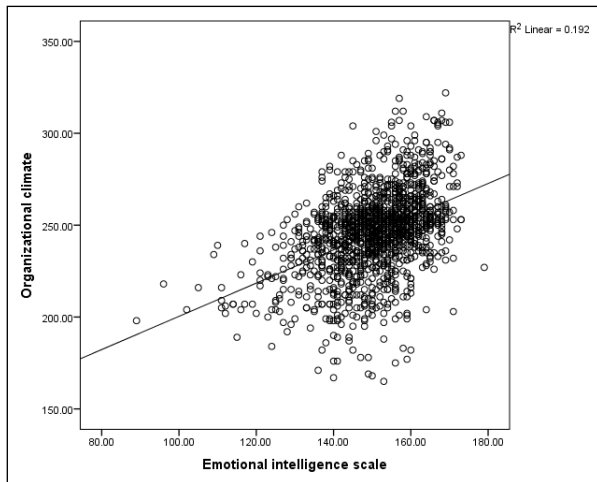


Figure 3. Depicts the scatter plot for emotional intelligence.

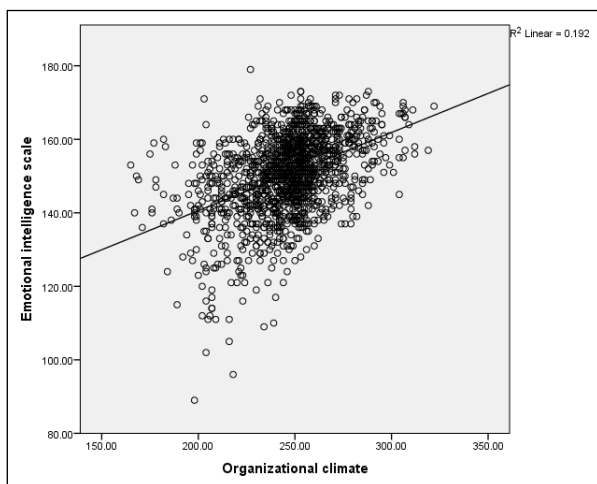


Figure 4. Depicts the scatter plot for organizational climate.

Table 3. Shows the Pearson Coefficient of Correlation for Organizational Climate and Emotional Intelligence

| Variables | Number | Mean | Standard Deviation | r | 2-tailed value (P Value) |
|------------------------|--------|--------|--------------------|--------|--------------------------|
| Organizational Climate | 1403 | 245.89 | 23 | .438** | .000 |
| Emotional Intelligence | 1403 | 150.35 | 11.13 | | .000 |

**Correlation is significant at the 0.01 level(2-tailed)

5.1 Test of Normality

Since the sample size was large 1403, thus Histogram was used by the researcher to interpret the results of, test of normality of the emotional intelligence and for organizational climate independently as described below:

5.2 Interpretation

From above histograms (Figure 1 and 2), it is pretty evident that the distribution curve is normal as the peak is in the middle, and on both side of the peak, the graph is decreasing in the same way. Thus, it can be concluded that distribution of scores of organizational climate and emotional intelligence do not deviate significantly from normality. Hence, the assumption of normality gets fulfilled.

5.2.1 Assumption of Homoscedasticity and Linear Relationship.

Both the assumptions linear relationship and homoscedasticity are examined through scatter plot/graph. The scatter plot between organizational climate and emotional intelligence is given below.

Looking into the Scatter plot/graph, it has been perceived that points in the scatter plot are not in a funnel shape and hence the assumptions of homogeneity appear tenable. Similarly, from the graph, it is evident that the points are randomly distributed both sides of the line and no shape other than line can be seen. Therefore, it has been observed, that scatter plot suggested there exists a linear relationship between emotional intelligence and organizational climate, and the assumption of linearity and homoscedasticity is not violated.

The correlation was analysed by using pearson's product moment method as described below:

6. Result

From the above Table 3, it can be observed that the coefficient of correlation (r) value between organizational climate and emotional intelligence is .438 which shows

a significant correlation between both the variables. The p value is less than 0.01 which means the relationship is statistically significant at 0.01 level of significance.

Thus, it suggests that organizational climate and secondary school teacher's emotional intelligence are significantly correlated. Thus, the null hypothesis, "that there is no significant correlation between organizational climate and emotional intelligence" is rejected. Further, the effect size (commonness) between organizational climate and emotional intelligence is 19%. It means two variables share 19% variance between them.

Based on the results of the study, investigator concluded that emotional intelligence and organizational climate are related to each other and has strong positive relationship between them. Organizational structure, leadership, interpersonal relationship and quality of the members working over there has its direct impact on the different dimensions of emotional intelligence, which indeed not only improve the work culture of the organization but simultaneously develop the psychological wellbeing, spirit of belongingness, cooperation, sincerity and dignity of labour which is prerequisite for the successful working of any institution.

7. Discussion

The major theme of this research was to measure the association between secondary school teacher's emotional intelligence and the atmosphere of their organization. The results of this study revealed that the climate of the organization had a significant effect on emotional intelligence of secondary school teachers. The result of the present study validates the two previously research done by Sodhi¹⁵, who stated that emotional intelligence of secondary school teachers and the organizational climate are significantly correlated.

8. Conclusions

Based on the data analysis, the researcher concluded that the organizational climate had a major impact on the emotional intelligence of secondary school teachers in the union territory of Jammu and Kashmir's Doda, Kishtwar and Ramban districts. All of these two variable's mean scores are in average level. But the correlational study of organizational climate and emotional intelligence are highly correlated with one another. It is further

concluded that organizational climate was found to have a significant and positive relationship on emotional intelligence. So organizational climate plays an important role for increasing and decreasing the level of emotional intelligence.

8.1 Suggestions in the Light of the Critical Analysis of the Study

1. The secondary school teachers should improve their performance in accordance with the different components of emotional intelligence i.e., understanding oneself empathy, self-control, social skill, and achievement orientation.
2. The heads of the institutions should also have a regular check on the teacher's performance by supervision and inspection and their interpersonal relation with each other.
3. Teachers should always keep their relation and interactions good with their staff working in any institution and is required to manage the relations around.
4. Head of the institution should introduce result oriented and congenial atmosphere to ensure satisfactory relation among its staff members.

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