

## To find a relation of Organizational climate with emotional intelligence and socio economic status teacher educator teach in affiliated colleges of Panjab University, Chandigarh

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### Abstract

The present study was conducted with the aim to find out the relationship between Organizational climate of teacher educator with emotional intelligence and socio-economic status. A sample of 321 teacher educator teach in affiliated colleges of Panjab University, Chandigarh was selected through stratified random sampling for the present study. Statistical analysis was done through Coefficient of correlation. Standardized tools of reliability and validity were used for data collection. The result of the study revealed that Organizational climate is significantly related to emotional intelligence so that attention to dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees' emotional intelligence. The result also shows there is no significant relation between organizational climate and socio economic status.

**Keywords:** organizational climate, emotional intelligence and socio-economic

### Introduction

The institution is web of interaction among people who live and work together in a particular way. This interaction environment of the institution leads to organizational climate. The term 'organizational climate' refers to the overall atmosphere in an organization, which includes the members to play the role with varying degree of effectiveness. The organizational climate represents the entire social system of a workgroup. The term 'Organizational climate' has been variously understand in many ways such as 'the feel', 'the atmosphere', 'the environment', 'the zeal', 'the condition prevailing' and 'the tone of the institution'.

Organizational climate in an institution means an interpersonal relationship with the group (staff) and between the group and its leaders (principal). The term organizational climate was used for the first time by Cornell (1955) [6]. He defined organizational climate as "a delicate blending of interpretation by persons in the organization, of their jobs or roles, in relationship to others and their interpretation of the roles of others in the organizations". Sinclair (1970) [17] used educational environment as synonymous to organizational climate. He stated that the term educational environment refers to the conditions, forces and external stimuli that foster the development of individual characteristics. Halpin and Craft (1963) [7] explained that the organizational climate can be constructed as the organizational personality of the school. Analogously, personality is to the individual what organizational climate is to the organization. They viewed organizational climate as "General flow of behaviour and feeling within a group". In the opinion of Chattopadhyaya and Aggarwal (1988) [4], "organizational climate is an out come of an interplay between a number of variables of the societal system, the organization and the individual members."

From the definitions, it is clear that organizational climate is a complex set of factors. It combines both interpersonal behaviour and task achievement dimensions, and it affects the need satisfaction and performance of every members of the

organization.

Goleman (1998) [13] says that an emotionally intelligent person is likely to be skilled in two key areas namely "personal competence" - how one manages the self, and "social competence"- how one manages relationships. EI is nothing but the ability to understand one's emotions and those of people around us. It enables us to modify our feelings and influence what happens in the world around us. Emotional intelligence is one's subconscious ability to create positive outcomes in one's relationships with others and with oneself, by being in control of how one responds to the world around. Saarni (1999) [19] identified emotional competence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self-awareness, emotional regulation, working cooperatively, and caring about oneself and others. Bar-On (2000) [2] also proposed a Relational Model of EI as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Or more commonly known to depict an economic difference in society as a whole.

(Goleman 2001) [11] This means Emotional Intelligence of leaders has a direct influence on creating organizational climate for the organization. Organizational climate can be understood to be perception of outward features of an organization's culture. That is employee's perception and attitude towards their organization at a given time is the organization's climate. Emotional Intelligence refers to

understanding and recognition of oneself and others' abilities, perception and attitudes. The Emotional intelligence of manager has a great influence on staff's perception and attitude that create organizational climate. Leaders with high emotional intelligence may display characteristics that positively influence organizational climate. (Kerr, Garvin, Heaton, & Boyle, 2005) <sup>[15]</sup>. Researching the possible relationship between emotional intelligence and organizational climate in public school settings allows school boards and administrators to assist leaders with 7 improvements by targeting specific concepts and elements of emotional intelligence in professional development. Gordon (2007) <sup>[14]</sup>. Many organizational structures and leaders lose sight of the importance of emotional intelligence. It is imperative that leaders are motivated to ensure strong emotional intelligence within their organizations. Leaders must be emotionally intelligent in order to create, organize, and maintain organizational climates that generate strong outcomes for the services or products provided. This study adds to the knowledge regarding emotional intelligence and its relationship to organizational climate in public elementary schools.

(Corporate Leadership Council, 2004) <sup>[4]</sup>. Thus, organizational climate does not only seem to have a direct influence on financial and operational performance ie socio economic position, but also indirectly via employee engagement.

Sanville (2008) <sup>[16]</sup> researched the effects of six leadership styles on organizational climate and discovered that the strongest relationship was between emotional intelligence and organizational climate. Successfully leading an organization such as a public school and ensuring that the organizational climate is positive requires leadership to have and utilize emotional intelligence to ensure the betterment of the school. (Momeni 2009) <sup>[8]</sup> She found that strong positive correlation exists between Emotional Intelligence of Leader and Organizational climate as perceived by subordinates ( $r=.55$ ). The results of regression analysis show that amongst the emotional intelligence factors social awareness and self awareness have more influence on Organizational climate while among organizational climate factors credibility is most influenced by manager's Emotional Intelligence. The above confirms that there is a strong relationship between emotional Intelligence of leader and organizational climate. Porter (2010) <sup>[9]</sup> Research has been conducted to separately address emotional intelligence and organizational climate. Research also has been conducted correlating emotional intelligence and organizational climate in various settings). Diverse research studies have yielded findings on emotional intelligence and organizational climate that are valid and significant, creating opportunities for future research studies.

Binahati Waruwu (2015) <sup>[11]</sup>. This study is aimed at finding out the significant correlation between teachers' perceptions about principal's emotional intelligence and organizational climate and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias. There is significant correlation between the teachers' perception about principal's emotional intelligence and organizational climate.

### Objectives of the study

1. To study the relationship between Organizational climate and socio economic status of teacher educators of colleges

of education affiliated to the Panjab University Chandigarh.

2. To study the relationship between Organizational climate and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

### Hypothesis of the study

There will be no significant relationship between Organizational climate and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

There will be no significant relationship between Organizational climate and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh.

### Methodology

#### Sample

The present study was conducted on a stratified random sample of 321 teacher educators teaching in the colleges of education affiliated to the Panjab University Chandigarh.

#### Tools

Organizational Climate Inventory (Chatopadhaya and Aggarwal 1988) <sup>[4]</sup>.

It comprised of 70 items. The 70 items thus formed independent 11 scales. For computing item validity correlations with total organization climate scores were computed. These correlations show that all items had highly significant correlation with total OC score; being .001 on 68 out of 72 items. In this inventory split-half reliability was worked out. Reliability co-efficient by Spearman-Brown Formula was .898 which shows that there was high internal consistency in the instrument and hence it was highly reliable

#### Socio-Economic Status Scale (Kulshrestha, 1998).

This scale measures the status of the family, professional levels, caste, total monthly income, etc. In other words the scale collects information regarding the following component variables. Parents and siblings occupation, Parental and siblings education, Economic indicators, Cultural indicators.

Emotional Intelligence Scale (Hyde, Pathe and Dhar, 2000).

The 34 items thus chosen were administered on 200 subjects. The data was then tabulated and item total correlations were calculated. Items having correlation less than the value of .25 ( $p < .01$ ) were dropped. The value is taken from Fisher (1950) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability co-efficient was found to be 0.88. Besides face validity, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the co-efficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.23.

### Statistical Techniques Used

#### Coefficient of Correlation

**Result and Discussion**

**Table 1:** Coefficient of correlation of Organizational climate and socio economic status

Variable 1	Variable 2	Correlation	Significant Level
Organizational climate	socio economic status	0.053	Not significant

Results of table A show insignificant relationship between Organizational climate and socio-economic status due to insignificant r-value ( $r = .053$ ) at .05 level. In other words as per the result of present study there was no association between the Organizational climate and socio-economic status of teacher educators.

As per the results of present study variable of socio-economic status is not significantly related to the Organizational climate of teachers. In other words one's income, education, facilities at home and social status in the society had no bearing on Organizational climate. The co relation between Organizational climate and Socio-Economic Status is very low score in this study which shows Organizational climate does not much relate with Socio-Economic Status i.e high Organizational climate does not lead to high to Socio-Economic Status, so interpersonal relationship with the group (staff) and between the group and its leaders (principal) do not much impact on socio-economic status. Therefore hypothesis there will be no significant relationship between Organizational climate and socio economic status of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is accepted

**Table 2:** Coefficient of correlation of Organizational climate and emotional intelligence

Variable 1	Variable 2	Correlation	Significant Level
Organizational climate	emotional intelligence	0.127	0.05

It is evident from table B that Organizational climate and emotional intelligence were significantly positively related with each other as the obtained correlation. 127 was found to be significant at .05 level. In other words as per the result of present study higher the emotional intelligence higher the Organizational climate of teacher educators or lower the emotional intelligence lower the Organizational climate of teacher educators. so interpretation by persons in the organization, of their jobs or roles, in relationship to others and their interpretation of the roles of others in the organizations increase with emotional intelligence and one's subconscious ability to create positive outcomes in one's relationships with others and with oneself, by being in control of how one responds to the world around create congenial Organizational climate. Therefore hypothesis there will be no significant relationship between Organizational climate and emotional intelligence of teacher educators of colleges of education affiliated to the Panjab University Chandigarh is rejected

**Findings**

1. Variable of socio-economic status and Organizational climate are found to be insignificantly correlated at .05 level.  
Therefore hypothesis A that there will be no significant relationship between Organizational climate and socio-economic status is accepted.

2. A positive significant correlation is obtained between Organizational climate and emotional intelligence.  
Therefore hypothesis B that there will be no significant relationship between Organizational climate and emotional intelligence of teacher educator is not accepted.

**Conclusion and Educational Implications**

To make teachers high emotionally intelligent, better Organizational climate should be provided as well all are familiar with the fact that environment plays a pivoting role in development of emotional intelligence. Only emotionally intelligent person can handle his emotions competently. To achieve high emotional intelligence, teachers must learn to get a perspective on situation which otherwise would lead to emotional reactions. A teacher, who has high Emotional intelligence, can teach effectively and live in better Organizational climate with better understanding. This study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the Organizational climate and emotional intelligence of teachers. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualifications, but also on the emotional intelligence of teachers at the time of requirements and provide congenial Organizational climate. This Study can provide new ways of thinking for better planning & effective execution of educational programmes. Authorities may encourage more of mutual understanding, cooperativeness, esprit de corps and cause less of psychophysical hindrances, threat, alienation and control. They should provide opportunities to teachers to participate in decision-making process, teamwork and expression of ideas for improvement. If such atmosphere is created, teachers are sure to drive higher teaching effectiveness, which in turn, is likely to lead to their greater identification with their institution and its various activities

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