

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE, EMOTIONAL INTELLIGENCE AND TEACHING COMPETENCY AMONG SECONDARY SCHOOL TEACHERS

V.MATHIALAHAN
Ph.D., Research Scholar
Department of Education
Alagappa University
Karaikudi
Tamil Nadu, India
E-mail Id:vmathisrc@gmail.com

Dr. K. GOVINDARAJAN
Research Supervisor, Assistant Professor
Department of Education
Alagappa University
Karaikudi
Tamil Nadu, India
E-mail Id: jeykgovind@gmail.com

Abstract

Now a day's teacher's role can be increased by the technological environment because technology improvement has occupied many roles in the improvement of students in many aspects. At the same time technology has given some disadvantages among the students' community with different field of such as physiological and physiological aspects. The teacher of today has a more responsive to control their students in all aspects with the school environment and also direct them to survive the society without any kind of crisis. Therefore the present teacher can develop their emotional intelligence, teaching competency and develop their skills to manage any kind of organizational climate in the school environment. Therefore it is felt that the organizational climate , emotional intelligence and teaching competency among the secondary school teacher is to be identified by these contacts to be rationalized one . Therefore the investigator has given the priority for the secondary school teachers and their organizational climate, emotional intelligence and teaching competency is to be measured simultaneously and provide fruitful implications to rectify the same and followed by safeguard their students with peaceful environment. The school environment of today is associated with the nature of the organizational climate, level of emotional intelligence of teachers and teaching competency of teachers who perform in the real classroom environment. These three variables are very important for the teachers who can able to perform the duty in successful way peaceful environment

Keywords: Organizational Climate, Emotional Intelligence, Teaching Competency

INTRODUCTION

The successful Teaching learning process requires the teachers to have good organizational climate, emotional intelligence and teaching competency because these three components are playing a vital role in the successful teaching learning process environment. Therefore, the teacher who

wants to become a successful teacher in the classroom requires these things in his/her teaching carrier. The many success teachers' story reveals that they are having emotional intelligence and teaching competency. Considering the above fact, the present and future teacher must be strengthened in the above discussed three things. If the teacher has emotional intelligence and teaching competency even though the organizational climate is not favour for the teacher. She/he will not able to succeed in the classroom. The organizational climate is also one of the main factors for teachers' performances in the classroom without any hindrance. The real performance of students needs the real capacity of the teachers who is handling the subject in effective manner and having high level teaching competency and emotional intelligence with favourable academic environment. So, the authorities of the school concerned should provide freedom for the staff who can act as independently for the improvement of academic performance of the students. If the organizational climate is not favourable for the teachers and students, it will establish some unfavourable academic disturbance among both students and teachers in the academic settings. In order to avoid the academic disturbance among the students and teachers, the administration must provide full fledged freedom for the teachers who are able to involve themselves efficiently in the teaching learning process. The academic performance of students is not only in the hands of the students but it is also on the part of the teachers who devote themselves for the enrichment of academic performance of their students because, the nature of the subject and teaching methodology of the subject and talents of the teachers are based upon his /her experience in teaching. Most of the high school teachers are having some experience in the field of teaching methodology and also having some knowledge in handling the children with emotionally stable. If the organizational climate is favour for them, it is sure that they will be able to succeed all the academic activities in teaching learning process.

The emotional intelligence of teachers is more essential for the students welfare and controlling the students with normal activities. Nowadays handling the students is very challenging for the teachers as the students are more addicted towards technological exposures and having some personal problems in their family environment. The students are coming with some kind of problems and approach the teacher who wants to rectify their problems and direct them to study with peaceful nature. In order to improve the emotional stability of the students during the school timings, the teacher should have good emotional intelligence which helps them to make the students academically intelligence and mentally stable in the society. Further, the academic performance of students has strong positive relationship with teachers having high teaching competency to teach the different subjects in an effective way and make the students more understanding of the subjects.

The high school teachers require high level of teaching competency and emotional intelligence followed by good organizational climate. All these are available for them definitely

where there is a big success in the teaching learning process as well as more academic enrichment among the students who study under these teachers. At present these three major components have high impact to be a successful teacher and make the students successful in the near future of academic culture.

NEED AND SIGNIFICANCE OF THE STUDY

A teacher who wants to serve as an effective teacher in the classroom who wants to be better in teaching, managing the students and expressing their talent in teaching the subject in the classroom should have emotional intelligence and a good organizational climate to achieve his/her goals. The real atmosphere of classroom settings is having the interest of students to study the subject without any misunderstanding and make them happy in the entire educational settings or entire school setting. The real success of teaching is not only teaching the students in academics but also inculcating the values among the students in the classroom. Therefore the teachers want to develop these three things such as adjusting behavior for the organizational climate, emotional intelligence and teaching competency simultaneously. The teacher who is not having the emotional intelligence and teaching competency is unable to perform the classroom teaching in an effective manner. Moreover, the organizational climate is more essential for teachers to perform their duty without any mental stress. Therefore, the school authorities should ensure the peaceful organizational climate being maintained in the school environment, because it gives the positive strength for teachers to be successful in their teaching learning process. Further, another important factor of emotional intelligence needed for a teacher is to manage and mould the students in a proper way. The teacher with strong emotional intelligence will help the students to make their emotional stability for managing issues both academic and personal. Especially for a secondary school teacher who needs to manage the young minds in the classroom, it requires a high level of emotional intelligence and teaching competencies for preparing the younger students with a strong foundation in basic academic success. The other factor of organizational climate is teaching competencies to improve the young minds of school. At present, the prime duty of teacher educator and authorities is to prepare the secondary school teacher with competence in teaching and having strong emotional intelligence for managing any kind of environment where they want to work.

OBJECTIVES OF THE STUDY

1. To find out the significance difference in the Organizational Climate, Emotional Intelligence and Teaching Competency of Secondary School Teachers
2. To find out the relationship between and among the variables Organizational Climate, Emotional Intelligence and Teaching Competency of Secondary School Teachers.

HYPOTHESES OF THE STUDY

1. There is no significant of difference between the Organizational climate, emotional intelligence and teaching competency of secondary teachers
2. There is a positive and significant relationship between the Organizational Climate and Emotional Intelligence of Secondary school teachers.
There is a positive and significant relationship between the Emotional Intelligence and Teaching Competency of Secondary school teachers
3. There is a positive and significant relationship between the Organizational Climate and Teaching Competency of Secondary school teachers.

RESEARCH METHOD

The present study has highlighted problems entitled organizational climate, emotional intelligence and teaching competency among the secondary school teachers. In order to carry out the present investigation, the researcher adopted normative survey method

RESEARCH TOOLS

1. Organizational climate assessment scale
2. Emotional intelligence assessment scale
3. Teaching competency assessment scale

SAMPLE & SAMPLING TECHNIQUE

According to the nature of the investigation the researcher collected 50 secondary school teachers respectively. The sample of the investigation represent teachers working in the higher secondary school which are located in and around Thanjavur district. The investigator adopted the simple random technique for the collection of sample for his investigation

DATA ANALYSIS

The following are the statistical techniques used in this study

- Descriptive Analysis .
- Differential Analysis
- Correlation analysis

HYPOTHESIS TESTING

Table 1

There is no significant of difference between the Organizational climate, emotional intelligence and teaching competency of secondary teachers

Variables	N	Sum of sqaures	Means quares	'F' test	P value
					0.00

Between group	50	2797.2133	1398.6067	16.1373	S
Withingroup	50	12740.3416	86.669		

It is inferred from the above table shows that the calculated F value 16.13 is higher than the table value at 5% level of significance. Hence, the null hypothesis, “there is significant difference among Organizational Climate, Emotional Intelligence and teaching competency” is rejected.

Table 2

There is a positive and significant relationship between the Organizational Climate and Emotional Intelligence of Secondary school teachers.

Variables	N	Mean	SD	‘r’ test	Level of significance
Organizational climate	50	119.84	10.87	0.11	NS
Emotional intelligence	50	128.94	7.28		

The P-Value is .275942. The result is not significant at $p < .05$

The calculated ‘ γ ’ value (0.11) is greater than the table value at 5% level of significance. Hence the null hypothesis, “There is a positive and significant relationship between the Organizational climate and Emotional Intelligence of Secondary school teachers” is accepted.

Table 3

There is a positive and significant relationship between the Emotional Intelligence and Teaching Competency of Secondary school teachers

Variables	N	Mean	SD	‘r’ test	Level of significance
Emotional intelligence	50	128.94	7.28	0.14	NS
Teaching competency	50	129.06	9.42		

The P-Value is .164756. The result is not significant at $p < .05$

The calculated ' γ ' value (0.14) is greater than the table value at 5% level of significance. Hence the null hypothesis, "There is a positive and significant relationship between the Emotional Intelligence and Teaching competency of Secondary school teachers" is accepted.

Table 4

There is a positive and significant relationship between the Organizational Climate and Teaching Competency of Secondary school teachers.

Variables	N	Mean	SD	'r' test	Level of significance
Organizational climate	50	119.84	10.87	0.33	S
Teaching competency	50	129.06	9.42		

The P-Value is .0008. The result is significant at $p < .05$.

The calculated ' γ ' value (0.33) is greater than the table value at 5% level of significance. Hence the null hypothesis, "There is a positive and significant relationship between the Emotional Intelligence and Teaching competency of Secondary school teachers" is rejected.

FINDINGS OF THE STUDY

1. The calculated F value 16.13 is higher than the table value at 5% level of significance. It is concluded that there is significant difference among Organizational Climate, Emotional Intelligence and teaching competency".
2. The calculated ' γ ' value (0.11) is greater than the table value at 5% level of significance. Hence the null hypothesis, "There is a positive and significant relationship between the Organizational climate and Emotional Intelligence of Secondary school teachers" is accepted.
3. The calculated ' γ ' value (0.14) is greater than the table value at 5% level of significance. Hence the null hypothesis, "There is a positive and significant relationship between the Emotional Intelligence and Teaching competency of Secondary school teachers" is accepted.
4. The calculated ' γ ' value (0.33) is greater than the table value at 5% level of significance. Hence the null hypothesis, "There is a positive and significant relationship between the Emotional Intelligence and Teaching competency of Secondary school teachers" is rejected

CONCLUSION

The present investigation result shows that organizational climate preferably supports the teachers to work with the peaceful mind in the school environment. That supports the teachers to improve teaching competency by their using emotional intelligence. Because of the emotional intelligence and teaching competency having a close relationship with each other, it is proved in the previous studies conducted India and abroad. Moreover, the organizational climate is also essential for the teacher's betterment of their teaching competency in the school environment. Hence all the three factors of organizational climate , emotional intelligence and teaching competency are vital ones for the secondary school teachers who can perform their duties in an effective manner in the school environment. A teacher has a very respectable position in today's society. Teacher is a source of morality and ideal man of the society. Teacher is an agent of change, transforming society. A competent and committed teacher is in demand for today's revolutionary era. Teacher's aptitude has been identified as one of the most crucial reasons for the successful education in the schools. Teacher's aptitude is closely associated with their work performance. A competent teacher is able to look into the future of the aspiring student and thus provide his or her best to bring nations dream come true. Therefore the study result suggests that all the three are very essential for school environment for the welfare of the teachers, students, and success of the school environment at present and future.

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