

ROLE OF EMOTIONAL INTELLIGENCE ON EMPLOYEE OUTCOMES OF SPECIAL SCHOOL TEACHERS IN KERALA

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University of Calicut
for the award of the degree of
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Under the Faculty of Commerce and Management Studies

By

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MAY, 2025

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I hereby declare that the work presented in the thesis entitled “**Role of Emotional Intelligence on Employee Outcomes of Special School Teachers in Kerala**” is based on the original work done by me under the guidance of Dr. Josheena Jose, Assistant Professor, Christ College (Autonomous), Irinjalakuda and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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||| **List of Abbreviations** |||

AGFI	Adjusted Goodness-of-Fit Index
ANOVA	Analysis of Variance
CB-CFA	Co-variance Based Confirmatory Factor Analysis
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CR	Composite Reliability
DF	Degrees of Freedom
EI	Emotional Intelligence
GFI	Goodness-of-Fit Index
GLS	Generalized Least Squares
OCB	Organisational Citizenship Behaviour
RMR	Root Mean Square Residual
RMSEA	Root Mean Square Error of Approximation
S E	Standard Error
SD	Standard Deviation
SEM	Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
TLI	Tucker Lewis Index

Chapter 1

INTRODUCTION

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Chapter 1

INTRODUCTION

1.1 Introduction

The teaching profession requires a distinctive combination of intellectual, emotional, and social skills, especially in special education environments. Special school educators in Kerala have a crucial role in influencing the lives of children with various needs, including physical, cognitive, or emotional disabilities. In addition to their academic teaching responsibilities, these educators must cultivate an atmosphere of inclusivity, patience, and compassion. The essence of their work necessitates outstanding Emotional Intelligence (EI), which greatly affects their capability to connect with students, handle stress, and work collaboratively with families and colleagues. For teachers working with intellectually challenged learners, these expectations are heightened, as they face diverse challenges, such as managing behavioral difficulties, addressing individual developmental requirements, and promoting inclusive settings. In this framework, two vital elements—Emotional Intelligence (EI) and employee outcomes such as job commitment, job satisfaction, job performance and organisational commitment are crucial in determining the effectiveness and sustainability of their professional contributions. It is defined by Mayer and Salovey (1997) as the ability to perceive, understand, and regulate emotions in oneself and others, helps teachers manage the emotional complexities of their classrooms. High EI levels allow teachers to build stronger relationships with their students, manage classroom stress effectively, and foster an environment conducive to learning (Mayer & Salovey, 1997).

The socio-cultural context of Kerala influences the emotional intelligence of teachers because the state gives importance to progressive education policies and emphasis on inclusive practices. It also provides financial support for special education. However, despite these advantages, teachers often face challenges such as limited resources, high parental expectations, less job security, inadequate

remuneration and the emotional toll of managing diverse needs within a single classroom. These challenges underscore the necessity for teachers to possess high levels of emotional resilience and interpersonal skills. Research highlights that targeted EI training programs can enhance these competencies, equipping teachers with the tools to navigate their professional demands effectively (Schutte et al., 1998). Furthermore, the integration of EI modules into teacher training programs has been suggested as a viable solution to address emotional exhaustion and improve job performance among special school teachers. As Joseph et al. (2020) note, teachers who participated in EI workshops reported significant improvements in their ability to manage stress, communicate effectively, and maintain positive attitudes towards their work. Despite the critical role of emotional intelligence in special education, it remains an underexplored area of research, particularly in Kerala. Previous studies conducted on teaching effectiveness and job satisfaction have acknowledged the importance of soft skills, but there is a lack of comprehensive studies focusing on the relationship between Emotional Intelligence and various employee outcomes among special school teachers. So, this study seeks to address this research gap by examining the emotional intelligence of special school teachers in Kerala and its relationship to their employee outcomes. The findings are expected to contribute towards theoretical knowledge, inform teacher training programs, and guide policymakers in creating supportive systems for special school educators who handle mentally impaired students.

1.1.1 Emotional intelligence

Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions while effectively navigating the emotions of others. This concept, popularized by Mayer and Salovey (1997), encompasses range of emotional and social competencies, including self-awareness, emotional regulation, empathy, and interpersonal skills. Emotional intelligence goes beyond cognitive abilities and intellectual functioning, emphasizing the importance of emotions in decision-making, problem-solving, and relationship management. It allows individuals to adapt to changing environments, handle stress effectively, and foster

meaningful connections, making it a critical factor for success in personal and professional domains (Mayer & Salovey, 1997).

1.1.2 Employee outcomes

Employee outcomes include a range of beneficial results that arise from successful workplace practices such as greater job satisfaction, higher productivity levels, better employee engagement and lower turnover rates, all of which lead to a more robust and thriving organization. It includes job commitment, job satisfaction, job performance and organisational citizenship behaviour.

Job commitment means the emotional attachment of a person towards the job and work role. It is the dedication and sense of responsibility of an employee to work better. It is a multidimensional construct often divided into three components:

Affective commitment: Affective commitment of employees are arising out of affection or passion towards the job. It is a type of emotional attachment towards the job they are working. **Normative commitment:** Normative commitment arising out of a sense of obligation to stay with the job. It is a type of moral connection towards the job. **Continuance commitment:** continuance commitment occurs when a person fears the losses of leaving the job. Here commitment arising out of their need to stay the job.

Job satisfaction is the level of contentment or fulfilment an individual experiences in their job and work environment. It is based on various factors such as the nature of work, relationship with colleagues and superiors, compensation, opportunities for growth and development, work-life balance, and organizational culture. Research studies showed that high levels of job satisfaction are often associated with increased motivation, productivity and overall wellbeing, while low job satisfaction can lead to stress, burnout and turnover.

Job performance of special school teachers is characterized by their ability to provide high-quality, individualized instruction and support to students with special needs, while also collaborating with colleagues, advocating for students, and engaging in ongoing professional development to enhance their practice.

Organizational Citizenship Behaviour is a collection of discrete activities and behaviours that individuals display in a way that adds to the success of the business, independent of their official employment classification. For teachers, OCB is a reflection of the extra effort and contribution they make to the development of a positive educational atmosphere.

1.2 Significance of the Study

Education plays a key role in the personal and the professional success of an individual. It focuses not only on the academic aspects but also on the holistic development of an individual. In the field of education, there is no doubt that the teachers play a pivotal role. So, the emotional as well as the mental state of a teacher is remarkable in the aspect of education. It directly and indirectly creates an impact on the teaching- learning atmosphere. The situation elevates while it comes in the case of differently abled students. One must be greatly concerned regarding the emotional intelligence of a teacher who handles the mentally or physically challenged students, as these students exist in a totally different emotional and mental state. The aspect of Emotional Intelligence is an important factor that caters to the balancing of an individual's life. It is so applicable for the teachers who work among the differently abled children especially who handle intellectually impaired students. Those teachers with high emotional intelligence will handle these students with much care, concern and affection. So, the study Role of emotional intelligence on employee outcomes of special school teachers in Kerala focuses on the aspects of the emotional intelligence of teachers who work in the field of special education.

Kerala, a state known for its high literacy rates, the role of special school teachers working with intellectually impaired students is both crucial and challenging. These educators are not just facilitators of learning but also key figures in fostering inclusivity for the differently-abled community. However, with limited resources and the emotional demands of their work, their well-being and job performance become significant factors in determining the quality of education and care provided to these students. At the heart of this dynamic lies Emotional Intelligence (EI)—a critical skill that influences how teachers manage their emotions, interact with

students, and handle workplace stress. Teachers with high EI tend to experience better mental health, increased job satisfaction, and greater work engagement, leading to a more positive and effective teaching environment. When educators feel emotionally supported and equipped to manage challenges, their productivity and enthusiasm increase, directly benefiting their students.

In the present scenario, this study is very much relevant and of great concern. As mentioned before, the higher the emotional intelligence of tutors, the higher will be their commitment towards their profession which leads to a higher job satisfaction. It paves the way for the higher performance of the teachers at their best. It in turn elevates the standard and growth of that particular institution. Moreover, emotional intelligence is closely tied to job outcomes such as job satisfaction, job commitment, job performance, stress management, and overall emotional and physical well-being. A teacher who can navigate emotional challenges effectively is more likely to stay motivated and committed, reducing burnout and turnover rates in special schools. This, in turn, ensures continuity and stability in student support, which is vital for children with special needs. So, this study intends to measure the role of Emotional Intelligence on employee outcome of teachers in the sector of special education. It also puts forward the methods and methodologies that boost the emotional intelligence of teachers in the field of special education. It even highlights the need of policy changes and the introduction of varied training sessions that invigorate the teachers who work for the intellectually impaired students.

By understanding the link between emotional intelligence and employee outcomes, this study can provide valuable insights for policymakers and educational institutions in Kerala. It can help design better teacher training programs, create supportive work environments, and implement policies that prioritize teacher well-being. In the long run, such initiatives will not only enhance teacher effectiveness but also contribute to the overall development of the differently-abled community. By shedding light on the importance of EI, this research ultimately aims to improve the quality of special education in Kerala, ensuring that both teachers and students thrive in an environment of care, understanding, and inclusivity.

1.3 Statement of the Problem

Kerala is a state with high literacy rate in India (Census 2011, 93.91%). The government is spending quite a number of amounts in developing the infrastructure and quality of the schools and colleges. However, when it comes to the education of special need children, the Government and departments concerned have an indifferent attitude (according to Mrs. Susheela Kuriachan, Vice chairperson, Association for intellectually challenged, Kerala). When we consider the Kerala's population, about 2.2 percentage state's total population are suffer from various disabilities (census 2011). Also, when we consider the literacy rate of Kerala the person with disabilities is also a part of it. So, the education of persons with disabilities is very important. Among these, the students with mental and intellectual disabilities need special care and attention because the behaviour of these students cannot be predictable. They have mood variations. They cannot go to an ordinary school like a physically challenged student. The teachers who handle this student must have some qualities like patience, self-management, social commitment etc.

As per the findings of M K Jayaraj Commission 2013, majority of special schools for mentally challenged are run by voluntary organisations and trusts, and they receive a nominal amount as government grant or financial assistance. To meet the various expenses of special schools, the government gives honorariums, but the money does not even help the schools to meet the salary expenses of teachers. Apart from these they cannot comes under any pension, welfare schemes etc. A teacher who intends to pursue their career as a special school teacher faces the constraints of job security, financial stability and career development because hardly there are government recognised post. In spite of these situations, every day the teachers spend their sweat and blood to take care of these children like their own. So, there is a problem arises despite these odds how do the aspirants develop job commitment. So, it is vital to study the emotional intelligence factors that act as a triggering agent towards various employee outcomes.

1.4 Scope of the Study

The scope of the study is confined to the analysis of the role of Emotional Intelligence on employee outcomes of special school teachers in Kerala who handle Intellectually impaired students. It analyses how emotional intelligence impacts teacher's job commitment, job satisfaction, job performance and organisational citizenship behaviour. The study is limited to special schools in Kerala, with data collected from teachers handling diverse categories of mental challenges. It aims to provide actionable insights for improving teacher Emotional Intelligence through training, support systems, and policies to enhance their job satisfaction and performance.

1.5 Objectives of the Study

- 1) To examine the emotional intelligence of special school teachers working in Kerala.
- 2) To analyses the job effectiveness indicators of special school teachers in Kerala
- 3) To examine the effects of emotional intelligence on the employee outcomes of special school teachers in Kerala
- 4) To examine the mediating role of job satisfaction in the relationship between emotional intelligence and job commitment of special school teachers in Kerala
- 5) To examine the moderating effect of supportive work environment on the effect of work engagement on job performance and organizational citizenship behaviour.

1.6 Hypotheses of the Study

The following are the research hypotheses formulated in the current research.

H₀: Emotional intelligence of the special school teachers working the special schools in Kerala is equal to the average level.

H₀: There is no significant difference between socio demographic variables of special school teachers with respect to the factors of emotional intelligence

H₀: There is no significant difference among the levels of job effectiveness indicators of special school teachers in Kerala

H₀: There is no significant association between socio demographic variables and the levels of job effectiveness of special school teachers in Kerala.

Hypotheses formulated using SEM Model

SM H1: Emotional intelligence has a positive effect on job satisfaction, job performance, job commitment and work engagement

SM H1: Job satisfaction and job commitment has a positive effect on job performance

SM H1: Work engagement has a positive effect on job performance

Hypotheses formulated using mediation Model

ME.H1: Job satisfaction mediates the relationship between emotional intelligence and job commitment

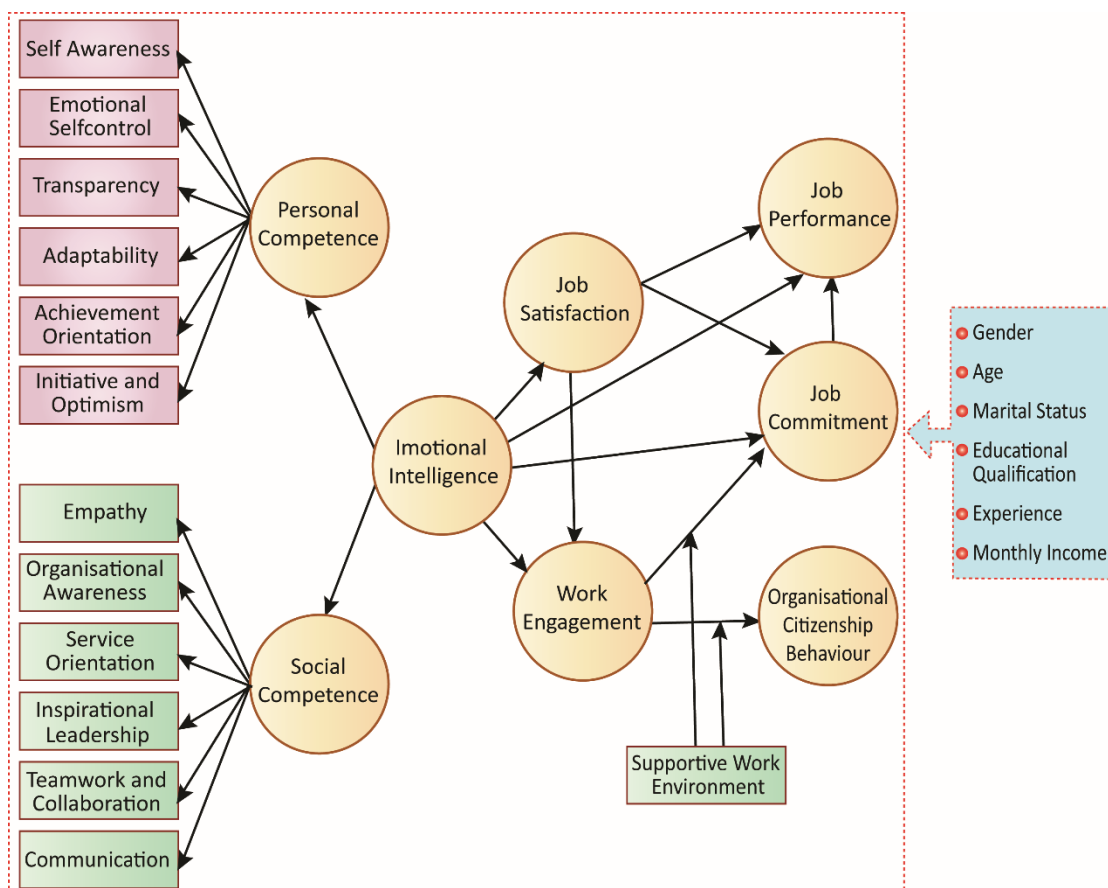
Hypotheses formulated using moderation Model

MO.H1: Supportive work environment has a moderating effect on the relationship between work engagement and job performance

MO.H1: Supportive work environment has a moderating effect on the relationship between work engagement and organizational citizenship behaviour

1.7 Conceptual model

In the current research, the researcher tries to analyse the role of emotional intelligence on employee outcomes of special school teachers in Kerala. In order to bring out the role of emotional intelligence on employee outcomes, the researcher developed a model based on the theoretical framework and related empirical studies. It helps to understand how one variable is related to other. In this study, this model shows the relationship between various constructs identified by the researcher.

Figure 1.1*Proposed Conceptual Model for the Study*

The proposed conceptual model of emotional intelligence (EI) provides a structure for understanding and studying the various aspects of EI and its effect on job satisfaction, job commitment, job performance, work engagement and Organisational citizenship behaviour. In this model, the researcher investigates the role of emotional intelligence on job satisfaction, job commitment, work engagement, organisational citizenship behaviour and job performance. These results are significantly influenced by emotional intelligence, or the capacity to recognize, regulate, and use emotions in oneself and others.

1.8 Methodology and Database

This section provides an overview of the Research Methodology, description of the Sampling Frame, Method of Study, Instrument Development, Data Collection Procedures, and Data Analysis.

1.8.1 Research Methodology

The present study Role of Emotional Intelligence on Employee Outcomes of Special School Teachers in Kerala follows a descriptive research design. The Research process started with the identification of research gap followed by formulation of hypothesis. The sample size for this study was determined based on the objectives and selected statistical methods. The method of study was chosen based on the objectives of this study, the availability of data sources, the type of data, and the cost of obtaining the data. In the next stage processes involved developing the instrument, selecting the pilot sample, and conducting the pilot test. For this study, items in the instrument were adopted from previously validated instruments. The selected survey instrument was distributed to the targeted population. Subsequently data analysis was made. It involved examining the data (e.g., normality, outliers, and missing data), choosing input matrix (i.e., covariance or correlation matrix), evaluating model estimates and goodness-of-fit, and interpreting the model. Finally, the results of the study were reported.

1.8.2 Collection of Data

Data have been collected from both primary and secondary sources.

a) Primary Data

In the present study, the primary data have been collected from the special school teachers who handle intellectually impaired students in Kerala through structured questionnaire. The data were collected from 606 special school teachers in Kerala by using appropriate questionnaire, and the same has been pre-tested through a pilot study.

b) Secondary Data

The secondary data has been collected from the following sources.

- 1) Published and unpublished research reports and dissertations.
- 2) Journals like International Journal of Educational Research, Journal of Emotional Intelligence, Indian Journal of Psychology and Education.
- 3) Government Reports and Publications include Reports from the Ministry of Education and State Department of Education (Kerala) on special education and teacher performance, National-level surveys and policy documents, National Education Policy (NEP) 2020, District Information System for Education (DISE) Reports.
- 4) Statistical Data from Reputed Sources include Data from Census of India and National Sample Survey Office (NSSO) on education and employment trends in Kerala, Reports from Kerala State Literacy Mission Authority.
- 5) Conference Proceedings on Papers presented at educational or psychological conferences focusing on Emotional intelligence, Special education, Teacher job satisfaction or commitment.
- 6) Newspaper articles and magazines (e.g., The Hindu, Malayala Manorama, or Indian Express) covering issues related to special education, teacher stress, or emotional intelligence and online dailies and related websites.

1.8.3 Sample Design

The sampling design in the research study involves decisions regarding Sampling population, sampling element, sampling method, sampling size and Sampling unit.

a) Sampling Population and Element of the study.

The current study, the special school teachers who handle intellectually impaired students in Kerala are considered as the sampling Population.

b) Sampling Technique

The present study is related to the role of emotional intelligence on employee outcomes of special school teachers in Kerala and the sampling technique is multi-stage random sampling. It involves classifying the districts of Kerala into three groups based on the number of employees: high, medium and low. The classification is determined using the median value of employee distribution across districts. This approach ensures a balanced representation of workforce distribution across various districts.

Stage 1: Categorise the districts of Kerala into three groups based on employee count relative to median

High group: Districts with employee count significantly above the median (Districts with more than 325 employees)

Medium group: Districts with employee count around the median (Districts with employee count between 200-325)

Low group: Districts with employee count significantly below the median (Districts with less than 200 employees)

Stage 2: Two districts were randomly selected from each group

Stage 3: The samples were taken from selected districts on proportionate basis.

c) Sample size determination of special school teachers in Kerala

The sample size for this study was determined using a standard statistical formula, incorporating the standard deviation obtained from a pilot study involving 60 participants. The calculation was performed to maintain a standard error within a 5% significance level, ensuring statistical reliability. The formula used for determining the sample size is as follows:

$$\text{Sample size (n)} = (ZS/E)^2 \text{ (Israel, 2009)}$$

Where:

Z = 1.96 (the standard score corresponding to a 95% confidence level),

S = 0.628 (the standard deviation derived from the pilot study),

E = 0.05 (the permissible margin of error, set at 5%).

N = $(1.96 \times 0.628 / 0.05)^2 = 606.14$ (rounded to 606)

The calculated sample size was 606.14, which was rounded to 606 to maintain whole-number precision in data collection. This final sample size was selected to ensure statistical accuracy and adequacy for the study's analysis.

To ensure compliance with the requirements of Covariance-Based Structural Equation Modelling (CB-SEM), the adequacy of the sample size was further evaluated. As per Tanaka (1987), a minimum case-to-free parameter ratio of 5:1 is sufficient for conducting SEM using Maximum Likelihood Estimation (MLE), provided that the data exhibit multivariate normality. Given that the study utilized a sample size of 606, it exceeded this threshold, ensuring strong statistical power and reliability for SEM analysis. This selected sample size not only meets these methodological criteria but also enhances the precision and validity of the conclusions of the study.

Table 1.1

Sample size determination of special school teachers

Category	Districts	Total number of teachers	Teachers selected from each district
High group	Thrissur	407	157
	Kozhikode	374	143
Medium group	Malappuram	324	124
	Idukki	206	79
Low group	Palakkad	142	54
	Pathanamthitta	128	49
Total		1581	606

Source: Data compiled from general education department, Kerala

Table 1.2

Sampling Concepts

Sl. No.	Sample Concepts	For the present study
1	Sample frame	Teachers who handle intellectually impaired students in Kerala (data obtained from general education department)
2	Population for sample selection	The total number of special school teachers handle intellectually impaired students in Kerala
3	Sampling Unit	Each special school teacher who handles intellectually impaired student
4	Sampling Technique	Multistage random sampling
5	Sample size	606

1.8.4 Tools/Instruments for Data Collection

A set of structured questionnaire was used as the instrument for the collection of primary data. The questionnaire starts with the demographic profile of the special school teachers followed by the questions related to the emotional intelligence level of teachers, job commitment, job satisfaction, job performance and their organisational citizenship behavior. (Appendix 1)

1.8.5 Variables used for the study

The study on the role of emotional intelligence on employee outcomes have been analysed with distinct concepts. These concepts are descriptive in nature and obtained from the existing literature. The important variables used for measuring emotional intelligence and employee outcomes of special school teachers in Kerala are as follows.

Constructs used in the study

Emotional Intelligence: Personal Competence and Social Competence

Personal Competence

Self-Awareness (SLA)
 Emotional Self Control (ESC)
 Transparency (TRA)
 Adaptability (ADA)
 Achievement Orientation (ACO)
 Initiative and Optimism (IAO)

Social Competence

Empathy (EMP)
 Organisational Awareness (ORA)
 Service Orientation (SRO)
 Inspirational Leadership (IPL)
 Teamwork and Collaboration (TAC)
 Communication (COM)

Job Commitment

Affective Commitment (AFC)
 Normative Commitment (NOC)
 Continuance Commitment (COC)

Employee Outcomes

Job Satisfaction (JOB)
 Job Performance (JBP)
 Organisational Citizenship Behaviour (OCB)
 Work Engagement (WRE)
 Supportive Work Environment (SWE)

1.8.6 Pilot Study, Testing, and Instrument Revision

Pilot study was conducted by the researcher among 100 special school teachers in various districts of Kerala. This questionnaire was properly developed and duly pre-tested in order to confirm its applicability. The data were analyzed with the help of SPSS and checked the validity and reliability of the questionnaire.

A. Reliability testing

Table 1.3

Internal consistency analysis based on pilot study

SI No.	Constructs	Cronbach's Alpha	No. of Items	No. of Items deleted
1	Self-Awareness (SLA)	0.761	5	Nil
2	Emotional Self Control (ESC)	0.843	5	Nil
3	Transparency (TRA)	0.779	5	Nil
4	Adaptability (ADA)	0.853	5	Nil
5	Achievement Orientation (ACO)	0.845	5	Nil
6	Initiative And Optimism (IAO)	0.776	5	Nil
7	Empathy (EMP)	0.817	5	Nil
8	Organisational Awareness (ORA)	0.855	4	Nil
9	Service Orientation (SRO)	0.903	5	Nil
10	Inspirational Leadership (IPL)	0.981	5	Nil
11	Teamwork And Collaboration (TAC)	0.788	5	Nil
12	Communication (COM)	0.762	5	Nil
13	Affective Commitment (AFC)	0.845	5	Nil
14	Normative Commitment (NOC)	0.727	5	Nil
15	Continuance Commitment (COC)	0.867	5	Nil
16	Job Satisfaction (JOB)	0.933	5	Nil
17	Organisational Citizenship Behavior (OCB)	0.878	5	Nil
18	Work Engagement (WRE)	0.863	6	Nil
19	Supportive Work Environment (SWE)	0.885	5	Nil
20	Job Performance (JBP)	0.910	6	Nil

Source: Primary Data

The above table shows the internal consistency analysis of twenty constructs by Cronbach's Alpha for 100 samples based on pilot study. Cronbach's Alpha values obtained from the pilot study indicate that all of the constructs are reliable in terms of its internal consistency. When it comes to reliability coefficients, a value of 0.70 or more is generally considered to be good (Nunnally, 1967). Between 0.60 and 0.70 is the appropriate range for the coefficient. As a result, the researcher can carry on with the next round of data collection. Through the pilot study, the suggestions and

recommendations have been collected and it is incorporated by making the minor changes required, in order to construct the final questionnaire admitting to collect the data from the special school teachers.

B. Validity Testing

Validity testing ensures whether the questionnaire accurately measures what is intended to measure. It ensures that the collected data are truly related to the constructs under study.

1) Content Validity

The content validity of the research instrument was ensured with the help of experts and academicians in the field. The researcher discussed with the supervisor, statistician and psychologists and ensured that all the questions were relevant and suitable for achieving the research objective.

2) Construct Validity

Construct validity measures whether the constructs correlated with theoretical concept. To ensure construct validity, both convergent and discriminant validity can be measured.

Convergent validity ensures that a set of observed variables are accurately represent the underlying latent construct. The researcher used factor loadings, Average Variance Extracted (AV) values and Composite Reliability (CR) for measuring convergent validity. If all three values such as factor loadings greater than 0.50, AVE greater than 0.50 and CR greater than 0.70, indicate the convergent validity of research instrument (Hair et.al 2010). The present study satisfies the above conditions.

Discriminant validity ensures that a construct is distinct from other constructs. In the present study the researcher used the Fornell and Larcker (1981) approach to assess the discriminant validity indicate that the square root of AVE values is greater than the inter construct correlation, ensures discriminant validity.

1.8.7 Test of Normality

The researcher used Kolmogorov-Smirnov test (K-S Test) to check the normality of data.

Table 1.4

Normality of data (distributional assumption)

SI No.	Constructs	Statistic	Sig.
1	Self-Awareness (SLA)	0.023	0.200*
2	Emotional Self Control (ESC)	0.029	0.200*
3	Transparency (TRA)	0.021	0.200*
4	Adaptability (ADA)	0.031	0.200*
5	Achievement Orientation (ACO)	0.034	0.200*
6	Initiative and Optimism (IAO)	0.019	0.200*
7	Empathy (EMP)	0.017	0.200*
8	Organizational Awareness (ORA)	0.029	0.200*
9	Service Orientation (SRO)	0.024	0.200*
10	Inspirational Leadership (IPL)	0.025	0.200*
11	Teamwork and Collaboration (TAC)	0.027	0.200*
12	Communication (COM)	0.024	0.200*
13	Affective commitment (AFC)	0.029	0.200*
14	Normative commitment (NOC)	0.023	0.200*
15	Continuance commitment (COC)	0.041	0.200*
16	Job satisfaction (JBS)	00.37	0.200*
17	Organisational Citizenship Behaviour (OCB)	0.051	0.200*
18	Work engagement (WRE)	0.25	0.200*
19	Supportive work environment (SWE)	0.30	0.200*
20	Job performance (JBP)	0.22	0.200*

Source: Primary Data

* *This is a lower bound of the true significance*

The Kolmogorov-Smirnov test results show the normality of data for various constructs (Sarstedt & Mooi, 2014). It can be inferred from the above table that all the P values are greater than 0.05, indicate that the data of each construct follows normal distribution.

For all constructs, the significance (P-value) is reported as 0.200, which is the lower bound of the true significance. This indicates that the null hypothesis of

the test (the data is normally distributed) cannot be rejected for any construct. The test statistics for the constructs range between 0.017 and 0.051, which are low values, further supporting the conclusion that the data does not deviate significantly from a normal distribution. Since all the P-values (0.200) are greater than the generally accepted threshold of significance (e.g., 0.05), it can be inferred that the data for all constructs is normally distributed. The low-test statistic values strengthen this conclusion.

1.8.8 Statistical Tools and Software Packages Used for Data Analysis

The present study used the following mathematical and statistical tools and techniques for analysis of data.

- 1) To examine the level of emotional intelligence of special school teachers working in Kerala, both descriptive (Mean, Standard Deviation, Quartile Deviation and percentage analysis) and inferential (One sample t-test, independent t-test, one way ANOVA with Tukey's post hoc analysis) statistical methods were used.
- 2) To analyse the job effectiveness indicators of special school teachers in Kerala, both descriptive (Quartile deviation and percentage analysis) and inferential (Chi-square test for goodness of fit and Chi-square test for association) statistical methods were used.
- 3) To examine the effects of emotional intelligence on the employee outcomes of the special school teachers in Kerala, a conceptual model is validated with Co-variance based Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) were used with the help of SPSS and AMOS.
- 4) To examine the mediating role of job satisfaction in the relationship between emotional intelligence and job commitment, Structural Equation Modelling (SEM) techniques and bootstrapping procedures were used with the help of SPSS and AMOS.

- 5) To examine the moderating effect of supportive work environment on the effect of work engagement on job performance and organisational citizenship behaviour, Structural Equation Modelling (SEM) techniques and unstandardized regression co-efficient were used.

1.9 Operational Definitions of Terms and Concepts

An operational definition is a clear and detailed description of the variables used in the study. It helps the researcher to limit the scope of the study and focus on the required elements of the study at the time of data collection. The operational definition of the various variables used in the present study are given below.

- **Emotional Intelligence**

Emotional intelligence is the ability of a special school teacher to recognise, understand and manage the emotions of oneself as well as others such students, colleagues and parents in a work setting. Special school teachers with high emotional intelligence create a positive and supportive classroom environment which enhances the teacher student relationship.

- **Job commitment**

Job commitment is the psychological attachment, dedication and willingness of special school teachers to stay in their job.

- **Job satisfaction**

It is the extent to which special school teachers feel fulfilled and satisfied with their roles.

- **Job Performance**

It is the effectiveness and efficiency showed by special school teachers in carrying out their responsibilities related to the job.

- **Organisational Citizenship Behaviour**

It is the voluntary behaviour of special school teachers beyond their formal job responsibilities. In the present study, organization means the educational institution or schools.

- **Special school teacher**

In the present study special school teacher means a teacher who handle an intellectually impaired student.

1.10 Limitations of the Study

- 1) The study is confined to the state of Kerala, and may be some findings are unique and exclusive to it, so could not be generalised.
- 2) The study examines the role of emotional intelligence on employee outcomes of special school teachers and not covers the burnout tendency of teachers.

1.11 Chapter Scheme

The overall thesis has been divided into seven chapters. The thesis is presented in the following manner and order.

Chapter 1: Introduction

The First chapter includes a brief introduction regarding information about Emotional Intelligence, employee outcomes, Statement of the Problem, objectives of the study, significance of the study, scope of the study, hypotheses, conceptual model, methodology and database, tools of analysis, operational definitions of terms and concepts and the limitations of Study.

Chapter 2: Review of Literature

The second chapter covers various studies related to the topic such as emotional intelligence in general, emotional intelligence and job commitment, emotional intelligence and job satisfaction, emotional intelligence and job performance, emotional intelligence and organisational citizenship behaviour. Research gap identified by the researcher is also included in this chapter.

Chapter 3: Theoretical Framework of the Study

This chapter covers the theoretical framework and related concepts of emotional intelligence, job satisfaction, job commitment, job performance, work engagement and organisational citizenship behaviour

Chapter 4: Emotional Intelligence and Job Effectiveness Indicators of Special School Teachers in Kerala

This chapter covers the detailed analysis of the level of emotional intelligence and job effectiveness indicators of special school teachers in Kerala.

Chapter 5: Developing and Validating Empirical Research Model for Special School Teachers in Kerala

This chapter covers the development of a Structural Equation Model showing the interplay between emotional intelligence and employee outcomes of special school teachers in Kerala

Chapter 6: Emotional Intelligence and Special School Teachers in Kerala: Mediation and Moderation Analysis

This chapter covers the mediating role of job satisfaction in the relationship between emotional intelligence and job commitment of special school teachers in Kerala. It also covers the moderating effect of supportive work environment on the effect of work engagement on job performance and organisational citizenship behaviour of special school teachers in Kerala.

Chapter 7: Summary, Findings, Conclusion and Recommendations

This is the last chapter of the thesis, explains the summary of the study, overall findings, conclusion and recommendations. It also provides the areas for further research.

1.12 Chapter Summary

The chapter gives a background for the research study. It gives explanation of the basic features and factors of emotional intelligence and employee outcomes. The present chapter deals with the description of the research problem, the objectives, scope, significance, methodology and limitations of the study. It ends with the Operational Definitions and Chapterisation of the research work. Thus, the chapter gives a clear idea about the topic and constructs used to measure the objectives of the study.

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Chapter 2

REVIEW OF LITERATURE

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Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

The chapter gives a sound foundation to the overall research study by review of previous studies done and then presenting the literature. Emotional Intelligence (EI) influences individuals' behaviour and interactions in a variety of social and professional circumstances. It is the capacity to detect, analyse, regulate, and use one's own emotions as well as the emotions of others. EI is especially essential in the context of special education instructors because of the unique problems they confront in working with kids who have various learning requirements and emotional experiences. Job commitment refers to an employee's level of passion, loyalty, and excitement for their job and company. It entails a psychological commitment to one's job and a readiness to spend time and effort to help the company achieve its goals. Despite the inherent limitations of working in an educational setting that demands particular attention and care, special school instructors may feel a strong sense of duty and a desire to make a good difference in the lives of their pupils.

Employment satisfaction refers to an individual's overall happiness and fulfilment as a result of their employment. It entails determining if the employment matches personal ideals, fulfils intrinsic needs, and gives a sense of accomplishment. Job satisfaction in special education can be influenced by factors such as the ability to effectively teach and support students with special needs, the support they receive from colleagues and administrators, the availability of resources, and the sense of accomplishment that comes from seeing their students' progress. Job performance refers to how well people carry out their job obligations and contribute to the organization's goals. Job performance for special school teachers may include factors such as their ability to create a supportive and inclusive learning environment, adapt teaching methods to individual student's needs, and collaborate with parents and support staff to improve students' overall development. Organizational Citizenship

Behaviour (OCB) refers to voluntary, positive behaviours taken by workers to assist their organization in addition to their formal job responsibilities. Volunteering for extra chores, assisting coworkers, displaying initiative, and contributing to a healthy work environment are examples of OCB behaviours. In the case of special education instructors, OCB might take the form of actively participating in extracurricular activities, mentoring new teachers, sharing resources and methods with colleagues, and actively interacting with parents to develop a strong school community.

Emotional intelligence, job commitment, job satisfaction, job performance, and Organizational Citizenship Behaviour are all interrelated factors that contribute to the effectiveness of special education instructors. Developing a strong emotional intelligence foundation can improve their ability to connect with students, colleagues, and parents, leading to higher job satisfaction and commitment, improved job performance, and a greater proclivity to engage in positive organizational citizenship behaviours. These components work together to produce a supportive and accommodating atmosphere for kids with special needs' overall growth and development.

2.2 Reviews regarding Emotional Intelligence

Emotional Intelligence (EI) has attracted extensive investigation across various fields due to its influence on human well-being, interpersonal connections, and professional accomplishment. This study delves into the wide amount of research on emotional intelligence, its components, measurement, and implications for personal and professional success.

The study on emotional intelligence conducted by **Salovey and Mayer (1990)** established the groundwork for most of the later research on this issue. The "Emotional Intelligence" research intended to develop a theoretical framework for comprehending emotional intelligence and its significance in all parts of life. At the time of their research, the idea of emotional intelligence was still in its infancy. Salovey and Mayer sought to codify and clarify the concept of emotional intelligence, as well as its vital role in human cognitive and emotional processes. They aimed to give a complete framework for comprehending how people perceive, use, comprehend, and

control emotions in themselves and others. In their work, Salovey and Mayer took a theoretical approach, concentrating on concept creation rather than actual data collecting. They used current findings from psychology, affective science, and other domains to build an emotional intelligence model. This research on emotional intelligence established a complete theoretical framework that is still influencing research and applications in psychology, education, and other fields. It sheds light on the complexities of emotional intelligence and its function in human cognition and emotional well-being.

Goleman (1995) expanded on this idea, emphasizing the importance of emotional competence in social interactions and decision-making processes. "Emotional Intelligence," by Daniel Goleman, was significant at the time of its release because it introduced the notion of emotional intelligence into the mainstream. Goleman intended to express that emotional intelligence, which comprises abilities linked to identifying, understanding, controlling, and effectively employing emotions, is as important as standard cognitive intelligence (IQ). His work was significant in popularizing the notion of emotional intelligence and emphasizing its importance in numerous facets of life. It provides a thorough review of the fundamental components of emotional intelligence as well as practical tips for improving emotional intelligence abilities.

Mayer and Salovey's (1997) paper, "What is Emotional Intelligence?" is a key piece of work that expands on their previous research on the notion of emotional intelligence (EI). The purpose of this research is to give a more in-depth knowledge of emotional intelligence and its numerous dimensions. Mayer and Salovey's research build on their seminal work on emotional intelligence. They attempted to broaden the notion of emotional intelligence by providing a more thorough model that articulates the major components and mechanisms involved in emotional intelligence. Their research aims to create a more comprehensive framework for comprehending the concept and its ramifications. This study focuses on concept creation and theoretical elaboration rather than practical research. To explain the numerous components of emotional intelligence, Mayer and Salovey combined

current research as well as their prior work. This study made an important contribution to the knowledge and conception of emotional intelligence. Their four-branch model provides a systematic foundation for further study and practical applications of EI in a variety of disciplines.

Reuven Bar-On's (1997) work, "The Emotional Intelligence Inventory (EQ-i): Technical Manual," makes an important addition to the development of emotional intelligence assessments and our knowledge of the term. The goal of Reuven Bar-On's research was to create a thorough self-report assessment instrument for evaluating emotional intelligence. He noticed that standard intelligence assessments (IQ) did not account for the whole spectrum of human abilities and skills that are important for personal and professional success. Bar-On's goal was to develop a tool that could measure emotional and social competencies, which he considered to be important in general well-being and successful functioning. He was instrumental in the creation of the Emotional Intelligence Inventory (EQ-I), a widely used self-report assessment tool for evaluating emotional intelligence across several domains. This work has had a long-term influence on the measurement and implementation of emotional intelligence.

Emotional intelligence (EI) in parenting and its influence on developing a caring and supportive home environment is shown by **Gottman and De Claire (1997)**. This approach is consistent with the principles mentioned in the 1997 book "Raising an Emotionally Intelligent Child" by John Gottman and Joan De Claire. They discovered that by efficiently identifying and responding to their children's emotions, parents with greater emotional intelligence may offer a loving and supportive home environment. This not only promotes children's healthy emotional development but also enhances the parent-child link and helps to a happy family dynamic.

Lane and Terry (2000) discovered a link between strong emotional intelligence (EI) and improved performance, collaboration, and coping with competitive pressures. This idea is consistent with the findings and concepts mentioned in Lane and Terry's

study from 2000, which investigated the influence of EI on many elements of performance, particularly in competitive and team-based environments. Their conceptual discovery demonstrates that emotional intelligence is connected with improved performance, successful cooperation, and the capacity to deal with competitive challenges. Individuals with high EI can control their own emotions, form strong connections, and adjust to changing situations, all of which contribute to success in competitive and team-based contexts.

Druskat and Wolff (2001), discovered that emotional intelligence (EI) had a favorable influence on team members, including their capacity to handle disputes, communicate successfully, and establish a pleasant team climate. This approach is consistent with the principles stated in Vanessa Druskat and Steven Wolff's 2001 study of the impact of emotional intelligence on team performance and dynamics. They discovered that team members with high emotional intelligence play an important role in dispute resolution, successful collaboration, and building a pleasant team environment. Their ability to empathize, communicate, manage emotions, and motivate others contributes to the team's overall performance and cohesiveness.

According to **Goleman, Boyatzis, and McKee (2002)**, emotional intelligence (EI) plays a critical role in leadership and influences employee engagement and motivation. This approach is consistent with the principles presented in the 2002 book "Primal Leadership" by Daniel Goleman, Richard Boyatzis, and Annie McKee. They discovered that leaders with high emotional intelligence can understand and respond to their employees' needs and emotions, resulting in greater levels of engagement, motivation, and overall team performance. Their emotional connection and supportive leadership contribute to a healthy workplace culture and corporate success.

Seligman (2002) explored the importance of recognizing and fostering strengths and virtues that lead to general well-being and a meaningful life. He discovered that emotional intelligence gives people the ability to perceive, analyze, and successfully

control their emotions. This emotional resilience enables people to deal with life's ups and downs with greater adaptation and optimism, which is a fundamental element in positive psychology.

Mayer (2003) is a well-known psychologist who is well-known for his groundbreaking work in the field of emotional intelligence (EI). Mayer is a psychologist and psychology professor at the University of New Hampshire. His work on emotional intelligence, cognitive intelligence, and personality psychology is his most well-known. Mayer has written extensively on these subjects and contributed much to our knowledge of human emotions and intelligence. Research has had a long-term influence on our knowledge of emotional intelligence and its practical implications in education, psychology, leadership, and a variety of other areas of personal and professional life. His insights have had an impact on how emotional intelligence is measured and developed in individuals and organizations.

Barsade et al. (2003) discovered a link between emotional intelligence (EI) and creativity, focusing on how EI might promote and encourage creative thinking. They discovered that motivation is an important part of EI. Individuals with high EI are frequently organically driven to engage in creative pursuits. Their excitement for creative tasks might motivate them to seek out fresh ideas and solutions. They discover that emotional intelligence fosters creativity by increasing emotional awareness, managing emotions, boosting pleasant emotional experiences, facilitating efficient communication, and encouraging flexibility.

The study by **Maurer and Brackett (2004)** emphasizes the need to introduce emotional intelligence education in schools and the potential benefits it provides for both students and instructors. According to their results, implementing emotional intelligence education in schools has the potential to improve students' social-emotional abilities, provide a more emotionally supportive learning environment, minimize disputes, and empower both students and instructors. It teaches pupils vital life skills and prepares them for future success in a world that is more linked and emotionally complicated.

Tugade and Fredrickson (2004) discovered that emotional intelligence has a role in assisting individuals in finding meaning in difficult situations and maintaining a positive view. This approach is consistent with the principles mentioned in Tugade and Fredrickson's 2004 work, especially in the context of their study on positive emotions and resilience. It has been shown that emotional intelligence plays an important role in assisting individuals in navigating difficult situations by regulating emotions, nurturing good emotions, and applying adaptive coping methods. It also helps in the process of finding purpose and keeping a happy attitude in the face of hardship.

According to **Matthews et al. (2004)**, the link between emotional intelligence (EI) and cognitive intelligence (CI) is important because, while they are independent categories, they complement each other by improving interpersonal interactions and adaptability. This approach is consistent with the results and concepts stated by Matthews and colleagues in 2004. While emotional intelligence and cognitive intelligence are unique, they are complementary and work together to improve an individual's total intellect and performance. Emotional intelligence improves interpersonal relationships, flexibility, and decision-making, making it an important supplement to cognitive abilities.

According to **Hughes (2005)**, emotional intelligence (EI) is important in educational contexts, and instructors with greater EI can have a favourable influence on student engagement and emotional well-being. This study discovered that emotional intelligence is important in education because it fosters a good classroom atmosphere, improves student-teacher connections, promotes student engagement, and improves emotional well-being. Teachers with high emotional intelligence can have a good impact on their pupils' academic and personal growth, leaving an indelible mark on their lives.

The information presented by **Brackett and Katulak (2006)** emphasizes the relevance of emotional intelligence (EI) in assisting individuals in efficiently coping with stresses and maintaining emotional well-being. They discovered that people

with high emotional intelligence have a variety of efficient coping techniques that help them handle stresses, maintain emotional well-being, and build resilience. Emotional control, problem resolution, self-awareness, and interpersonal effectiveness are all examples of these talents.

According to **Fernández-Berrocal et al. (2006)**, therapists with high emotional intelligence (EI) can greatly improve the therapy process and outcomes. Therapists with high EI are excellent at establishing rapport with their patients. They are adept at generating a welcoming, nonjudgmental, and encouraging therapeutic atmosphere. This rapport-building is critical because it makes clients feel more at ease, safe, and eager to share their ideas and emotions. Their research shows that emotional intelligence is important in therapy because it allows therapists to create rapport, express empathy, communicate effectively, and tailor their approaches to unique client requirements. Therapists with high EI help to create a secure and supportive therapeutic environment, which leads to better therapeutic outcomes for their clients.

Matsumoto et al. (2008) highlighted the intricate interplay between the universality of emotional intelligence and cultural variations, as detailed in Matsumoto and colleagues' work in 2008. This idea is critical in understanding how emotional intelligence is both universal and culturally affected. They discovered that, while emotional intelligence contains universal components that apply to all humans, its presentation and relevance are influenced by culture. Matsumoto and colleagues' 2008 research undoubtedly helped our knowledge of how cultural subtleties impact emotional intelligence and how individuals from diverse cultural origins may differ in their emotional intelligence abilities. Recognizing and appreciating cultural variations is critical when studying and implementing emotional intelligence across cultures.

Boyatzis (2008) has done a study on emotional intelligence and leadership. Boyatzis has undertaken substantial study on the topic of emotional intelligence (EI) and its application to leadership and personal growth. His work frequently centers on the notion of "emotional intelligence competencies," which are a set of skills and

abilities associated with effectively understanding and controlling emotions. His studies and contributions have greatly influenced our understanding of emotional intelligence, leadership, and personal growth. His work continues to have an impact on leadership development programs and coaching techniques that attempt to improve emotional intelligence capabilities in individuals and organizations.

According to **Fernández-Berrocal and Ruiz (2008)** emotional intelligence (EI) affects academic achievement, showing that kids with greater levels of EI tend to thrive academically. This approach is consistent with the principles mentioned in the work of Daniel Goleman and Richard Boyatzis, among others, who investigated the relationship between EI and academic achievement in 2008. They discovered that kids with higher emotional intelligence perform academically because they can manage their emotions, communicate successfully with classmates and teachers, display perseverance, and approach academic obstacles with a problem-solving perspective. Emotional intelligence enhances both academic performance and personal growth by contributing to a healthy learning environment.

According to **Zeidner et al. (2012)**, people with strong emotional intelligence can balance emotional and cognitive factors while making judgments. They do not rely just on rationality but also examine the emotional meanings and ramifications of their decisions. This equilibrium can lead to more well-rounded and deliberate conclusions. According to their results, emotional intelligence has an influence on decision-making processes by encouraging a balanced assessment of emotional and cognitive variables. Individuals with high EI are better able to control emotions, communicate effectively, and make deliberate, well-rounded judgments that consider their own emotions, the feelings of others, and the long-term ramifications of their actions. This can result in more successful and ethical decision-making.

Brackett et al. (2012) research focuses mostly on emotional intelligence and its applications in education, psychology, and other facets of human well-being. His work is distinguished by a focus on the development of practical ways to improve emotional intelligence in individuals and organizations. Marc Brackett is a pioneer

in the field of emotional intelligence, specializing in practical applications in education and personal development. His work, particularly the RULER method, has had a significant impact on how emotional intelligence is integrated into the school curriculum and the potential for it to improve social and emotional abilities in children and persons of all ages.

According to **Davidson and Begley (2012)**, neuroimaging studies have also investigated the connection between distinct brain areas involved in emotional processing. Complex networks, such as the default mode network (DMN) and the salience network, play important roles in integrating emotional data with other cognitive and sensory processes. This study shows how research has enhanced our knowledge of how the brain interprets emotional information. The role of particular brain areas related to emotion regulation, empathy, and social cognition is highlighted in this research.

According to **Denham et al. (2012)**, parental emotional intelligence (EI) is important in recognizing and reacting to children's emotional needs, eventually establishing trust, communication, and a stable parent-child connection. Their findings show that parental emotional intelligence is important in recognizing and reacting to children's emotional needs, as well as developing trust, communication, and stable parent-child bonds. These pleasant connections and emotional support establish the groundwork for children's healthy emotional and social development.

Zeidner et al. (2012) gave a growing knowledge of emotional intelligence (EI) and its potential for growth through training interventions, including the possibility of neuroplastic brain alterations. This notion is consistent with the findings and concepts presented in Zeidner and colleagues' 2012 work. They believe that systematic training interventions can help people acquire emotional intelligence. These therapies have the potential to improve emotional regulation, interpersonal interactions, decision-making, and general well-being. According to the idea of neuroplasticity, these changes may be accompanied by modifications in the neuronal networks and structures of the brain.

According to **Deters and Mehl (2013)**, digital communication platforms have altered how emotions are conveyed and perceived. Text is frequently used as the primary means of communication in digital communication platforms such as text messaging, email, and social media. Individuals can express their feelings in various forms by using words, emojis, or emoticons. This can lead to disparities in emotional tone perception, as detecting emotions in text can be difficult owing to the absence of nonverbal clues such as tone of voice and facial expressions. According to their results, digital communication platforms have changed how emotions are communicated and perceived in the digital era. While they provide new avenues for emotional expression and connection, they also provide new issues in terms of interpretation, misinterpretation, and the impact of online interactions on well-being and relationships.

Salguero et al. (2015) emphasize the favorable impacts of developing emotional intelligence (EI) on emotional resilience, emotional regulation, and mental well-being, as well as the potential influence on depression and anxiety rates. This approach is consistent with the concepts outlined by Salguero and colleagues in their 2015 study of the association between EI and mental health outcomes. They discovered that those with enhanced emotional intelligence have higher emotional resilience, more effective emotional regulation mechanisms, and lower rates of despair and anxiety. EI provides people with the emotional tools and self-awareness they need to maintain their mental health and deal with life's obstacles.

Cherry and Fletcher (2016), emotional intelligence among medical workers plays a significant role in improving patient care and overall health outcomes. Their findings show that incorporating emotional intelligence into healthcare environments is critical for creating compassionate patient care, increasing patient happiness, building trust, and ultimately improving health outcomes. Healthcare practitioners who value emotional intelligence help to create a more empathetic and patient-centered workplace.

Itzkovich and Dolev (2017), gender-related variations in emotional intelligence are subtle and context-dependent. It emphasizes the necessity of understanding that emotional intelligence is a diverse concept and that people of both genders can excel in various aspects of emotional intelligence based on their unique experiences, personalities, and socialization patterns. According to the findings of this study, while men and women have equal overall emotional intelligence scores, they may differ in how they show and use emotional intelligence in different settings and contexts. These distinctions can include things like empathy, emotion management, social awareness, and self-perception.

Goleman (2020) seeks to give practical insights into how emotional intelligence (EI) might be employed in a variety of industrial and professional settings. Goleman investigates the role of emotional intelligence (EI) in leadership, teamwork, conflict resolution, and job success. Goleman's book is still considered important in the subject of emotional intelligence. It continues to shape how people, leaders, and organizations approach personal and professional growth, with a focus on emotional skills and interpersonal interactions. Daniel Goleman's "Working with Emotional Intelligence" is a detailed guide on using emotional intelligence in the workplace and other parts of professional life.

Prentice et al. (2020) discovered that emotional intelligence (EI) had a favorable influence on employee performance and workplace abilities, notably in the areas of communication, flexibility, and conflict resolution. This approach is consistent with the findings and concepts outlined by Lopes and colleagues in their 2006 study of the association between EI and workplace outcomes. Employees with high emotional intelligence display increased communication skills, flexibility, and conflict resolution abilities, among other beneficial professional characteristics, according to research. These characteristics help to create a more productive, peaceful, and successful workplace, which benefits both individual employees and the firm as a whole.

Rahim (2023) highlights the importance of emotional intelligence (EI) in conflict resolution and mediation, particularly in emotionally charged settings. It demonstrates how people with high EI can handle difficult circumstances with empathy and

objectivity, promoting peaceful endings. He has discovered that emotional intelligence is important in mediating and resolving conflicts, especially in emotionally charged settings. Empathy, impartiality, good communication, emotion management, and collaborative problem-solving can help mediators and conflict resolution experts with high EI achieve peaceful settlements.

2.3 Reviews regarding Emotional Intelligence and Job Commitment

Teachers' emotional intelligence and job commitment are two critical factors that have a big influence on the area of education. Emotional Intelligence, often known as EI or EQ, is a person's capacity to detect, analyse, regulate, and successfully use their own emotions as well as the emotions of others. It is critical in the teaching profession since educators are responsible for not just conveying information but also promoting a pleasant learning environment and developing strong connections with their students, colleagues, and parents. Teachers' job commitment is a comprehensive term that includes their passion, loyalty, and excitement for their teaching jobs. It represents educators' commitment to devote their time, energy, and emotions into their positions, as well as their determination to persevere in the face of obstacles and disappointments. Job commitment is intimately related to educational quality because dedicated instructors are more likely to engage in continuous professional development, offer effective instruction, and foster a supportive classroom environment. The link between Emotional Intelligence and Job Commitment among teachers is a rising area of study and research in the world of education. Teachers who have higher levels of Emotional Intelligence are better able to manage the complicated interpersonal dynamics of the classroom and create strong relationships with their pupils. They can sympathize with their students' needs, regulate classroom conduct efficiently, and respond constructively to problems, resulting in a more conducive learning environment. Furthermore, instructors with high Emotional Intelligence have higher job satisfaction and fewer levels of burnout, which contributes to higher career commitment. They are better prepared to deal with the stresses of the teaching profession and are more resilient in the face of hardship. This emotional resilience frequently translates into a longer stay

in the teaching profession and a deeper commitment to the growth and success of their pupils.

In this discussion, we will look at the complex relationship between Emotional Intelligence and Job dedication in teachers, analysing how Emotional Intelligence impacts a teacher's dedication to their position and the possible benefits it provides to both educators and students. We will also look at ways to improve teachers' emotional intelligence and create a more devoted and effective teaching profession. Understanding this link is critical for increasing educational quality and teachers' general well-being in today's educational context.

Hargreaves (2000), emphasizes the relevance of emotional intelligence in building a school's emotional atmosphere. Teachers who are emotionally savvy can develop supportive and collaborative connections that contribute to a great school atmosphere. As a result, teacher dedication is reinforced by providing a more rewarding and meaningful work environment. A pleasant school atmosphere benefits both instructors and kids and is essential in maintaining teachers' dedication to their career. According to the study, a healthy school atmosphere strengthens teacher dedication. Teachers are more likely to stay in the teaching profession if they feel respected, supported, and part of a collaborative community. A sense of belonging and well-being at work adds to a stronger commitment.

Kyriacou (2001), found that emotional intelligence has a protective function in teacher resilience, burnout prevention, and commitment to teaching. Teachers who are emotionally intelligent are more prepared to face the challenges of their profession, which contributes to their general well-being and work satisfaction, eventually confirming their long-term commitment to teaching. Teachers' capacity to deal with stress and stay committed generally leads to higher professional satisfaction. Teachers who are confident in their ability to manage the emotional components of their jobs are more likely to experience satisfaction in their professions.

Wong and Law (2002), discovered a link between taking on leadership roles and higher job commitment among teachers. Leadership positions give instructors a feeling of purpose, responsibility, and chances for professional development. This increased devotion benefits not only the instructors, but it may also contribute to the general progress and success of the school or educational institution. Teachers who actively participate in leadership roles frequently experience higher fulfilment and dedication in their teaching careers.

According to **O'Connor and Little (2003)**, teachers with high emotional intelligence are better prepared to deal with the emotional demands and problems of the teaching profession. This improved emotional management skill frequently leads to increased levels of work satisfaction among instructors. Teachers who are happy with their professions are more likely to be committed to their teaching careers. This conclusion emphasizes the significance of emotional intelligence in not just boosting teachers' emotional well-being but also in adding to their overall professional happiness and devotion to the area of teaching. Emotional intelligence can help teachers more successfully negotiate the difficulties of their positions, thereby improving their work dedication and the quality of education they deliver to their pupils.

Sutton and Wheatley (2003), there is a link between emotional intelligence, coping with emotional pressures, dedication to student achievement, and teacher retention. Teachers with high EI frequently have the emotional resilience and drive required to stay in the classroom and have a long-term beneficial influence on students and the education system. According to this study, teachers who have a long-term dedication to teaching can have an influence on student results. Consistent, experienced instructors may provide consistency in education and strengthen teacher-student connections, resulting in better academic and emotional results for kids.

Extremera et al. (2006), emotional intelligence is important in improving instructional efficacy and work success. Teachers who thrive in delivering education, managing classrooms, and adapting to student needs frequently report higher levels of work satisfaction and dedication to the teaching profession. This demonstrates the

complex influence of emotional intelligence in schooling. They discovered that effective work performance is inextricably tied to teacher dedication. Teachers who feel competent and successful in their professions are more likely to stay committed to their career in the long run. Their sense of success and joy strengthens their devotion.

According to **Brackett et al. (2006)**, it is critical to create a good and emotionally supportive classroom atmosphere. This pleasant school environment can have a number of significant consequences. The overall premise coincides with the understanding that the classroom atmosphere and emotional dynamics inside the classroom have a substantial influence on teacher well-being and dedication. Creating and sustaining a healthy classroom atmosphere is an important aim for educators and school administrators since it benefits both instructors and pupils.

The reciprocal link between teacher commitment and parents' assessments of teachers' emotional intelligence and responsiveness is highlighted by **Iordanoglou, (2007)**. When parents regard teachers favourably, it can lead to increased support and dedication to the teaching profession. Effective communication, empathy, and strong connections between teachers and parents are critical components of establishing a friendly and collaborative school community. They discovered that when parents regard instructors as emotionally knowledgeable and sensitive, a positive cycle might occur. This cycle includes improved parental and teacher support, better work satisfaction, reinforced commitment, and more pleasant interactions between parents and teachers.

The study by **Tschannen-Moran and Woolfolk Hoy (2007)** emphasizes the link between emotional intelligence, a strong sense of professional identity, and teacher dedication. Teachers with high emotional intelligence may have a better awareness of their duties and beliefs, resulting in a stronger dedication to their jobs and an influence on pupils. They discovered that having a strong sense of professional identity can lead to a greater commitment to one's teaching career. Teachers are more likely to be devoted to their career when they have a clear grasp of their position, principles, and the influence they hope to create. Emotional intelligence is equally

important for resilience and adaptability. Emotional intelligence is equally important for resilience and adaptability. Teachers with emotional intelligence may negotiate the profession's challenges, disappointments, and changes while keeping a strong sense of professional identity and devotion.

Humphrey et al. (2008), emotionally intelligent teachers demonstrate specific behaviours and attitudes that contribute to their continued commitment to the teaching profession. They have provided more in-depth insights into the links between emotional intelligence, continuous learning, leadership, and teacher commitment; the general idea is that emotional intelligence contributes to a teacher's capacity for growth, leadership, and positive impact within the educational community. Teachers who actively pursue chances for professional growth and leadership frequently experience greater fulfilment and dedication in their teaching careers.

Mayer et al. (2008), discuss how gender differences in emotional intelligence may relate to job commitment and emotional labour experiences among teachers. If present, these distinctions can give useful insights into the distinct problems and capabilities that male and female teachers bring to the profession. Individual characteristics and environmental circumstances, on the other hand, play important roles in moulding teachers' experiences and dedication to the profession of education.

Chang (2009), emphasizes the importance of emotional intelligence in assisting teachers in managing emotional labour and reducing the danger of burnout. As a result, employees are more committed to their jobs. Teachers with high emotional intelligence are more prepared to deal with the emotional components of teaching, preserve their well-being, and stay committed to their career in the long run.

Cochran (2009) discovered a link between emotional intelligence and work satisfaction in teachers. The study specifically implies that instructors with better emotional intelligence have higher work satisfaction. This enhanced work satisfaction leads to increased dedication to their teaching vocation. According to this study, instructors with greater levels of emotional intelligence are more committed to their

teaching career. The reason underlying this association is that these instructors are also more satisfied with their jobs. This conclusion is consistent with a general knowledge in the area of education that emotional intelligence may have a favorable influence on different elements of a teacher's professional life, leading to greater work satisfaction and a stronger commitment to teaching.

Day and Qing (2009), investigate the idea of emotional resilience in teachers and its association with long-term commitment to the teaching profession. Emotional resilience is defined as an individual's ability to recover from adversity, successfully manage stress, and retain emotional well-being in difficult conditions. Because of the multiple stresses and emotional demands that educators confront, resilience can be especially relevant in the context of teaching. The research may have looked into how teachers with stronger emotional resilience cope with the everyday strains and challenges of their teaching positions. These educators may be less prone to burnout and more likely to remain dedicated to their career in the long run.

According to **Brackett et al. (2010)**, involvement in emotional intelligence programs has a beneficial influence on work satisfaction and commitment among teachers. These programs provide significant emotional skills and tactics to educators, which not only improves their emotional well-being but also contributes to their overall work satisfaction and dedication to their teaching professions. Such activities are critical in fostering teacher resilience and establishing a pleasant school climate. Emotional intelligence programs can also help instructors' emotional well-being. Educators who can manage stresses well, cope with the emotional demands of teaching, and sustain good emotional states are less prone to burn out. This mental well-being enhances their dedication even more.

According to **Hock et al. (2011)**, including EI tests into teacher recruiting procedures can be a proactive strategy to selecting applicants who are more likely to stay in the teaching profession. Educational institutions hope to establish a more helpful and sustainable teaching staff by selecting people with good emotional intelligence, thereby benefiting both teachers and students.

Beltman et al. (2011), stresses the need of professional development programs aimed at improving teachers' emotional intelligence abilities. These initiatives have the potential to have a significant impact on teacher job commitment. They recognize that professional development programs centered on emotional intelligence abilities can have a substantial influence on teacher work commitment. These programs lead to a more pleasant and rewarding teaching experience by providing instructors with emotional tools and methods to succeed in their responsibilities, thereby reaffirming a teacher's dedication to their career.

According to **Jordan and Troth (2011)**, emotional intelligence is important in creating strong connections and feeling job embeddedness. Teachers with strong emotional intelligence may be more likely to make these relationships, which can lead to long-term career commitment. This highlights the value of interpersonal interactions and a sense of belonging in the teaching profession. They discovered that employment embeddedness, defined by strong ties and a sense of belonging, can lead to long-term job commitment. Teachers who are genuinely linked to their responsibilities, colleagues, and school are more likely to stay committed to their vocation in the long run.

Parker et al. (2012), demonstrate how educators who value emotional intelligence and actively seek chances for personal and professional development can strengthen their commitment to teaching. This dedication can take many forms, such as pursuing leadership positions, higher degrees, or professional development, all of which add to their effectiveness as educators and passion to the field. They discovered that teachers who actively pursue professional development bring fresh information, skills, and perspectives to their classrooms. This ongoing development can have a good influence on student learning while also reinforcing the teacher's dedication to their career.

Skaalvik and Skaalvik (2014), present insightful information on the link between instructional efficacy, job commitment, and teacher satisfaction. It emphasizes the significance of cultivating a feeling of competence and efficacy among educators, as it not only improves work satisfaction but also strengthens their long-term

commitment to the teaching profession. Teachers who believe in their abilities to make a good difference in the lives of their pupils are more likely to stay engaged and motivated throughout their careers.

Through the lens of emotional intelligence development, **Moolenaar et al. (2014)** demonstrate the impact of school culture and support structures in creating teacher commitment. Schools that recognize and encourage emotional intelligence may cultivate a more devoted teaching profession while also creating a good and supportive atmosphere for both teachers and students. According to the findings of this study, there is positive association between schools that value emotional intelligence and teacher dedication is mutually beneficial. Committed teachers are more likely to contribute to a healthy school culture, emphasizing the value of emotional intelligence in the classroom.

In the opinion of **Davis et al. (2016)**, key emotional competences are important in building strong teacher-student connections and, as a result, teacher commitment. Teachers who are self-aware, empathic, and have strong interpersonal skills are better equipped to establish a supportive and stimulating learning environment. These emotionally supportive connections can be a motivator for long-term dedication to teaching. According to the findings, the capacity to create positive relationships with pupils is related to teacher dedication. Teachers who form significant connections with their pupils frequently find their jobs more gratifying and are more likely to stay in the industry.

Hassan et al. (2016), discovered the significance of emotional regulation and receptivity to new ideas in teaching. Teachers who are able to successfully control their emotions in the face of change and innovation are more likely to improve student learning outcomes, enjoy job satisfaction, and remain committed to the teaching profession. This represents the ever-changing and dynamic character of good teaching approaches. They've also discovered that educators with emotional intelligence and the capacity to successfully control their emotions are frequently more receptive to testing new teaching techniques and innovations in the classroom. They can more easily negotiate the uncertainties and the obstacles that come with change.

The research of **Sutton et al. (2017)** emphasizes the interaction between the classroom environment, student engagement, and instructor commitment. Teachers who focus emotionally supportive classrooms and emotional connections with their students can establish a good and stimulating learning environment. This, in turn, strengthens their own dedication to the teaching profession as they see the results of their efforts in the growth and achievement of their pupils. They discovered that the beneficial effects of building emotionally supportive classrooms, such as greater student engagement and motivation, can reinforce teacher commitment. Teachers who see their students thrive intellectually and emotionally typically find their work more gratifying and are inspired to stay in the classroom.

Jones et al. (2017), discovered an important relationship between instructors' emotional intelligence, the classroom atmosphere, and student results. Teachers with high emotional intelligence can foster a good and supportive learning environment in their pupils, potentially leading to enhanced academic performance and the development of critical life skills. This demonstrates the broad influence of emotional intelligence in the realm of education.

Kokkinos et al. (2018), emphasize the numerous benefits of emotional intelligence for instructors. Higher emotional intelligence is linked to lower stress, better well-being, and higher work satisfaction, all of which contribute to long-term commitment to the teaching profession. Teachers who value emotional intelligence have a more pleasant and fulfilling teaching career, which benefits both them and their pupils. Teachers who are emotionally balanced and content with their work are frequently more effective educators. They may foster a good learning atmosphere and better meet their students' emotional needs, confirming their dedication to teaching.

Cansoy (2019), investigated the role of positive connections with principals in creating the work environment and enhancing teachers' job commitment. These connections lead to a more supportive and gratifying professional experience, reaffirming teachers' commitment to their duties and the purpose of the school. According to the findings of this study, a supportive work environment improves teacher well-being. Teachers who believe their principal values their contributions

and is interested in their professional development are more likely to be satisfied with their jobs and have lower levels of stress.

According to **Hakanen et al. (2019)**, emotional intelligence is important in developing healthy interpersonal interactions, teamwork, job satisfaction, and teacher dedication. Teachers with high emotional intelligence play an important role in fostering a supportive and collaborative school culture, which ultimately reinforces their own dedication to the teaching profession. Teachers with high emotional intelligence, they discovered, are better suited to manage interpersonal problems and develop strong connections with their colleagues. They have the ability to comprehend and manage the emotions of others, resulting in more productive and peaceful relationships. Teachers' capacity to establish strong connections and resolve disagreements leads to the development of a collaborative culture inside the school. A collaborative culture encourages collaboration, common goals, and mutual support among employees.

According to **Collie et al. (2020)**, the integration of emotional intelligence training and well-being programs can help instructors manage stress and stay committed to teaching. These programs recognize the significance of teachers' emotional well-being and seek to give them with the tools and resources they require to thrive in their professions and positively contribute to the educational community. They discovered that teachers' emotional well-being can have an influence on the whole school atmosphere. When instructors are emotionally healthy and committed, both educators and kids benefit from a more pleasant and supportive school environment.

2.4 Reviews regarding Job Satisfaction

In today's fast-paced and competitive work environments, job satisfaction is a crucial factor that directly impacts an individual's overall well-being and performance. It goes beyond mere compensation and job titles, encompassing the emotional and psychological fulfilment derived from one's work. While traditional metrics like salary and job security still hold significance, a growing body of research

suggests that emotional intelligence plays a pivotal role in determining job satisfaction. Understanding this intricate relationship between emotional intelligence and job satisfaction is essential for both employees and employers, as it can lead to more productive and harmonious workplaces. Emotional intelligence (EQ) is the capacity to detect, analyse, regulate, and successfully employ one's own emotions as well as those of others. It includes self-awareness, self-regulation, empathy, and interpersonal effectiveness. In recent years, EQ has emerged as a critical talent for personal and professional success. Job satisfaction, on the other hand, pertains to the level of contentment and fulfilment an individual experiences in their job role. It encompasses various facets, including the nature of the work, relationships with colleagues and superiors, opportunities for growth, and overall workplace culture. High job satisfaction is associated with increased motivation, better mental health, and enhanced job performance.

Adams (1963), in his Equity Theory is indeed crucial in understanding how employees evaluate their compensation and its impact on their job satisfaction. Equity Theory posits that individuals compare their input (effort, contributions) and outcomes (compensation, rewards) with those of others to assess whether they are being treated fairly. He has found that Employees compare their pay and rewards with those of others, and when they perceive inequity, it can lead to job dissatisfaction, reduced motivation, and turnover intentions. Organizations that address and manage perceived inequity in their compensation practices are better positioned to foster job satisfaction and retain a satisfied and motivated workforce.

Hackman and Oldham (1976), highlighted Job characteristics, as fundamental components that significantly impact an employee's level of job satisfaction. They have found that Job Characteristics Model, are integral to understanding and enhancing job satisfaction. Jobs that offer autonomy, skill variety, task significance, task identity, and feedback tend to promote higher levels of satisfaction among employees. These factors align with the broader understanding of how work-related factors can significantly impact an individual's overall job satisfaction.

Hackman and Oldham's (1976), developed Job characteristics Model is a well-established framework in the field of organizational psychology, and it indeed emphasizes the critical role of specific job characteristics in influencing job satisfaction. This model identifies five core dimensions of job design that impact employee satisfaction and motivation. They have found that the importance of specific job characteristics in influencing job satisfaction. Jobs that incorporate high skill variety, task identity, task significance, autonomy, and feedback tend to lead to higher levels of job satisfaction. This model provides valuable insights for organizations seeking to design roles that engage and motivate their employees, ultimately contributing to a more satisfied and productive workforce.

Mobley et al. (1979), study reveals the role of job satisfaction in reducing turnover rates. High job satisfaction is associated with greater commitment to the organization, decreased intent to quit, and increased employee retention. This not only saves organizations significant costs associated with turnover but also contributes to a more stable and productive workforce, ultimately benefiting the organization's overall performance and success.

Geert Hofstede (1980), in his pioneering research on cultural dimensions provides valuable insights into how different cultures prioritize values, social norms, and behaviours. These cultural orientations have profound implications for various aspects of society, including work, education, and interpersonal relationships. He has stressed that the concepts of individualism and collectivism represent fundamental cultural orientations that influence values, behaviours, and societal norms. Understanding these cultural dimensions is essential for navigating cross-cultural interactions, whether in education, the workplace, or personal relationships, and for appreciating the diversity of human cultures around the world.

Greenhaus and Beutell (1985), emphasize a fundamental part of job satisfaction: balancing work and personal life. Work-life balance and job happiness have a well-established link that has significant ramifications for both people and enterprises. They discovered that the capacity to maintain a healthy work-life balance is an important determinant in job satisfaction. Employees who can balance their work

and personal duties efficiently report less stress, improved well-being, and increased job satisfaction. Organizations that recognize and encourage work-life balance frequently benefit from a more engaged, devoted, and loyal staff.

Bass and Stogdill (1990), found Contrary to transformational leadership, autocratic and laissez-faire leadership styles can indeed lead to employee dissatisfaction. These leadership styles are characterized by different approaches to decision-making and employee autonomy, and they often have adverse effects on job satisfaction. This study suggest that autocratic and laissez-faire leadership styles can lead to employee dissatisfaction due to their limited involvement in decision-making, reduced autonomy, lack of guidance, and unclear expectations. These leadership approaches often result in reduced engagement, decreased motivation, and potentially higher turnover rates. In contrast, leadership styles that emphasize collaboration, support, and clear communication tend to foster greater job satisfaction among employees.

Bateman and Crant (1993), reveal the importance of individual traits in influencing how employees perceive and experience their work. This study found that individuals with proactive personalities tend to report higher job satisfaction due to their proactive orientation toward work, problem-solving abilities, adaptability, and career development mindset. Their proactive behaviours contribute to a sense of control, accomplishment, and alignment with organizational goals, which are all associated with greater job satisfaction. Recognizing and fostering proactively in the workplace can be a valuable strategy for enhancing overall employee well-being and job satisfaction.

Mayer and Salovey (1997), found a model on the role of emotional awareness and empathy in fostering positive interactions with students and creating a conducive learning environment. This model laid the foundation for the contemporary understanding of emotional intelligence. They have found the critical role of emotional awareness and empathy in teaching. Teachers who develop these skills can create a more nurturing and effective learning environment, ultimately leading to positive interactions improved job satisfaction of teachers and outcomes for their students.

Milkovich and Newman (1999), found the impact of compensation and benefits on job satisfaction, as highlighted by is a crucial aspect of employee well-being and organizational success. They were suggested that compensation and benefits packages have a substantial impact on job satisfaction. Adequate pay, fair compensation practices, and competitive benefits contribute to employees' financial security, well-being, and overall satisfaction. Organizations that prioritize and effectively manage compensation and benefits programs can attract, retain, and motivate their workforce, ultimately fostering a more satisfied and engaged employee base.

Judge and Bono (2001), express the role of these individual characteristics in shaping how individuals perceive and respond to their work environments. Their finding was individual traits like personality and values are important determinants of job satisfaction. Different personality traits may predispose individuals to find certain types of work more satisfying, while alignment between personal values and organizational values can significantly impact an individual's overall job satisfaction. Understanding how these individual characteristics interact with work-related factors can help organizations and individuals make informed choices that enhance job satisfaction and overall well-being in the workplace.

Judge et al. (2001), made a fundamental concept in the field of organizational psychology and management. This relationship underscores the significant impact of job satisfaction on an individual's commitment, engagement, and overall job performance. They have reveals that the relationship between job satisfaction and job performance is well-established in research and organizational practice. Satisfied employees are more committed, engaged, and motivated, leading to improved performance outcomes. Organizations that prioritize employee satisfaction tend to benefit from higher levels of productivity, lower turnover, and greater customer satisfaction, all of which contribute to overall success and performance excellence.

Barsade's (2002), emphasis on these attributes aligns with the broader understanding that a positive workplace culture and harmonious interactions have a profound impact on employee satisfaction and well-being. He has found that the attributes associated with a harmonious work environment, such as positive interpersonal

relationships, emotional well-being, and effective teamwork, create a supportive and pleasant atmosphere for employees. This, in turn, contributes to increased job satisfaction.

Ciarrochi et al. (2002), resilience is an important component impacting work satisfaction. They discovered that resilience has a key impact in moulding employees' employment experiences. Individuals that are resilient are better able to deal with adversity, manage stress, and have a good attitude. As they negotiate problems with resilience and preserve a feeling of well-being in their work surroundings, these characteristics add to their overall job satisfaction.

Ciarrochi et al. (2002), aligns with the established understanding of the relationship between EI and stress management. They have found that the observation that individuals with high emotional intelligence (EI) are better equipped to cope with workplace stressors due to their effective emotional regulation strategies. Similarly, the individuals with high emotional intelligence are indeed better equipped to cope with workplace stressors due to their effective emotional regulation strategies. Their ability to recognize, understand, and manage emotions not only helps them navigate stress but also contributes to their overall well-being in the workplace. As a result, they are more likely to maintain their job satisfaction and overall job performance, even in stressful work environments.

According to **Jordan et al. (2002)**, there is association between emotional intelligence and work satisfaction. Employees with strong emotional intelligence are better able to deal with job stress, handle interpersonal interactions, and foster a healthy work environment. As a result, they had greater levels of job satisfaction, highlighting the relevance of emotional intelligence in the workplace. They have highlighted the important association between emotional intelligence (EI) and workplace job satisfaction. This conclusion emphasizes the relevance of emotional intelligence in assisting individuals in managing workplace stress and navigating interpersonal connections, resulting in improved levels of job satisfaction.

Judge and Bono (2004), highlighted the role of individual differences, including personality traits, values, and demographics, in job satisfaction are a well-documented area of research. These individual factors can significantly influence how employees perceive and experience their jobs. Their finding reveals that individual differences, including personality traits, values, and demographics, play a significant role in shaping job satisfaction. Employees with different personalities, values, and life experiences may have varying needs and preferences in their jobs. Understanding and considering these individual differences can help organizations tailor job roles, policies, and practices to better meet the diverse needs of their workforce, ultimately enhancing job satisfaction and overall well-being.

The claim made by **Boyatzis and Sala (2004)**, that leaders with greater emotional intelligence are better at inspiring and engaging their teams is consistent with a larger knowledge of the beneficial influence of emotional intelligence on leadership effectiveness and employee well-being. Leaders with high emotional intelligence are more likely to foster a positive work environment, improve team relationships, and ultimately lead to improved levels of job satisfaction among their employees. They have suggested that there is a substantial association between leaders with greater emotional intelligence (EI) and their capacity to motivate and engage their teams, which translates to better levels of employee job satisfaction.

The study of **Locke (2005)**, emphasizes the positive association between emotional intelligence and work satisfaction. Employees with greater levels of emotional intelligence are better able to negotiate workplace emotions, manage stress, form strong connections, and communicate effectively. These skills contribute to their job satisfaction. This highlights the significance of emotional intelligence in the workplace for promoting employee well-being and contentment.

Bass and Riggio (2006), identified leadership and organizational psychology as a prominent topic of research. Transformational leaders are recognized for inspiring and motivating their staff, and their leadership style may have a significant influence on job satisfaction. They discovered that transformational leaders that inspire and encourage colleagues frequently contribute to job happiness. Employees' overall

well-being and job happiness may be improved if they can establish a compelling goal, give customized assistance, build a healthy work environment, and stimulate creativity. Organizations that foster transformational leadership can benefit from a more pleased and engaged workforce, which leads to better performance and outcomes.

Bass and Riggio (2006), emphasize the significant impact of leadership styles and behaviours, particularly transformational leadership, on employee job satisfaction. Transformational leadership is characterized by several key components, including inspirational motivation and individualized consideration. They have found transformational leadership, characterized by inspirational motivation and individualized consideration plays a significant role in enhancing employee job satisfaction. Leaders who inspire and motivate their teams while recognizing and valuing individual contributions create a positive work environment that fosters engagement, well-being, and overall job satisfaction among employees.

Bass and Riggio (2006), reveals proactive individuals are often well-positioned to build positive relationships with colleagues and supervisors due to their initiative, communication skills, and collaboration efforts. These positive workplace relationships contribute to a supportive and harmonious work environment, which, in turn, enhances job satisfaction and overall well-being among employees. Cultivating a proactive and relationship-focused work culture can be a valuable strategy for organizations aiming to create a more satisfied and engaged workforce.

The link between employee engagement and work happiness, according to **Schaufeli et al. (2006)**, is critical in understanding how engaged people may positively affect organizational success. According to them, the link between employee engagement and work happiness is critical for organizational performance. Employees who are engaged in their work are more likely to be content with their occupations because they find it relevant, challenging, and gratifying. Employees who are satisfied and engaged contribute favorably to the organization by improving performance, productivity, and retention, which leads to greater overall success and outcomes.

Brackett and Katulak (2006), emotional intelligence training programs improve employees' emotional competence and overall job satisfaction. Such programs provide participants with vital skills for navigating workplace emotions, building healthy connections, and improving their general well-being, all of which contribute to more fulfilling work experiences. They believe that initiatives aimed to improve emotional intelligence can lead to more fulfilling work experiences for people. This conclusion is consistent with other studies on the advantages of emotional intelligence (EI) training in the workplace.

Eisenbeiss et al. (2008), found the concept that transformational leaders engage employees emotionally by appealing to their values and aspirations, leading to increased commitment and job satisfaction, impact of emotional connections in the workplace. They have suggested that transformational leaders excel in emotionally engaging employees by aligning their values and aspirations with the organization's mission and by fostering trust and respect. This emotional connection enhances commitment, motivation, job satisfaction, and overall well-being among employees. Leaders who prioritize emotional engagement contribute to a more dedicated and satisfied workforce, ultimately benefiting the organization's success and performance.

Kossek et al. (2011), highlights the importance of flexible work arrangements and organizational support for work-life balance in promoting employee well-being and job satisfaction. Employees who have the opportunity to work flexibly and are part of an organization that values work-life balance tend to experience reduced stress, improved work-life integration, and greater job satisfaction. These practices not only benefit individual employees but also contribute to positive organizational outcomes. They have suggested that the positive impact of flexible work arrangements and organizational support for work-life balance on employee well-being and job satisfaction

Perera and DiGiacomo (2013), explore the role of instructor traits in affecting student accomplishment, such as meta-analysis of emotional intelligence. It is also possible to present the notion of emotional intelligence, its significance to education,

and its potential influence on student results. This meta-analysis explores the association between teacher emotional intelligence and student accomplishment, illustrating how emotional intelligence in the classroom can have far-reaching implications.

Park and Johnson (2019), found that the importance of job satisfaction in the education sector and the role that principals, as educational leaders, play in fostering teacher job satisfaction. The concept of emotional intelligence and its potential impact on leadership effectiveness may also be introduced. This study explores how the emotional intelligence of school principals can impact teacher job satisfaction and the overall school environment.

2.5 Reviews regarding Emotional Intelligence and Job Performance

Emotional Intelligence (EI) and job performance investigate the connection between an individual's emotional intelligence and their success at work. The capacity to detect, understand, regulate, and use one's emotions successfully, as well as the ability to perceive, understand, and affect the emotions of others, is referred to as emotional intelligence. Job performance refers to an employee's ability to complete duties, contribute to the success of their organization, and reach their professional goals. The exploration of EI's impact on job performance has garnered substantial attention in both academic research and practical settings. Understanding this relationship is vital because it sheds light on how emotions and interpersonal skills can significantly influence an individual's effectiveness in various job roles and industries.

In these reviews, researchers examine the existing literature, empirical studies, and theoretical frameworks to provide a comprehensive overview of the connections between EI and job performance. They investigate the ways in which high EI can enhance an individual's ability to manage stress, build positive relationships, communicate effectively, and make sound decisions in the workplace. Additionally, these reviews may discuss the potential implications for organizational leadership, employee development, and overall workplace well-being.

Boyatzis et al. (2000), emphasizes the importance of leaders' EI in influencing workplace culture and its consequences. They discovered that leaders with high Emotional Intelligence (EI) can shape a culture of trust, open communication, and a focus on employee well-being, which can impact job satisfaction and overall organizational success. This finding is supported by research in the fields of leadership, organizational psychology, and management. According to the findings of this study, organizations may achieve success through encouraging staff retention, productivity, creativity, and flexibility. Recognizing the significance of EI in leadership, many firms engage in EI development programs for their leaders, understanding that EI helps not just individual leaders but also the whole workforce and the organization's bottom line.

Through its influence on emotional experiences and job satisfaction, **Ashkanasy and Daus (2002)** emphasize the importance of Emotional Intelligence in predicting job success. It emphasizes the necessity of promoting emotional intelligence in the workplace in order to create a more happy and productive work environment. This study gives useful insights for firms looking to improve employee performance and work satisfaction by developing emotional capabilities.

Dulewicz et al. (2003), discovered a link between Emotional Intelligence (EI) and performance in sales, which has sparked attention in the field of sales and marketing. Sales workers with higher EI tend to succeed in different parts of their employment, eventually leading to more success in creating client connections, understanding customer demands, and completing transactions, according to reviews and research. According to the findings of this study, the link between EI and sales success is well-documented, with reviews repeatedly noting the positive influence of EI abilities on creating client connections, understanding customer demands, and completing agreements. Organizations that realize the importance of EI in their sales teams frequently invest in EI development programs to improve their sales employees' performance and success.

Sutton and Wheatley (2003), found that teachers with high Emotional Intelligence (EI) tend to create more positive and supportive classroom environments, ultimately

leading to improved student outcomes, aligns with extensive research in the field of education. The study suggests that teachers with high EI have the capacity to create positive and supportive classroom environments that contribute to improved student outcomes. These outcomes encompass academic success, emotional well-being, and the development of important life skills. Recognizing the significance of EI in teaching, many educational institutions emphasize EI development among their educators, understanding that it not only benefits students but also enhances the overall quality of education and the classroom experience.

Lopes et al. (2003), emphasize the role of EI in building resilience. They have found that individuals with high Emotional Intelligence (EI) are better equipped to adapt to change, navigate uncertainty, and maintain a positive outlook during challenging times, contributing to the overall resilience of the organization, aligns with research in the fields of organizational psychology and leadership. They have revealed that individuals with high Emotional Intelligence play a vital role in enhancing organizational resilience by adapting to change, navigating uncertainty, maintaining a positive outlook, and fostering a culture of flexibility and support. Their emotional regulation, adaptability, and effective communication skills are instrumental in helping organizations weather challenges and emerge stronger from adversity.

Jordan and Troth (2004), found team members with higher Emotional Intelligence (EI) are more proficient at managing interpersonal conflicts constructively, leading to improved team dynamics and performance, aligns with existing research and is an important aspect of understanding the impact of EI in team settings. The study suggests that team members with higher EI possess a set of emotional and interpersonal skills that enable them to manage interpersonal conflicts in a constructive manner. This leads to improved team dynamics, enhanced collaboration, and ultimately, better team performance. Organizations that recognize the value of EI often prioritize EI development among their employees to create more harmonious and effective work environments.

According to **Sy and Cote (2004)**, employees who have EI abilities that match the demands of their tasks are more likely to thrive in their employment. The findings of this study, aligning EI abilities with work needs is a strategic strategy that can result in people who are more suited to their tasks and, as a result, more likely to perform successfully. Organizations that appreciate the value of this alignment frequently invest in measuring workers' emotional intelligence abilities, offering targeted emotional intelligence training and development, and ensuring that job roles and responsibilities correspond with people' strengths. This strategy not only improves job performance but also helps to create a more happy and productive work atmosphere.

Organizations that prioritize Emotional Intelligence (EI) in their leadership and workforce development can experience improved employee retention, customer satisfaction, and overall performance, according to **Sy et al. (2006)**. This is supported by research in the fields of organizational psychology and management. According to the findings of this study, firms that prioritize emotional intelligence in their leadership and workforce development activities tend to foster a workplace culture that values emotional intelligence, empathy, and effective communication. As a result of this culture, staff retention, customer satisfaction, and overall organizational performance will improve. Many businesses realize the value of EI in accomplishing their strategic goals and engage in EI training and development programs to instill these critical skills in their staff.

Cote and Miners (2006), conducted the study in the field of Emotional Intelligence (EI) and leadership performance have consistently emphasized how EI competencies, including self-awareness, empathy, and relationship management, can significantly impact leadership outcomes. They have found that leaders who possess high levels of self-awareness, empathy, and effective relationship management tend to excel in their roles. These EI competencies contribute to leadership effectiveness, team cohesion, and organizational success. Furthermore, organizations that recognize the importance of EI in leadership development often invest in training and development programs to help leaders cultivate these competencies, ultimately leading to more emotionally intelligent and effective leaders.

Zeidner et al. (2006), highlights the possibility of tailored treatments to improve EI. They discovered that well-designed interventions can increase Emotional Intelligence (EI) abilities and, as a result, work performance. This finding is backed by research in the fields of psychology and organizational development. The empirical findings indicate that well-designed treatments aimed at increasing EI abilities can result in significant increases in work performance. Organizations may empower their workers to flourish in many parts of their positions, thereby contributing to overall organizational success, by providing them with the information, skills, and opportunity to improve their emotional intelligence.

Matsumoto et al. (2008), emphasize the role of culture in shaping emotional norms and behaviours with performance. They have found that the impact of cultural norms and expectations on the expression and interpretation of emotions in the workplace is a significant consideration in the study of Emotional Intelligence (EI) and its operation in diverse cultural contexts. They have suggested that high EI individuals must be culturally aware and adaptable, recognizing that effective emotional expression and communication may vary widely across cultures. Organizations that operate in diverse cultural contexts often provide cross-cultural training and promote cultural sensitivity to help employees navigate these complexities and foster more effective intercultural interactions.

Humphrey et al. (2008), highlight that leaders and employees with high Emotional Intelligence (EI) often make more informed and emotionally balanced decisions, leading to better outcomes and reduced risks, is consistent with research in organizational psychology and decision-making. This study suggests that leaders and employees with high Emotional Intelligence are well-equipped to make informed, emotionally balanced decisions that lead to better outcomes and reduced risks. Their ability to regulate emotions, consider the perspectives of others, communicate effectively, and employ conflict resolution and problem-solving skills enhances the quality of their decision-making.

Newman et al. (2010), emphasize the role of emotion regulation in mediating the relationship between EI and job performance. It underscores the importance of EI,

particularly in managing emotions and handling emotional labour, as a predictor of job performance. This research provides valuable insights for organizations seeking to enhance employee performance and emotional competencies in the workplace, especially in roles where emotional labour is a significant factor.

Carmeli et al. (2011), found that leaders with strong Emotional Intelligence (EI) inspire and motivate employees, leading to higher levels of job satisfaction and improved team performance, align with the well-established impact of EI on leadership effectiveness and team dynamics. This study suggests that leaders with strong Emotional Intelligence have the capacity to inspire and motivate employees through their emotional resonance, supportiveness, and alignment with organizational values. This, in turn, leads to higher levels of job satisfaction, improved team performance, and greater overall employee engagement. Organizations that recognize the importance of EI in leadership often invest in EI development programs to cultivate these essential skills among their leaders, with the understanding that EI not only enhances leadership effectiveness but also contributes to the success of the entire team and organization.

Weng et al. (2011), discovered a link between higher Emotional Intelligence (EI) and better patient care, communication, performance, and satisfaction among healthcare personnel, which is a major study that emphasizes the relevance of EI in the healthcare business. They contend that EI improves treatment quality through promoting empathy, increasing communication, and emphasizing patient-centred methods. Healthcare institutions that appreciate the significance of EI frequently engage in EI training and development programs for their practitioners, with the awareness that EI not only helps patient outcomes but also adds to the institution's overall performance and reputation.

Byon and Chen (2011), emphasize the importance of Emotional Intelligence in predicting collegiate football player success. It emphasizes how emotional awareness and interpersonal skills impact individual performance and team success in the context of athletics. This study provides significant insights for sports organizations, coaches, and athletes by stressing the relevance of emotional

intelligence development and its influence on performance in competitive sports like NCAA football.

Rankin (2013), underscore the significance of Emotional Intelligence in predicting the performance of nursing students in both academic and clinical contexts. It highlights the importance of EI competencies, such as empathy and interpersonal skills, in nursing practice. This research provides valuable insights for nursing education programs seeking to prepare future healthcare professionals by emphasizing the development of emotional competencies and their impact on nursing performance.

Shamsuddin and Rahman (2014), provides strong evidence for the positive relationship between Emotional Intelligence and job performance. It underscores the practical significance of EI in predicting job performance across various contexts and highlights the potential benefits of incorporating EI assessments into personnel selection and development processes within organizations. This research offers valuable insights for both researchers and practitioners interested in understanding and leveraging the role of EI in the workplace.

Krishnakumar et al. (2016), underscore the importance of Emotional Intelligence in predicting job performance across different occupational contexts. The research suggests that EI is a valuable asset for employees in various roles, particularly those involving emotional interactions with others. This study contributes to our understanding of the universal relevance of EI in the workplace and its potential impact on job performance.

Miao et al., (2017), found that the employees with strong Emotional Intelligence (EI) competencies tend to experience better mental health, higher job engagement, job performance and greater job satisfaction because they possess the emotional and interpersonal skills necessary to navigate the challenges of the workplace effectively. Organizations that recognize the value of EI often invest in EI development to promote the well-being and satisfaction of their employees, leading to a more productive and positive work environment.

Garcia-Sancho et al. (2017), finding that employees with higher Emotional Intelligence (EI) are often better equipped to handle conflicts, leading to more constructive and less disruptive conflict outcomes, aligns with research in organizational psychology and workplace dynamics. The empirical findings suggest that employees with higher EI are indeed better equipped to handle conflicts in the workplace, resulting in more constructive and less disruptive conflict outcomes. Their emotional regulation, empathy, conflict resolution skills, and commitment to maintaining positive relationships all contribute to a more harmonious work environment. Organizations that value and cultivate EI among their employees often experience fewer conflicts, improved teamwork, and enhanced overall workplace dynamics.

Garcia-Sancho et al. (2017), emphasize the importance of emotional intelligence (EI) in conflict prevention and resolution. Here's a thorough look at how EI contributes to a pleasant work environment by proactively addressing disputes. Employees with high Emotional Intelligence (EI) can detect and resolve possible sources of conflict before they develop, resulting in a more peaceful work environment, according to studies in the fields of organizational psychology and conflict resolution. According to the findings of this study, employees with high Emotional Intelligence play an important role in detecting and resolving possible sources of conflict before they escalate. Their emotional intelligence, empathy, effective communication, and conflict resolution abilities lead to a more peaceful environment.

Maguire et al. (2017), highlight the significance of TEI in predicting job performance. It suggests that specific emotional traits possessed by individuals play a crucial role in their workplace success. This research contributes to our understanding of how personality traits related to emotions can impact job performance and has implications for human resource practices and organizational development.

Malik et al. (2020), emphasize the role of Emotional Intelligence in predicting job performance through its impact on work-family balance. It underscores how employees with higher EI are better equipped to balance their work and family

responsibilities, ultimately leading to improved job performance. This research provides valuable insights for organizations seeking to enhance employee performance and work-life balance through the development of emotional competencies and support for work-family balance initiatives.

Gupta et al. (2021), found the Emotional Intelligence (EI) to transform conflicts into opportunities for growth and positive change within organizations aligns with the principles of constructive conflict resolution and organizational development. This study suggests that Emotional Intelligence to transform conflicts into opportunities for growth and positive change involves recognizing and managing emotions, fostering empathy and understanding, promoting effective communication, and applying conflict resolution skills.

Wang (2022), highlights the complex relationships between EI, emotional self-efficacy, work engagement, and work performance. It emphasizes the importance of emotional self-efficacy as a mediator between EI and work engagement and the moderating role of work engagement in the relationship between emotional self-efficacy and work performance. This research provides valuable insights into the interplay of these factors in the workplace and offers practical guidance for organizations aiming to enhance employee performance and engagement through the development of emotional competencies and self-efficacy.

2.6 Reviews Regarding Organizational Citizenship Behaviour (OCB)

Emotional Intelligence (EI) and Organizational Citizenship Behaviour (OCB) are two critical concepts in the realm of organizational psychology and management. Emotional Intelligence refers to an individual's ability to recognize, understand, manage, and effectively use their own emotions and the emotions of others in various situations. It encompasses components like emotional awareness, empathy, interpersonal skills, and emotional regulation. Organizational Citizenship Behaviour, on the other hand, pertains to discretionary actions and behaviours exhibited by employees in the workplace that go beyond their formal job requirements. OCB includes actions such as helping colleagues, volunteering for additional tasks, and

contributing positively to the work environment. These behaviours are not explicitly rewarded or mandated but contribute significantly to the overall functioning and success of an organization.

The relationship between Emotional Intelligence and Organizational Citizenship Behaviour has garnered substantial attention in organizational research. EI is often considered a crucial predictor of OCB. Employees with higher emotional intelligence tend to engage in more prosocially and helpful behaviours within the organization. They are better equipped to navigate workplace relationships, demonstrate empathy, and communicate effectively, all of which contribute to a positive work atmosphere and encourage OCB.

Davis and Luthans (1980), explores various theories that have shaped the field of OB. These may include motivational theories (e.g., Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory), leadership theories (e.g., Trait Theory, Contingency Theory), and theories related to organizational structure and change. While primarily research-focused, the article offers practical implications for organizations and managers. It suggests that understanding the principles and theories of OB can help organizations improve employee satisfaction, productivity, and overall effectiveness.

Organ (1988), work on Organizational Citizenship Behaviour (OCB) is indeed fundamental in defining and conceptualizing this important concept in the field of organizational psychology. Organ's work on OCB had a significant impact on organizational research and management practices. It helped organizations recognize the importance of these discretionary behaviours in enhancing workplace performance and fostering a positive organizational culture. Subsequent research has further developed and expanded upon Organ's initial conceptualization of OCB, making it a crucial area of study in the field of organizational behaviour and management.

O'Reilly III (1991), are important sources of information and expertise in the subject of Organizational Behaviour (OB). This continuous series, which has been published since 1979, continues to provide detailed literature reviews and research papers on a variety of OB issues. The series' continual nature mirrors the changing

nature of the OB profession. As the organizational environment changes, this series gives researchers a place to add to our understanding of human behaviour in organizational settings.

According to **Goleman (1995)**, emotional intelligence, also known as EQ (Emotional Quotient), might be more essential than traditional intelligence (IQ) in determining success in numerous aspects of life, such as relationships, profession, and general well-being. He contends that understanding and controlling one's own emotions, as well as identifying and empathizing with the emotions of others, are critical abilities that may have a significant influence on personal and professional success. He supports his statements with scientific research, psychology, and real-life experiences, and he offers practical recommendations on how individuals might improve their emotional intelligence.

Mayer and Salovey (1997), lays the foundation for the concept of Emotional Intelligence and its implications for various aspects, including workplace behaviour. Mayer and Salovey introduce the concept of emotional intelligence (EI) and provide an early theoretical framework for understanding it. They discuss the nature of emotions, the ability to perceive and express emotions, and the capacity to use emotions to facilitate thinking. The chapter also discusses the educational implications of emotional intelligence and how it can be taught and developed in individuals. This work by Mayer and Salovey is considered one of the foundational texts in the field of emotional intelligence and has had a significant influence on subsequent research and discussions about the topic. It helped establish the idea that emotional intelligence is a distinct and valuable form of intelligence that can impact various aspects of life, including education and personal relationships.

Organizational Citizenship Behaviour (OCB) is comprehensively examined by **Philip et al. (2000)**, covering its origins, results, and impact on organizational success. The notion of Organizational Citizenship Behaviour (OCB) and its impact in the workplace. Employees' discretionary, optional, and extra-role behaviours that go beyond their official employment duties are referred to as OCB. These behaviours improve the organization's operation and effectiveness.

Podsakoff et al. (2000), conduct a comprehensive review and analysis of a significant body of research on Organizational Citizenship Behaviour, (OCB). OCB refers to voluntary and discretionary behaviours exhibited by employees that go beyond their formal job roles and contribute positively to their organizations. This research suggests that Organizational Psychology and Management due to its rigorous meta-analytical approach and the introduction of the "OCB Cube" model, which helps categorize and comprehend the complex landscape of OCB behaviours and their determinants. It has likely informed subsequent research and discussions on OCB within organizations.

Grandey (2000), introduce the concept of emotion regulation in the workplace as a novel way to understand emotional labour. Emotional labour refers to the effort employees make to manage and display emotions as part of their job roles, and the authors propose that emotion regulation plays a crucial role in this process. The authors argue that emotion regulation is integral to emotional labour. While emotional labour typically focuses on the expression of emotions, emotion regulation considers the internal processes individuals engage in to align their feelings and expressions with organizational norms and expectations.

Wong and Law (2002), explore the impact of emotional intelligence (EI) not only in leaders but also in their followers within organizational contexts. They investigate how the emotional intelligence of both leaders and followers may influence a range of outcomes, such as individual and group performance, job satisfaction, and Organizational Citizenship Behavior (OCB). This study contributes to the understanding of how emotional intelligence, both in leaders and followers, can impact the workplace dynamics and outcomes. It underscores the importance of EI not only at the leadership level but also among employees and how it can influence performance and attitudes, including the willingness to engage in OCB. Emotional intelligence is seen as a factor that can enhance interpersonal relationships, communication, and overall workplace climate.

The study by **Prati Douglas et al. (2003)** investigates the link between emotional intelligence, leadership effectiveness, and team results, including OCB. It

emphasizes the importance of Emotional Intelligence in leadership and the influence it has on OCB within teams. The study's goal is to shed light on the function of emotional intelligence in leadership, as well as its influence on team relationships and outcomes. It might also reveal if leaders with higher emotional intelligence are better at managing and inspiring their workforce. The empirical findings indicate that knowing how emotional intelligence may be a valued asset in leadership roles, as well as how it can affect team relationships and organizational performance, is important. Emotional intelligence is being more acknowledged as a critical aspect in leadership success, and research in this field assists businesses in developing methods to improve leadership and team performance.

Chelladurai and Turner (2005), identify key themes in OB research within the sports industry. These themes include leadership, motivation, team dynamics, communication, and the impact of organizational culture. While primarily research-focused, the article offers practical implications for sports organizations and practitioners. It suggests that understanding OB in sports can inform coaching, leadership development, and organizational culture initiatives to enhance team and athlete performance.

Gignac et al. (2005), focuses on the Toronto Alexithymia Scale-20 (TAS-20) and examines its factor structure using confirmatory factor analysis. The study aims to confirm the existence of a five-factor model of the TAS-20 and provides suggestions for its improvement. This review discusses the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire (TEI Que), and various aspects of workplace behaviour, including OCB. The results of this research can be relevant for researchers, psychologists, and clinicians who use the TAS-20 to assess alexithymia in various populations. Understanding the factor structure of the questionnaire and potential areas for improvement can enhance its utility in research and clinical practice.

Organ, Podsakoff, and MacKenzie (2006), investigate the antecedents (factors that cause OCB) and repercussions (OCB outcomes) within the current OCB research landscape. They underline that OCB is impacted by a variety of individual,

leadership, and organizational characteristics, and that it may improve individual and organizational performance. They suggest investigating the dynamic character of OCB, investigating its temporal features, and assessing the impact of technology and changing work arrangements on OCB in modern organizational contexts.

Hochwarter et al. (2007), explores various factors that influence Organizational Citizenship Behaviours (OCB) and performance. Specifically, the study investigates the effects of reputation, age, and proactive personality on citizenship behaviours and job performance. Understanding the relationships among these factors can provide insights into how organizations can encourage and foster OCB among their employees, which can, in turn, lead to improved job performance and a positive work environment. This research contributes to the broader understanding of the individual and contextual factors that influence behaviours within the workplace.

Coyne and Ong (2007), study explore the realm of Organizational Citizenship Behaviour (OCB) from a cross-cultural perspective, aiming to understand how cultural factors influence the perception and practice of these behaviours within organizational settings. The research likely employs a mixed-methods approach, involving surveys, interviews, or other data collection techniques. It may involve participants from different cultural backgrounds to provide a comprehensive understanding of the subject matter. This study suggests that valuable insights into the complexities of OCB in a cross-cultural context, highlighting the importance of considering cultural factors when studying and managing these behaviours within organizations.

Aoyagi et al. (2008), examine Organizational Citizenship Behaviour (OCB) within the context of sports organizations. Organizational Citizenship Behaviour refers to the discretionary and voluntary actions that employees or members of an organization engage in, which go beyond their formal job requirements and contribute positively to the overall functioning of the organization. This research suggests that the importance of OCB in sports organizations and how fostering a culture of OCB can benefit both athletes and the organizations themselves. Researchers and practitioners in the field of sports psychology and management may

find this article valuable for understanding and improving the dynamics within athletic organizations.

Rayner (2009), discusses leadership principles that are pertinent to educational management. These principles may include effective communication, ethical leadership, shared decision-making, and fostering a positive school culture. While primarily research-focused, the article offers practical implications for educational leaders, administrators, and policymakers. It suggests that an understanding of different leadership approaches can help educational managers make informed decisions and create supportive environments for both educators and learners.

Carmeli et al. (2010), investigates the relationship between inclusive leadership, employee involvement in creative tasks, and the mediating role of psychological safety. This research examines how leadership practices, particularly inclusive leadership, can impact employee behaviours, including their involvement in creative tasks and their sense of psychological safety within the workplace. This study contributes to the understanding of how leadership practices and the organizational climate can influence employee behaviours related to creativity and Organizational Citizenship Behaviour (OCB). It highlights the importance of leadership in shaping the workplace environment and fostering positive behaviours among employees, such as OCB and creativity.

Neider and Schriesheim (2011), investigate the theoretical basis of OCB. They investigate the numerous theoretical viewpoints and models claimed to explain OCB, including social exchange theory, social identity theory, and organizational support theory. The authors evaluate these ideas critically, noting their merits and limits in understanding OCB. To increase understanding in this field, they emphasize the need of resolving unsolved concerns and gaps in existing research.

Mumby and Clair (2011), provide comprehensive overview of the field of Organizational Behaviour. It covers key topics and concepts that are fundamental to understanding how individuals, groups, and organizations function within a workplace context. It serves as a foundation upon which readers can build their knowledge of

OB. Those interested in pursuing further research or a career in organizational behavior can use this book as a starting point for more in-depth study.

Yukl (2011), offer a critical assessment of the strengths and weaknesses of each leadership theory. They highlight that no single theory provides a complete explanation of leadership and its impact on organizational behaviour. Instead, they argue for a contingency perspective, where the effectiveness of leadership depends on various situational factors. It suggests that leaders should adapt their leadership styles to fit the specific circumstances they encounter, rather than relying on a single approach.

Emami et al. (2012), discuss individual-level OCB behaviours and their antecedents. They explore factors that motivate employees to engage in OCB, including personality traits, job satisfaction, and leadership styles. The article emphasizes that individual-level OCB sets the foundation for broader OCB dynamics. They have examined how widespread OCB behaviours across various teams and units can impact the overall effectiveness and performance of the entire organization. Organizational-level OCB can contribute to enhanced organizational culture and effectiveness.

Bergeron et al. (2013), examine the consequences and outcomes of Organizational Citizenship Behaviour (OCB) and offers suggestions for future research in this area. The authors may also discuss theoretical frameworks and models that have been used to understand the consequences of OCB. This could involve exploring how OCB fits into broader theories of organizational behaviour and performance.

Karimi et al. (2014), study explores how emotional intelligence influences emotional labour and OCB among community nurses, shedding light on the importance of EI in the healthcare sector. This study likely examines the interplay between these factors to better understand how emotional intelligence can serve as a resource for nurses in managing the emotional aspects of their profession, influencing their well-being, and mitigating job-related stress.

Haider and Nadeem (2014), explore the relationship between Emotional Intelligence (EI) and Organizational Citizenship Behaviour (OCB). The study delves into the underlying mechanisms and boundary conditions that influence this relationship. The research may offer insights for organizations interested in promoting OCB by developing employees' emotional intelligence. It might suggest strategies for training and development in this area.

Kolade and Ogunnaike (2014), found the relationship between Organizational Citizenship Behaviour (OCB) and hospital performance. The authors provide a review of existing literature in the healthcare context and offer insights into the impact of OCB on hospital performance while suggesting avenues for future research. They suggest exploring the specific OCB behaviours that are most relevant to healthcare settings, examining the role of leadership in promoting OCB, and investigating the potential moderating variables that may influence the relationship between OCB and hospital performance.

Rose (2016), provides a comprehensive and integrated overview of the existing literature on Organizational Citizenship Behaviour (OCB). OCB refers to the discretionary and voluntary behaviours that employees engage in within an organization, which go beyond their formal job duties and contribute positively to the overall functioning of the organization. This research suggests that the positive consequences of OCB, both for the individuals displaying these behaviours and for the organizations they work for. Outcomes might include improved team performance, increased job satisfaction, enhanced organizational reputation, and other related benefits.

The difficulty of reliably measuring OCB is discussed by **Philip et al. (2017)**. The authors investigate numerous assessment methodologies, such as self-reports, supervisor reports, peer reports, and objective metrics, and emphasize the advantages and disadvantages of each. The authors make recommendations for further studies in the field of OCB. They advocate for more research on the causes and effects of OCB in the twenty-first century, particularly how OCB is impacted by elements such as technology, virtual work, and developing leadership techniques.

Ocampo et al. (2018), provide an in-depth review of Organizational Citizenship Behaviour (OCB) from a multifocal social exchange perspective. Their review aims to enhance our understanding of OCB by considering various perspectives, antecedents, and outcomes within the context of social exchange theory. This study explores the foundations of social exchange theory, which forms the theoretical basis for understanding OCB. Social exchange theory posits that individuals engage in voluntary behaviours, such as OCB, in response to social exchanges characterized by reciprocity and trust.

The research of **Zhang and Zhang (2020)**, investigates the function of psychological safety as a mediator in the interaction between high-performance work systems, emotional intelligence, and employees' in-role and extra-role performance, including OCB. According to the findings of this study, firms should understand the processes through which HR practices, such as HPWS, might affect employee performance and behaviour. It also emphasizes the importance of psychological safety in establishing a work environment in which employees are more inclined to engage in both needed job activities and go above and beyond by engaging in OCB. Understanding these dynamics can help HR and management approaches that aim to boost corporate performance and employee well-being.

Li et al. (2021), conduct a systematic review of the antecedents (causes) and consequences (effects) of workplace envy. Workplace envy refers to the emotional experience where an individual covets what others have in a professional context. The authors explore the various factors leading to envy and the outcomes it can generate within organizational settings. They encourage further exploration of workplace envy in diverse cultural contexts, the development of interventions to mitigate its negative effects, and the examination of strategies to foster positive emotions in the workplace.

Haj Youssef and Teng (2021), discuss formal institutions, which include laws, regulations, and governmental policies that shape organizational behaviour. They highlight the impact of international laws, trade agreements, and economic policies on organizations' global operations. The articles discuss the concept of isomorphism,

which refers to organizations' tendency to conform to institutional pressures. It examines how organizations may adapt their behaviour to align with the expectations and norms of their host countries. This study suggests that a deep understanding of institutional factors is essential for effective international business strategies and organizational behaviour.

Aksoy et al. (2022), identify and discuss key themes that have emerged in OB research within the hospitality industry. These themes include employee attitudes, motivation, job satisfaction, leadership, customer interactions, and the impact of organizational culture. While primarily research-focused, the article offers practical implications for hospitality organizations. It suggests that understanding the dynamics of organizational behaviour in the industry can inform management practices aimed at improving employee satisfaction and service quality.

2.7 Research Gap

In the previous section, most of the significant studies focused on the emotional intelligence and various employee outcomes of general education teachers, corporate employees, students and other professionals. But no studies have specifically examined the role of emotional intelligence on employee outcomes among special school teachers especially teachers who handle mentally impaired students in Kerala. The present study is an attempt to fill the gap in the research done so far. Hence, the researcher has decided to focus on emotional intelligence of special school teachers and its impact on job commitment, job satisfaction, job performance and organisational citizenship behaviour of special school teachers working in Kerala

2.8 Conclusion

The literature review on the emotional intelligence of special school teachers has provided valuable insights into its profound influence on job satisfaction, job commitment, job performance and organisational citizenship behaviour within this unique educational context. The findings from various studies consistently suggest that emotional intelligence plays a pivotal role in shaping the experiences and outcomes of special school teachers. It is evident that special school teachers with

higher emotional intelligence tend to experience higher levels of job satisfaction. Their ability to understand, manage, and empathize with the emotions of both themselves and their students fosters a positive work environment. This emotional competence enables them to navigate the complex challenges of working with students with special needs, leading to greater job satisfaction. Emotional intelligence contributes significantly to job commitment among special school teachers. Teachers who are emotionally attuned to their students' needs and can build strong, supportive relationships are more likely to remain committed to their profession. Their dedication extends beyond contractual obligations, as they feel a sense of purpose and fulfilment in making a meaningful impact on the lives of their students.

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Chapter 3

EMOTIONAL INTELLIGENCE AND EMPLOYEE OUTCOMES: THEORETICAL AND CONCEPTUAL FRAMEWORK

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Chapter 3

EMOTIONAL INTELLIGENCE AND EMPLOYEE OUTCOMES: THEORETICAL AND CONCEPTUAL FRAMEWORK

3.1 Introduction

The second chapter detailed the various related studies in the area of emotional intelligence, job satisfaction, job commitment, job performance and organisational citizenship behaviour and the researcher identified the variables and research gap. For getting in depth knowledge, an examination of the theoretical context of the variables under study is required. So, this chapter deals with the theoretical framework of emotional intelligence, job satisfaction, job commitment and other constructs of the research model.

3.2 History of Emotional Intelligence

Emotions have been a subject of study for ages. For instance, in 2000 years ago Plato an Athenian Philosopher in Greece said “All learning has an emotional base”. Many great thinkers have analysed and built various theories on emotions. Some of them analysed the importance of emotions in daily life and its dimensions and some others criticise. Solomon (2008) said that emotions have always been a threat and danger to philosophy and philosophers. Aristotle stated in his famous work that emotion is to experience pain, pleasure or sometimes both. According to Descartes emotion is a type of passion which leads to confusions and doubts in judgement of things. Several empirical studies have been conducted to understand intelligence. Intelligence is the ability to learn understands and apply information to logical reasoning, abstract and spatial thinking, mathematical abilities etc. According to Edwards, 1994; Wechsler, 1940 Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment Emotions and intelligence are the two sides of a coin. Intelligence is a measure to determine the academic abilities while emotional intelligence is the ability or indicator of success in life and career. These two qualities enable a person towards personal and career success.

Emotional Intelligence also referred to as Emotional Quotient, has gained significant attention in the world of business. Organisational leaders have realised the importance of Emotional Intelligence and its contribution to the success and growth of an organisation. Scottish philosopher Alexander Bain (1880) revealed that the emotions and feelings have interconnection with the self-emotions, beliefs, attitudes and morality of individuals and it controls one's thinking and action. In 1910 James Sully, English psychologist used the term Emotional Intelligence to exhibit the interconnection between emotional and intellectual process. He found that the emotions and intellectual processes influence a person's perception. In 1920 Thorndike (1920) found the existence of three types of intelligence such as social intelligence (ability to respond the social situations), mechanical intelligence (the ability to effectively control your body and manipulate objects) and abstract intelligence (ability to respond words, numbers and symbols). In 1930s Edward Thorndike described that emotional intelligence is the ability of social intelligence. He said that emotional intelligence is the ability of a person to get along with other people and able to understand the feelings, motives and behaviours of our own as well as others. In 1940s David Wechsler developed the concept of non-cognitive intelligence. According to him Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. It is essential for success in life intelligence and it is complete we are able to define its non-cognitive aspects. In 1950s Abraham Maslow gave importance to the term emotional strength. He said that people could develop physical, mental, spiritual and emotional strength to handle and control emotions of ours. Since then, the importance of emotional intelligence arises. In 1975 Howard Gardner introduced the concept of multiple Intelligences in his book "The Shattered Mind". He suggested that intelligence is only a single general ability but a person requires multiple intelligence abilities to handle different situations. There are eight different types of intelligence. They are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinaesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. In 1982 Reuvan Bar-On gave importance to the concept of Emotional Quotient. EQ is used to

measure the emotional and social competencies of a person i.e., it is a measure of a person's emotional intelligence. According to him Emotional intelligence comprises of interrelated emotional and social competencies and skills that determine how a person understand and express ourselves and others and to cope up with daily demands, challenges and pressures. Emotional and social competencies are based on 5 factors such as interpersonal, intrapersonal, stress management, adaptability, and general mood. (Bar-On 1998) In 1990 Peter Salovey and John D Mayer invented the term Emotional Intelligence. They conducted several researches and discovered that some people are better than others to identify the feelings of others and solving problems related with emotional issues. According to them Emotional Intelligence is a "Form of social intelligence that involves 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 concept of EI got popularity when Daniel Goleman's published his book named Emotional Intelligence: Why It can Matter More than IQ in 1995. According to him Emotional intelligence is the ability to motivate oneself and persevere in the face of frustrations, to control impulse and to regulate one's moods, to think, empathise and hope. In 1996, Dr. Reuven Bar-On explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings. He developed the Bar-On EQ-I, and this inventory is the first scientifically developed and validated measure of emotional intelligence. (Dhani, 2016)

3.3 Meaning and definition of Emotional Intelligence

The concept of emotional intelligence is new; it was first introduced by Peter Salovey and John D. Mayer in 1990. However, American psychologist Daniel Goleman (1995) popularised it. It is the capacity to recognise and comprehend one's own emotions as well as those of others accurately and adaptively It makes it possible for someone to comprehend the functions that emotions do in various interactions as well as to regulate, control, and harness emotions to spark original thought (Santrock, 2011). It is made up of interconnected social and emotional competences and skills that define how well a person can express and comprehend themselves as well as

others, and how well they can handle the stresses, obstacles, and demands of daily life.

Reuven Bar-On (1996) said that emotional intelligence is an array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental minds and pressures

According to Byron Stock (2007) "Emotional Intelligence (EI) is the ability to acquire and apply knowledge from your emotions and the emotions of others." You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not to say or do) next.

Peter Salovey and John Mayer (2002) found that "Emotional intelligence the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth."

3.4 Emotional intelligence of special school teachers

Educators' roles extend far beyond the sharing of academic information. This is especially important in special education, as instructors work with individuals who have diverse learning desires, skills, and psychological awareness. Emotional Intelligence (EI) is crucial in this specific teaching situation. It is essential for successfully seeing, comprehending, controlling, and utilizing emotions in one's own life as well as in interpersonal interactions. For special education instructors, knowledge of EI is critical for building good connections, managing complicated classroom conditions, and driving their students' overall development.

Special education instructors have a unique combination of obstacles that need both professional ability and an in-depth understanding of their student's emotional and behavioural needs. Special education students may face a variety of emotional and psychological issues, such as autism spectrum illnesses, Attention

Deficit Hyperactivity Disorder (ADHD), or learning difficulties. As a result, these classrooms can have complex and shifting emotional compositions, thus teachers must exhibit a marked sense of caution and skill when working in these sensitive spaces.

3.5 Emotional Intelligence at Work place

Emotional Intelligence is considered as a valuable skill in the workplace. It is an essential quality of every individual working in the organization. Those who are in top level of the organisation need high emotional intelligence skills than in lower levels. It is believed that Intelligent Quotient helps a person to get a job while Emotional Quotient helps a person to get promotions. The continuous development in the organization can be achieved with this skill. According to Daniel Goleman Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence.

Emotional intelligence varies from individual to individual. Some individuals have this quality by birth while others need help to improve these skills. Training enhances the quality of emotional intelligence. Generally emotional intelligence enhances the mind of employees and makes them happy and healthy. It will lead to good morality and commitment towards work. People with higher EI can perform better than those with lower EI regardless of Intelligent Quotient (Bar On, 1997). It will improve the physical and psychological health of people and encourages academic and business performance (Bar-On & Parker, 2000). The main objective of every business organization is the attainment of business goals. The modern business world is characterised by team work and good communication. The persons in top level must understand their followers and know how to motivate them properly. For this purpose, emotional intelligence skills are very essential. It enables the leaders to aware and understands others and motivates them effectively towards the attainment of goals. The World Economic Forum (2016) ranked emotional intelligence sixth in the top ten skills employees need by 2020 to succeed in the future workplace.

3.6 Need and advantages of Emotional Intelligence

“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far”

—Daniel Goleman.

Emotional intelligence can help to develop stronger relationships with others and achieve professional and personal goals. It can also help to connect with our emotions, follow through on our aspirations, and make educated judgements about our own goals. It is the ability to identify, use, understand, and manage emotions in an effective and positive way (Goleman, 1995). So, it is an inevitable quality of every person whether he is working or not.

3.6.1 Advantages of emotional intelligence to an individual

- 1) It enables persons to communicate their views in a better way.
- 2) It helps to reduce anxiety and stress.
- 3) It facilitates a person to act in a logical way in different situations in daily life, thereby reducing conflicts.
- 4) It enables a person to identify and understand the emotions and feelings of others in interactions and establish a harmonious relationship with others.
- 5) It helps a person to think from others point of view and overcome the challenges while dealing with others.
- 6) It affects the quality of lives because it influences the behaviour and relationships.
- 7) It helps to reduce personal stress.
- 8) Emotional intelligence enables a person to handle tough situations in life. Tough situations always create unhappy and face criticisms from others. But emotionally intelligent people accept these criticisms and to improve ourselves.

- 9) Emotional intelligence equips a person to connect with others in a compassionate way. By showing this compassion a person can success in life.
- 10) It enables a person to understand the roles that emotions play in different relationships and to manage, control and using the emotions for creative thinking (Peter Salovey, 1990).
- 11) People with high emotional intelligence can enable a person to manage their time in a more efficient and effective manner.

3.6.2 Advantages of emotional intelligence at workplace

- 1) Understand coworkers, empathise with them, and know how to interact with them.
- 2) Understand how to adjust to meet deadlines.
- 3) Accept criticism constructively and use comments to improve the performance
- 4) It enables to take quick decisions at workplace.
- 5) Understanding the motives of others enables leaders to motivate and inspire good work.
- 6) It helps to reduce conflicts at workplace.
- 7) Helps to establish good interpersonal relationship with other coworkers
- 8) It helps to reduce work stress
- 9) Emotional intelligence enables employees to work better in a team. People with high emotional intelligence can communicate with the team members freely and they share their ideas and are open to other's ideas.
- 10) Increase the morale is another advantage of emotional intelligence. High emotionally intelligent persons respect others without considering their designation.

- 11) Emotionally intelligent people are more optimistic and they work towards their goals.
- 12) Better time management at work place is possible with the help of emotional intelligence.
- 13) It improves communication.
- 14) It helps to build stronger relationships with colleagues

3.7 Models of Emotional Intelligence

Emotional intelligence, often known as EQ or EI, is the ability to recognise, understand, and control one's own emotions as well as those of others. It includes a variety of abilities, including self-awareness, self-regulation, empathy, and social skills. The concept sprang to prominence in the 1990s, chiefly through the work of psychologists Peter Salovey and John Mayer, and was later popularised by Daniel Goleman. It is a combination of both cognitive and non-cognitive competencies and skills that enable a person to achieve personal and professional success and growth. There are several models of emotional intelligence proposed by researchers and psychologists. Some of the prominent ones include

3.7.1 Bar-On model

This model of emotional intelligence was developed by Reuvan Bar-On, an Israeli psychologist. He is the first one to introduce the concept of Emotional Quotient (2006). EQ is a measure of emotional and social competence. According to this model emotional-social intelligence is an array of interrelated emotional and social competencies, skills and behaviours that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures (Bar-On, 2006, p. 14). This model is process oriented rather than outcome oriented (Bar-On, 2002). Emotional intelligence can be improved through training and therapy (Bar-On, 2002). Bar-On conceptual model of emotional intelligence gave importance to five components and is considered as the constructs to measure emotional intelligence.

a) Intrapersonal awareness

Intrapersonal awareness is an ability to identify ourselves and make good interactions with others. It includes

- **Self-regard:** Self-regard is often associated with feelings of inner strength and self-confidence (Multi-Health Systems, 2011). It is the ability to respect and accept ourselves by recognising and understanding the strength and weakness of its own. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and self-adequacy” (Stein & Book, 2011, p. 68). A person with high self-regard can succeed in life. But a person with less self-regard always shows doubts in their own capabilities and faces failures in life and career.
- **Emotional self-awareness:** Emotional awareness is the ability to identify and recognise the emotions of ourselves. This skill acts as the foundation of emotional intelligence. It enables a person to understand emotions in different situations and respond in a tactful way.
- **Assertiveness:** It is the ability to express ourselves effectively. Self-confidence and good communication skill is very essential to express our views.
- **Independence:** Independence is the ability to be self-directed and self-controlled in thinking and actions and to be free of emotional dependency. Independent people have self-confidence and took correct decisions. In certain situations, they may take the opinion of others before taking decisions. Actually, this is not a sign of independence but it exhibited the ability to consider others. \
- **Self-actualisation:** Self-actualisation is the desire to accomplish everything that one can, to become the most that one can be (Abraham Maslow, 1943). It is a tendency that might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming. (Abraham Maslow).

b) Interpersonal Awareness

Interpersonal awareness is the ability to understand the verbal and non-verbal emotions and feelings of us and others, accept the emotions and to take wise decisions. It enables a person to view things from others point of view, to understand the situation and establish a good relationship with others. Good communication skill, active listening skill, patience, empathy etc. is essential for establishing good relationship. It includes

- Empathy: It is the ability to understand things from others point of view.
- Social responsibility: It is the responsibility towards various stakeholders of the society. Being a part of group is the feature of social responsibility.
- Interpersonal relationship: It is the ability to establish a mutually satisfying relationship with others.

c) Stress Management

It is a feeling of mental tension and physical strain. It is a part of our normal life. It can arise or experience from our environment, our thoughts and from certain diseases. Generally, it will affect our mind and body seriously. Stress can be either positive or negative. An emotional intelligence skill helps a Person to reduce stress both personal and official. It includes stress tolerance and impulse control.

- Stress tolerance: It is the ability to manage the stressful situation. Generally, the high level of stress can affect our cognitive abilities and relationships and it will adversely affect health. To combat stress, stress management skill is essential.
- Impulse control: It is the ability to control and manage impulses

d) Adaptability

Adaptability means change management. It is the ability to adjust in different situations. This quality enables to respond and accept new innovations and changing trends. It includes reality testing, flexibility and problem solving.

- Reality testing: It is the ability to see the real situation. It distinguishes what is real and what is not. The real situation is entirely different from our inner feelings and emotions. Reality testing helps to validate our emotions and feelings and enable to realise that it is different from external reality.
- Flexibility: Being flexible is an indicator of success. It enables to accept and coping the different situations.
- Problem solving: It is the ability to solve difficult situations and find effective solutions.

e) General Mood

It is related with self-motivation. It includes optimism and happiness.

- Optimism: It is the positive attitude towards everything in life and career and expects good things to happen. A person with positive attitude has faith in ourselves reduce stress and success in life.
- Happiness: Happiness is the mental or emotional state with pleasure. It is the state of being happy (Oxford Dictionary).

3.7.2 Ability model

The ability model of emotional intelligence was developed by Peter Salovey and John Mayer in 2004. This model focused on an individual's ability to perceive, understand, manage and using emotions to take good decisions. According to this model emotional intelligence as a traditional intelligence and is comprised of a set of skills that combines emotions with cognition (Mayer, Salovey and Caruso, 2008). They developed Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) scale to measure emotional intelligence. According to this model there are four abilities related to emotional intelligence. They are

a) Perceiving Emotions

The first ability related to emotional intelligence is the ability to perceive emotions. Here perception plays a very important role. Perception means the

ability to read and decode verbal and non-verbal things with the help of our five sense organs. Emotional perception means the ability to perceive emotions accurately.

b) Using Emotions

It is the ability to use emotions to facilitate cognitive processes like problem solving, decision making etc. It enables a person to use emotions wisely in thinking process. There are mainly two types of emotions negative and positive emotions.

c) Understanding emotions

It is the ability to understand the verbal and non-verbal emotions of others. It enables a person to understand complex emotions at a time.

d) Managing emotions

Emotions play a very important role in decision making. It guides and influences towards action. For taking good decisions, management of emotions is very much essential. It is the ability to manage and control the emotions of one and others, to understand the situation and to respond after taking a pause.

3.7.3 Trait model

This model was developed by Konstantin Vasily Petrides in 2001. He defined the trait model as "a constellation of emotional self-perceptions located at the lower levels of personality." According to this model people have different emotional traits and self-perceptions in relation to their personality. The measurement of EI through the use of self-report questionnaires leads to the understanding that EI was a construct of self-perceived personality traits and behaviours. (Petrides & Furnham, 2001), and is classified as "trait EI". It includes a very large array of non-cognitive abilities related to success.

3.7.4 Goleman's model

The term emotional intelligence was popularised by Daniel Goleman 1995. As Daniel Goleman wrote in his books "Emotional Intelligence: Why It Can Matter

More than IQ" and "Working with Emotional Intelligence" there are four major pillars of Emotional Intelligence. They are self-awareness, self-management, social awareness and relationship management.

a) Self-awareness

Self-awareness is the ability of a person to identify, process, and stores information about ourself clearly and objectively. It is the detailed examination of one's own mental and emotional processes. A self-awarded person is conscious about the goals, strengths, weaknesses, values, beliefs and achievements.

b) Self-Management

Emotional self-management refers to the ability of a person to regulate and control the emotions and impulses by him or herself. Self-management aptitudes are the capacities that permit individuals to control their thoughts, emotions and activities. If a person has solid self-administration abilities, they are ready to set objectives freely and step up and accomplish the objectives. Assessing our own strength, prioritise responsibilities; engage in one task at a time, patience and self-evaluation are some of the methods used to improve self-management.

c) Social Awareness

Social awareness is the capacity to take the point of view of and relate to other people, including those from different foundations and societies. It is the ability of a person to understand and respond to the needs of others. It is looking outward to learn about and appreciate others (Daniel Goleman). It's the ability to observe body language, facial expressions, and even posture in an effort to respond appropriately. Social awareness may be defined as the individual's ability to understand people, social events, and the processes involved in regulating social events (Greenspan 1981). It is the ability of a person to aware and understands the emotions and feelings of others who are in our environment. It enables a person to react sensibly in different situations and leads to achieve good social skills. It requires efficiency in the areas of emotional intelligence and empathy. Howard Gardner equates social awareness with the theory of social intelligence. This theory gave importance to interpersonal

relationship ie, it enables a person to understand and build good relationship between people who are interact. A person with high social awareness has good listening and communication skill.

d) Relationship Management

It is the process of establishing a lasting relationship with others, means to understand the others developmental needs and help in building their abilities. It is the capacity to create an impact on the character, development, or behaviour of someone or something, or the impact itself. It is the ability of a person to persuade, convince and create a impact. Communication skill is very much essential for establishing good relationship

3.8 Employee Outcomes

Employee outcomes include a range of beneficial results that arise from successful workplace practices such as greater job satisfaction, higher productivity levels, better employee engagement and lower turnover rates, all of which lead to a more robust and thriving organization. It includes job commitment, job satisfaction, job performance and organisational citizenship behaviour.

3.8.1 Job satisfaction

Job satisfaction is the level of contentment or fulfilment an individual experiences in their job and work environment. It is based on various factors such as the nature of work, relationship with colleagues and superiors, compensation, opportunities for growth and development, work-life balance, and organizational culture. Research studies showed that high levels of job satisfaction are often associated with increased motivation, productivity and overall wellbeing, while low job satisfaction can lead to stress, burnout and turnover.

Job satisfaction among teachers is a critical factor influencing not only their own well-being but also the quality of education they provide and the overall effectiveness of educational institutions. Emotional intelligence plays very important role among teachers to understand the emotions and feelings of students and enable

them to better equipped to navigate the difficulties in the classroom and build positive relationship with students. Researchers showed that employees with high emotional intelligence shows satisfaction towards job (Hisham 2023). Emotional intelligence forecasts work performance, job satisfaction, work commitment and job involvement (O'Boyle et al. 2011).

Job satisfaction among special school teachers is influenced by a combination of factors related to the nature of their work, the work environment, organizational support, personal well-being, and professional development opportunities. By addressing these factors and promoting a supportive and empowering work environment, educational institutions can enhance the job satisfaction of special school teachers, ultimately leading to improved outcomes for students with special needs (Jasmin Demil 2021).

3.8.2 Job Commitment

Job commitment means the emotional attachment of a person towards the job and work role. It is the dedication and sense of responsibility of an employee to work better. Job commitment among special school teachers in Kerala is characterized by a strong feeling of duty, compassion, and emotional connection to their kids, which is frequently based on personal ideals and societal obligation. Many teachers remain devoted despite obstacles such as insufficient infrastructure, restricted professional development opportunities, and poor societal acknowledgment of special education. NGO support, occasional government measures, and increased awareness of inclusive education have all had a positive impact on commitment levels. However, differences in policy execution and the lack of standardized support mechanisms can have an impact on long-term commitment. However, these instructors' determination and optimism frequently motivate their continuous dedication to empowering children with exceptional needs. It is a multidimensional construct often divided into three components: Affective commitment: Affective commitment of employees are arising out of affection or passion towards the job. It is a type of emotional attachment towards the job they are working.

Normative commitment: Normative commitment arising out of a sense of obligation to stay with the job. It is a type of moral connection towards the job.

Continuance commitment: continuance commitment occurs when a person fears the losses of leaving the job. Here commitment arising out of their need to stay the job

3.8.3 Job Performance

Job performance indicates the extent to which a person executes the tasks, obligations, and responsibilities linked to their job position. It serves as an assessment of an employee's effectiveness, efficiency, and quality of work in fulfilling the objectives and expectations established by the organization. Job performance of special school teachers is characterized by their ability to provide high-quality, individualized instruction and support to students with special needs, while also collaborating with colleagues, advocating for students, and engaging in ongoing professional development to enhance their practice.

3.8.4 Organisational Citizenship Behaviour

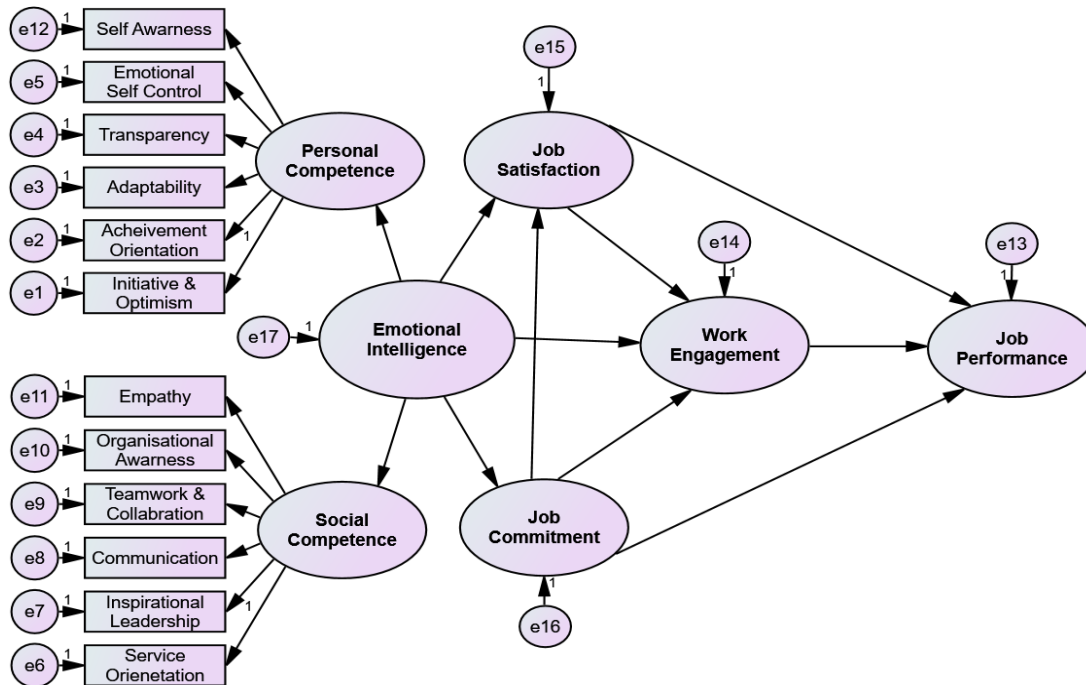
Organizational Citizenship Behaviour is a collection of discrete activities and behaviours that individuals display in a way that adds to the success of the business, independent of their official employment classification. For teachers, OCB is a reflection of the extra effort and contribution they make to the development of a positive educational atmosphere.

The Organizational Citizenship Behaviour (OCB) of special school teachers in Kerala is significantly affected by their personal motivation, work quality, and institutional backing. Research indicates that when teachers experience a high quality of work life, which encompasses supportive leadership, sufficient resources, and avenues for professional development, they are more inclined to participate in OCB activities, such as offering help to colleagues, demonstrating flexibility in their duties, and taking the initiative beyond their designated roles. However, challenges such as scarce resources, excessive workloads, and mental stress can hinder these

activities. In spite of these difficulties, numerous special school teachers in Kerala exhibit notable commitment and often exceed their assigned responsibilities to support their students and schools, underscoring the need for policies that promote their work environment and overall well-being.

3.9 Conceptual Framework

The proposed conceptual framework of emotional intelligence (EI) provides a structure for understanding and studying the various aspects of EI of special school teachers and its effect on job satisfaction, job commitment, job performance and Organisational citizenship behaviour. In this conceptual framework (figure 3.1), the researcher investigates the role of emotional intelligence on job satisfaction, job commitment, work engagement, organisational citizenship behaviour and job performance. These results are significantly influenced by emotional intelligence, or the capacity to recognize, regulate, and use emotions in oneself and others. The researcher emphasizes the importance of emotional intelligence in improving the educational experience of children with special needs by investigating its many aspects and implications for teacher-student relationships, classroom management, and general well-being. Later in the study, the researcher explores how emotional intelligence effects special school teachers' general emotional resilience, ability to handle a variety of classroom behaviours, and sense of job satisfaction. Emotional intelligence is an inevitable quality of every kind of individual. It is an ability to identify, recognise and understand the emotions, feelings and thoughts of oneself and of others. Personal competence and social competence are the two sides of emotional intelligence. These two factors are intertwined in the development of emotional intelligence. Together they contribute to the development of emotional intelligence, act as a leading indicator towards personal and professional growth.

Figure 3.1*Research model*

Personal and social competence factors of Emotional Intelligence

3.9.1 Emotional Intelligence of special school teachers

Emotional Intelligence (EI) is crucial in this specific teaching situation. It is essential for successfully seeing, comprehending, controlling, and utilizing emotions in one's own life as well as in interpersonal interactions. For special education instructors, knowledge of EI is critical for building good connections, managing complicated classroom conditions, and driving their students' overall development.

Special education instructors have a unique combination of obstacles that need both professional ability and an in-depth understanding of their student's emotional and behavioural needs. Special education students may face a variety of emotional and psychological issues, such as autism spectrum illnesses, attention deficit hyperactivity disorder (ADHD), or learning difficulties. As a result, these classrooms can have complex and shifting emotional compositions, thus teachers must exhibit a marked sense of caution and skill when working in these sensitive spaces.

Emotional intelligence is the main protective factor of work engagement and wellbeing of special educators (Chonggao Wang, 2021). Teachers of special needs children often find themselves in the middle of difficult circumstances (Hughes & Davidson, 2020). Therefore, it is essential to cultivate and improve their emotional skills. Emotional intelligence capacity may be defined as the ability to pay attention, persist, manage impulses, freely communicate, think things through, make deliberate judgments, overcome difficulties, and strive for achievement (MacIntyre et al., 2020).

Maurer and Brackett (2004) emphasize the need to introduce emotional intelligence education in schools and the potential benefits it provides for both students and instructors. According to their results, implementing emotional intelligence education in schools has the potential to improve students' social-emotional abilities, provide a more emotionally supportive learning environment, minimize disputes, and empower both students and instructors. It teaches pupils vital life skills and prepares them for future success in a world that is more linked and emotionally complicated.

The literature suggests that emotional intelligence plays a significant role in shaping the job commitment of special school teachers. By cultivating emotional intelligence skills, teachers can strengthen their connection to their profession, enhance job satisfaction, and contribute to positive outcomes for themselves and their students in the special education context.

Thus, the study has identified the various factors affecting emotional intelligence of special school teachers from literature, which consists of

A. Personal Competence Factors (PC)

Personal competence in Emotional Intelligence refers to an existent's capability to understand, manage, and regulate their feelings effectively. It encompasses the skills and qualities that enable an individual to navigate their emotional geography, make thoughtful opinions, and interact appreciatively with others. Personal competence is one of the two main factors of Emotional Intelligence, with the other being social

competence. Personal competence in Emotional Intelligence enables individuals to develop a strong sense of self, make sound opinions grounded on self-awareness, manage stress and emotional challenges, and maintain positive connections with others. By enhancing particular capabilities, individuals can foster better emotional well-being, parade resilience, and contribute appreciatively to their personal and professional environments. Within the realm of personal competence, there are six crucial factors. It consists of

- 1) Self-Awareness (SFA)
- 2) Emotional Self Control (ESC)
- 3) Transparency (TRA)
- 4) Adaptability (ADA)
- 5) Achievement Orientation (ACO)
- 6) Initiative and Optimism (IAO)

1) Self-awareness (SFA)

A collection of skills known as emotional intelligence (EI) allow people to effectively control both their own and other people's emotions. Self-awareness is the fundamental component that lays the groundwork for the growth of other EI competencies. In this overview of the literature, the researcher examines the body of research on the function of self-awareness in emotional intelligence, emphasizing its importance in leadership, interpersonal relationships, and general emotional well-being. Recognizing and accurately measuring one's own emotions is a necessary component of self-awareness. Jordan and Ashkanasy (2013) looked into how self-awareness affects how one perceives one's emotions. According to their research, those who are more self-aware are better able to recognize and understand their emotions. This skill is the cornerstone for effectively controlling and expressing emotions in a variety of contexts. Self-awareness is necessary for having healthy interpersonal connections. Guntersdorfer and Golubeva's (2018) research looked at the relationship between interpersonal effectiveness and self-awareness. According to their research, those who have higher levels of self-awareness are better at understanding how others' emotions affect them, which promotes empathic

communication and improved relationship dynamics. Self-awareness and leadership go hand in hand because strong leaders must be able to manage their own emotions in order to guide others. Sturm et al. (2014) looked at the relationship between self-awareness and leadership growth. Based on their findings, leaders who had higher levels of self-awareness were more genuine, approachable, and open to criticism, which improved their capacity to motivate and engage their employees.

Emotional regulation plays a critical role in emotional intelligence, forming a strong connection with self-awareness. In a recent study by Solomon et al. (2021), an investigation was conducted to explore the correlation between self-awareness and emotional regulation. The study's findings unveiled that individual with a elevated level of self-awareness possess a heightened understanding of their emotional triggers and patterns, empowering them to employ effective strategies for managing their emotions during challenging situations. Self-awareness act as a catalyst for personal growth and development. According to Espelage et al. (2020), individuals who nurture self-awareness through introspection and feedback are more inclined to establish meaningful goals, adapt to changes, and continuously enhance themselves, ultimately contributing to their overall wellbeing. Making effective decisions necessitates comprehending one's values, emotions and biases, tying them all together.

Self-awareness plays a crucial role in personal development and growth, serving as a cornerstone for various aspects of life. According to Godward et al. (2019), heightened self-awareness leads to a greater openness to feedback, a willingness to improve oneself, and a proactive approach to addressing areas for growth, ultimately contributing to continuous personal advancement. Effective communication also heavily relies on self-awareness. As found by Gonzalez (2008), individuals with high self-awareness possess a better understanding of their communication style, allowing them to tailor their messages to different audiences, fostering clearer and more empathetic interactions. Moreover, ethical decision-making requires introspection and a deep understanding of one's values. Handelsman et al. (2009) revealed that individuals with higher self-awareness excel at recognizing

personal biases and aligning their decisions with ethical principles, leading to more morally sound choices.

Well-being is intricately linked to self-awareness, as a heightened understanding of one's emotions promotes emotional balance. The impact of self-awareness on well-being was explored by Lu and Wan (2018), whose research unveiled that individual with well-developed self-awareness experience reduced emotional turmoil, increased resilience, and a greater ability to manage stress, all of which contribute to overall well-being. Authentic leadership is another domain where self-awareness plays a pivotal role. Adil and Kamal (2020) delved into the relationship between self-awareness and authentic leadership and discovered that authentic leaders with heightened self-awareness are more attuned to their values, emotions, and strengths, fostering genuine connections with their teams and inspiring loyalty. Conflict resolution also necessitates an understanding of one's emotions and their impact on interpersonal dynamics. Kusumawaty et al. (2021) investigated how self-awareness influences conflict resolution skills and found that individuals with heightened self-awareness were adept at identifying their emotional triggers and effectively managing emotions during conflicts, leading to more constructive resolutions.

In essence, self-awareness serves as a foundational competency in Emotional Intelligence, permeating various aspects of life. Recognizing its integral role and promoting self-reflection and introspection can empower individuals and organizations to leverage the power of Emotional Intelligence, fostering greater emotional well-being, effective leadership, and harmonious relationships.

2) Emotional Self Control (ESC)

Emotional Intelligence (EI) comprises a range of competencies that enable individuals to navigate feelings effectively, both within themselves and in others. Among these capabilities, emotional self-control stands as a vital dimension that empowers individuals to manage their feelings, adapt to varied situations, and make informed opinions. This comprehensive literature review delves into the intricate relationship between emotional self-control and EI, exploring its multifaceted impact

on emotional regulation, conflict operation, decision- timber, well-being, and leadership. Emotional regulation is a critical aspect of EI and emotional tone- control forms its bedrock. Grolnick et al. (2019) excavated the part of emotional self-control in emotional regulation. Their exploration unveiled that individuals who retain heightened emotional self-control demonstrate lesser mastery over their emotional responses, enabling them to modulate and conduct their feelings constructively. Conflict resolution hinges on emotional self-control, as it allows individuals to respond rather than reply impulsively. Rodríguez- Ruiz et al. (2015) explored the connection between emotional self-control and conflict resolution. Their findings stressed that individuals with elevated emotional self-control were better equipped to remain composed during conflicts, leading to more productive and compassionate judgments.

Effective decision-making necessitates a position of detachment from emotional impulses. Wan and Agrawal (2011) delved into how emotional self-control influences decision-making. The exploration revealed that individuals with advanced emotional self-control were more able to assess situations objectively, reducing the influence of feelings that could cloud judgment, and lead to further rational choices. Well-being is nearly intertwined with emotional self-control, as it fosters emotional balance and adaptability. Wills et al. (2016) examined the impact of emotional self-control on well-being. The exploration indicated that individuals with strong emotional self-control education reduced emotional volatility, leading to lesser overall emotional well-being and internal stability. Adaptive leadership requires leaders to maintain countenance in the face of challenges. Bowles et al. (2017) explored the relationship between emotional self-control and adaptive leadership. Their findings revealed that leaders with heightened emotional self-control were more complete at remaining composed during queries, inspiring confidence, and easing adaptive responses among their brigades. Stress operation and emotional self-control are incredibly related.

Schmidt and Neubach (2007) examined how emotional self-control influences stress management. Their exploration suggests that individualities with stronger

emotional self-control are more equipped to manage stressful feelings, leading to further effective managing strategies and reduced stress situations overall- playing its critical part in managing and fostering. This frame emphasizes that emotional self-control empowers individuals to navigate complex feelings, mindfully address challenges, and develop emotional adaptability.

3) Transparency (TRA)

Emotional Intelligence (EI) encompasses a diapason of skills that enable individuals to navigate feelings effectively, both within themselves and in their relations with others. One essential element of EI is transparency, a quality that fosters open communication, trust- structure, and authentic connections. This comprehensive literature review delves into the intricate relationship between transparency and EI, exploring its multifaceted impact on interpersonal connections, leadership, organizational culture, and ethics. Transparency plays a vital part in establishing trust within interpersonal connections. Medina and Rufin (2015) excavated into the connection between transparency and interpersonal trust. The exploration indicated that individuals who are transparent in their relations are more likely to be perceived as genuine, dependable, and secure, therefore enhancing the quality of their connections. Authentic leadership hinges on transparency, as open and honest leaders inspire confidence. Men and Stacks (2014) explored the part of transparency in authentic leadership. Their findings stressed that leaders who exercise transparency foster a terrain of trust, allowing their units to feel secure and empowered, eventually leading to advanced engagement and performance.

Transparency plays an important part in shaping organizational culture. Majutis et al. (2007) examined how transparency affects organizational culture. Their study set up that associations that prioritize transparency produce a terrain of open communication and honesty, leading to increased collaboration, lower conflict, and a positive working terrain for transparency and ethical conduct are nearly linked, because integrity and responsibility are involved. Scales et al. (2014) examined the relationship between transparency and ethics. Their study showed that individuals who embrace transparency are more likely to form ethical opinions because they're

more open-inclined and cleave to the principles of fairness and honesty perceptiveness helps in conflict resolution because it encourages open discussion and problem-working. Asgill (2012) examined the impact of transparency on conflict resolution. Their study showed that individuals who use transparency are more willing to address conflict directly, leading to a timely and effective resolution that preserves connections.

In the pursuit of employee engagement and job satisfaction, the crucial element of transparency emerges. An examination conducted by Farrell (2016) delved into the intricate relationship between transparency and employee engagement, unearthing intriguing insights. These findings illuminated the undeniable impact of transparency promotion within organizations, wherein a surge in employee loyalty transpired. This loyalty stems from the employees' profound sense of value, information, and connection to the overarching goals of the organization. Within the expansive realm of Emotional Intelligence, a meticulous exploration of the transparency factor accentuates its profound significance. Its presence serves as a cornerstone for trust cultivation, authentic leadership manifestation, cultivation of positive organizational culture, ethical behaviour propagation, conflict resolution facilitation, and the ultimate pinnacle of employee engagement. This intricate framework uncovers the true essence of transparency, positioning it as the bedrock of effective communication and relationship-building endeavours. By adopting and embracing transparency in its purest form, both individuals and organizations can unlock the boundless potential of Emotional Intelligence, thereby fostering an environment that thrives on openness, respect, and continuous growth.

4) Adaptability (ADA)

Emotional Intelligence (EI) encompasses a broad range of competencies that empower individuals to adeptly navigate and manage emotions. It plays a crucial role not only in self-regulation but also in interpersonal interactions. Among these competencies, adaptability emerges as a pivotal dimension, enabling individuals to flexibly respond to changing circumstances and effectively overcome challenges. This comprehensive literature review delves deep into the intricate relationship

between adaptability and EI. It explores how adaptability influences resilience, leadership, decision-making, well-being, and organizational effectiveness, highlighting its multifaceted impact.

The intertwined nature of adaptability and resilience is evident, as individuals with heightened adaptability are better equipped to embrace change, navigate adversity, and emerge stronger and more resourceful. Gardner et al. (2019) shed light on the role of adaptability in fostering resilience, emphasizing its significance in bouncing back from setbacks.

In the realm of leadership, adaptability becomes even more critical. Leaders must respond effectively to dynamic situations, inspiring their teams to embrace change, fostering innovation, and cultivating an environment that thrives in uncertainty. Gren and Lindman (2020) explored the connection between adaptability and agile leadership, highlighting the transformative power of adaptability in driving organizational success.

Effective decision-making also relies on adaptability. Individuals must be capable of assessing and adapting to changing circumstances. Ontl et al. (2018) investigated how adaptability influences decision-making, revealing that higher adaptability leads to more accurate, contextually relevant choices.

Adaptability also contributes to psychological well-being by facilitating coping with change. Individuals with strong adaptability experience reduced stress in the face of uncertainty, leading to greater emotional stability and overall well-being. Boyraz and Sayger (2011) explored the impact of adaptability on psychological well-being, emphasizing its role in promoting resilience and mental health.

Within the context of organizational change, adaptability is a crucial competency. Employees who demonstrate adaptability contribute to smoother change implementation, reduced resistance, and a faster return to productivity. Boylan and Turner (2017) shed light on the role of adaptability during organizational transitions, underlining its significance in facilitating successful change management. Creativity and adaptability go hand in hand because adaptability encourages trying

new things. Zhang et al. (2015) looked at the relationship between adaptability and creativity. According to their research, people who are more adaptable are more receptive to uncommon ideas, which promotes creative problem-solving and a desire for ongoing growth.

This comprehensive exploration of adaptability within the framework of Emotional Intelligence underscores its pivotal role in various aspects of individuals' lives. It empowers individuals to thrive in dynamic environments, embrace change, and seize growth opportunities. By cultivating adaptability through self-awareness and continuous learning, individuals can leverage the transformative potential of Emotional Intelligence, navigating challenges with grace and fostering lasting success.

5) Achievement Orientation (ACO)

Emotional Intelligence (EI) encompasses a spectrum of skills that enable individuals to navigate emotions effectively within themselves and in their interactions with others. Among these skills, achievement orientation stands as a significant dimension that drives individuals to set and strive for challenging goals, maintain a growth mindset, and exhibit a commitment to continuous improvement. This comprehensive literature review delves into the intricate relationship between achievement orientation and EI, exploring its multifaceted impact on motivation, goal attainment, resilience, leadership, and personal development. Achievement orientation fuels intrinsic motivation, the drive to excel for personal fulfilment. Suhlmann, et al. (2018) investigated the role of achievement orientation in intrinsic motivation. Their findings highlighted that individuals with heightened achievement orientation possess a strong internal drive to surpass expectations, leading to sustained enthusiasm and dedication in their pursuits

Goal achievement is closely related to achievement orientation. Diaconu-Gherasim and Măirean (2016) investigated the relationship between goal attainment and achievement orientation. Individuals with elevated achievement orientation set lofty objectives and are willing to spend the necessary effort and resilience to reach them, leading to a higher likelihood of success, according to their research.

Achievement orientation helps with resilience, or the ability to recover from setbacks. Jowkar et al. (2014) explored the impact of achievement orientation on resilience. According to their findings, people with a strong success orientation see problems as chances for progress, helping them bounce back from failures with newfound motivation and adaptability.

Transformational leadership correlates with success orientation because leaders inspire and challenge their teams. The role of achievement orientation in transformational leadership was investigated by Phipps and Prieto (2011). According to their findings, leaders with a strong accomplishment orientation engage their employees by setting high expectations, encouraging creativity, and empowering people to achieve extraordinary achievements. Personal development and achievement orientation are inextricably linked. Ross et al. (2003) investigated the effect of achievement orientation on personal development.

Individuals who value accomplishment seek chances for continuous learning, skill development, and self-improvement, contributing to a fulfilling and evolving personal journey. Proactive people are more likely to attain their goals because they take the initiative and accept responsibility for their actions. Benson-Greenwald and Diekman (2022) studied how a proactive mentality is influenced by achievement-oriented. Their research found that those with a high accomplishment orientation engage in proactive actions including seeking out difficulties and actively seeking possibilities for advancement.

The full examination of the achievement orientation component within the context of Emotional Intelligence highlights its critical role in promoting intrinsic motivation, goal achievement, resilience, leadership effectiveness, personal development, and proactive behaviours. According to this framework study, achievement orientation encourages people to push their limits, accept challenges, and continually strive for excellence. Individuals can use the transforming potential of Emotional Intelligence to achieve amazing success and contribute meaningfully to their personal and professional spheres by cultivating accomplishment orientation through self-awareness and a growth-oriented mentality.

6) Initiative and Optimism (IAO)

People who possess a set of abilities known as emotional intelligence (EI) are able to control their passions on an internal and external level. Initiative and optimism, two fundamental facets of EI, are crucial facets that encourage personal growth, flexibility, leadership, and general welfare. This in-depth analysis of the research explores the complex interactions between initiative, optimism, and EI, as well as how these attributes affect motivation, adaptability, success, interpersonal connections, and psychological wellbeing. By acting proactively to achieve goals and contribute positively, you are taking the initiative. Crant (2000) explored the influence of initiative in encouraging proactive behavior. Individualities with high degrees of initiative, according to their exploration, are more likely to initiate tasks, seek openings, and take a visionary approach to obstacles, eventually leading to particular and professional progress. Taking the initiative and inspiring others to do the same is frequently needed for effective leadership. Kirkpatrick and Locke (1991) investigated the relationship between initiative and leadership effectiveness. Their findings indicated that executives who take the initiative and lead by example foster an environment of action and creativity, inspiring their staff to be proactive and involved.

The initiative is directly related to goal achievement because it entails actively pursuing objectives. Saraswati (2019) studied how initiative affects goal achievement. According to their findings, people with a high sense of initiative establish tough goals, persevere in their efforts, and are more likely to overcome barriers, resulting in successful outcomes. Optimism is critical in developing resilience, or the ability to recover from setbacks. Gómez Moliner et al. (2018) investigated the effect of optimism on resilience. According to their findings, those who maintain optimism and perspective amid hardship are better equipped to recover and adapt. Positive interpersonal connections are aided by optimism. Srivastava and Angelo (2009) investigated the association between optimism and interpersonal interactions. Their research found that optimistic people tend to portray optimism, which promotes greater communication, collaboration, and rapport in their relationships. Optimism

is intimately related to psychological well-being because it affects one's mood and view of life. Arslan et al. (2021) explored the effect of optimism on psychological health. Their research discovered that persons who maintain an optimistic view experience less stress, and anxiety, and a higher sense of general well-being.

The in-depth examination of the initiative and optimism elements within the context of Emotional Intelligence highlights their critical roles in encouraging proactive behavior, successful leadership, goal attainment, resilience, positive relationships, and psychological well-being. According to the framework, initiative and optimism enable people to take charge of their growth, interact meaningfully with obstacles, and create a viewpoint that promotes positivity and flexibility. Individuals can leverage the transforming power of Emotional Intelligence to enrich their lives and positively contribute to their personal and professional spheres by cultivating initiative and embracing optimism through self-awareness and mindful practice.

B. Social Competence (SC)

In Emotional Intelligence, social competence refers to an individual's capacity to comprehend, navigate, and effectively manage interpersonal relationships and interactions. It entails being sensitive to other people's emotions and needs, speaking empathically, and handling social situations with tact and compassion.

- 1) Empathy (EMP)
- 2) Organisational Awareness (ORA)
- 3) Teamwork and Collaborations (TAC)
- 4) Communication (COM)
- 5) Inspirational Leadership (IPL)
- 6) Service Orientation (SRO)

1) Empathy (EMP)

Empathy, a crucial element of Emotional Intelligence (EI), is essential for erecting meaningful connections and understanding between people. Empathy is a crucial gift that improves interpersonal connections, communication, and general

emotional well-being. It's grounded on the capability to describe and partake in the feelings of others. This thorough literature review delves into the complexities of empathy within EI, shedding light on its multifaceted impact on relationship development, conflict resolution, leadership, and social peace. Empathy is essential for developing strong and long-lasting connections. Stern et al. (2015) investigated the function of empathy in the development of relationships. Their exploration indicated that people with high degrees of empathy are more at understanding the sentiments of others, which builds a foundation of trust, compassion, and true connection in their relationships.

Empathy has a crucial role in effective conflict resolution. Frei (1985) investigated the relationship between empathy and conflict resolution. Individuals with established empathetic abilities can handle arguments with compassion and understanding, according to their research. Empathy provides a climate of open communication in which people actively listen and consider diverse points of view, resulting in more constructive resolutions. Empathic leaders display remarkable leadership effectiveness. Rahman and Castelli (2013) investigated the impact of empathy on leadership. According to their findings, leaders who exercise empathy are more aware of their team members' needs and worries. This compassionate approach boosts team morale, and motivation, and fosters a collaborative environment, ultimately improving total team performance.

Empathy helps with emotional management and conflict resolution. Lermen et al. (2022) investigated how empathy influences emotional regulation. Their research found that people who practice empathy can navigate emotionally charged situations by considering the sentiments of others, reducing potential misunderstandings and emotional strain. Empathy goes beyond personal connections to foster communal peace. Garaigordobil and García de Galdeano (2006) investigated the impact of empathy on social interactions. Their studies demonstrated that an empathic society is more inclusive, understanding, and unified. Empathy promotes tolerance for diversity, reduces bias, and promotes cooperation among various groups. Empathy improves human well-being through encouraging connections and decreasing

feelings of isolation. Shanafelt et al. (2005) studied the link between empathy and well-being. Their exploration set up that those who constantly engage in sympathetic hassles had more emotional support, a sense of belonging, and better mental health.

The thorough study of empathy within the context of Emotional Intelligence reveals its tremendous impact on relationship development, conflict resolution, leadership effectiveness, societal harmony, emotional regulation, and individual well-being. This concept emphasizes how empathy enables people to bridge emotional gaps, establish stronger connections, and promote a more compassionate and understanding environment. Individuals can leverage the transformative potential of Emotional Intelligence to establish empathy-rich environments that enrich both interpersonal relationships and the larger human experience by cultivating empathy through self-awareness and active listening

2) Organisational Awareness (ORA)

Organizational awareness, a critical component of Emotional Intelligence (EI), is understanding the dynamics, culture, and social complexities within a company. Organizational awareness, which is based on perceptive observation and sharp interpersonal skills, enables employees to navigate the complex geography of workplaces, identify informal networks, and adapt effectively to the ever-changing organizational climate. This expansive literature review delves into the numerous angles of organizational awareness within EI, emphasizing its impact on decision-making, leadership effectiveness, conflict resolution, and promoting an inclusive workplace culture. Organizational awareness has a significant impact on making informed opinions. Sackmann (1992) delved into the relationship between organizational mindfulness and the quality of decision-making. Individuals who have a thorough awareness of the organizational terrain, according to their findings, are more suitable to assess the implicit ramifications of their judgments, performing in opinions that are compatible with the association's points and values.

Leaders who thrive at organizational awareness have higher levels of leadership effectiveness. Provitera and Ghasabeh (2017) investigated the relationship

between organizational awareness and leadership. According to their findings, leaders with good organizational awareness can predict changes, anticipate future challenges, and manage complicated situations with dexterity, boosting their capacity to successfully steer their employees. Organizational awareness helps with effective conflict resolution. Imam et al. (2022) investigated the impact of organizational awareness on conflict resolution. Individuals with a good sense of organizational awareness are effective at spotting underlying tensions and power dynamics, allowing them to resolve conflicts more constructively and support solutions that align with the organization's objectives, according to their research.

Organizational awareness fosters a welcoming workplace atmosphere. O'Donovan (2018) investigated the role of organizational awareness in diversity and inclusion activities. According to their findings, persons with good organizational awareness can spot chances to promote an environment that values multiple perspectives and encourages collaboration, resulting in a more inclusive and harmonious workplace. Effective networking and connection development are facilitated by organizational awareness. Imam et al. (2022) investigated the relationship between organizational awareness and professional contacts. Individuals who create organizational awareness are skilled at recognizing key stakeholders, nurturing relationships, and using their grasp of the organization's dynamics to build influential connections, according to their research. Organizational awareness improves change adaptation. Chernis and Adler (2000) explored how organizational awareness affects change response. According to their research, individuals with strong organizational awareness are more resilient and flexible in the face of organizational transformations because they are aware of the changing context and can proactively adjust their methods.

The comprehensive examination of organizational awareness within the context of Emotional Intelligence highlights its significant impact on decision-making, leadership effectiveness, conflict resolution, workplace culture, networking, and adaptability. This paradigm highlights the importance of organizational awareness in enabling individuals to negotiate the complexities of organizational

contexts with ease, adding to their ability to make strategic decisions, develop collaboration, and promote a harmonious and dynamic workplace. Individuals can use the transformative potential of Emotional Intelligence to thrive in varied organizational settings by fostering organizational awareness through attentive observation and active interaction.

3) Teamwork collaboration (TAC)

Collaboration in teamwork, a pillar of Emotional Intelligence (EI), includes the capacity to operate efficiently and harmoniously within a group or team. Effective collaborative collaborations, founded on empathy, communication, and interpersonal skills, allow individuals to contribute their abilities, create cooperation, and jointly achieve shared goals. This extensive research review delves into the many facets of collaborative collaborations within EI, emphasizing their impact on productivity, innovation, dispute resolution, leadership, and establishing a strong team culture. Collaborations in teamwork have a substantial impact on team productivity. Hanaysha (2016) investigated the link between collaborative cooperation and productivity. Individuals who excel in group collaborations provide their distinct skills while supporting their team members, resulting in higher efficiency, appropriate task allocation, and overall improved team performance, according to their research.

Teamwork collaborations help to develop creativity. Hoegl and Proserpio (2004) investigated the relationship between collaborative partnerships and invention. According to their findings, teams, where members cooperate smoothly and exchange varied perspectives, are more likely to develop creative solutions and original ideas, resulting in a culture of continuous progress. Conflict resolution is facilitated by effective collaborative interactions. Kumar and Van Dissel (1996) investigated the role of collaborative partnerships in conflict resolution. Their research found that teams with members who speak honestly, listen empathetically, and collaborate effectively are better able to settle conflicts and disagreements constructively, resulting in increased team cohesion.

Teamwork collaborations aid in the development of leaders. Awan et al. (2015) investigated the impact of teamwork partnerships on leadership qualities. Individuals who participate in teamwork partnerships receive significant experience in understanding team dynamics, facilitating communication, and leading by example, boosting their leadership talents, according to their research. Collaborations that promote effective teamwork help to develop a positive team culture. Barczak et al. (2010) investigated the relationship between teamwork partnerships and team culture. Their research demonstrated that teams with strong workgroup collaborations have a helpful and respectful environment that encourages individuals to share ideas, engage actively, and collaborate harmoniously. Collaboration in teams improves interpersonal skills.

Cheruvilil et al. (2014) researched the relationship between teamwork partnerships and interpersonal effectiveness. Individualities who share in teamwork collaborations enhance their communication, active listening, and conflict resolution capacities, performing in bettered connections and a lesser capacity to work cooperatively, according to their exploration.

The comprehensive examination of teamwork partnerships within the context of Emotional Intelligence reveals their significant impact on productivity, innovation, conflict resolution, leadership development, team culture, and interpersonal skills. This concept emphasizes that effective collaborative collaborations enable individuals to harness their abilities, communicate effectively, and positively contribute to the achievement of collective goals. Individuals can harness the transforming potential of Emotional Intelligence to drive team success, encourage innovation, and create a collaborative and healthy team environment by cultivating teamwork collaborations through active engagement, empathy, and open communication.

4) Communication (COM)

Effective communication, the fundamental component of Emotional Intelligence, provides the foundation for individual understanding, connection, and collaboration. Skilled communication, founded on self-awareness and empathy, improves

relationships, resolves problems, and builds shared understanding. This extensive literature study digs into the nuances of communication within EI, offering light on its impact on relationship building, dispute resolution, leadership, and establishing an inclusive culture. Effective communication is essential for developing meaningful relationships. Olkkonen et al. (2000) delved into the significance of communication in the development of relationships. According to their exploration, people who connect in an open, real, and compassionate manner are more likely to form meaningful bonds grounded on trust, respect, and collective understanding.

Conflict resolution requires skilled communication. Spaho (2013) investigated the relationship between communication and conflict resolution. Individuals who communicate well, actively listen, and express themselves are more equipped to negotiate issues constructively, resulting in resolutions that favor collaboration over contention. Successful leadership is defined by effective communication. Madlock (2007) explored the effect of communication on leadership. According to their findings, leaders who communicate frankly, listen attentively, and clearly articulate their vision generates an environment of open dialogue, empowerment, and alignment, hence increasing their leadership effectiveness.

Communication is critical in establishing inclusivity. Wolfgruber et al. (2021) investigated the relationship between communication and establishing an inclusive society. Individuals who communicate inclusively by actively seeking varied perspectives, validating others' experiences, and establishing places for open debate contribute to an environment in which all voices are heard and respected, according to their research. Emotions can be expressed when communication is effective. Ramos-Vera et al. (2022) investigated the association between communication and emotional well-being. Their research revealed that people who communicate their emotions genuinely and constructively experience less emotional suffering, increased self-awareness, and stronger interpersonal ties. Communication is essential for developing excellent interpersonal skills. Hobgood et al. (2002) explored the relationship between communication and interpersonal effectiveness. Their research found that those who practice active listening, empathy, and communicating their

opinions are better at creating rapport, settling disagreements, and managing social encounters.

The comprehensive exploration of communication within the framework of Emotional Intelligence underscores its profound impact on relationship building, conflict resolution, leadership effectiveness, inclusivity, emotional expression, and interpersonal skills. This framework emphasizes that skilled communication empowers individuals to foster mutual understanding, promote collaboration, and create an environment of respect and empathy. Individuals can leverage the transformative power of Emotional Intelligence to deepen connections, resolve disputes, and build healthy communication cultures by refining communication skills through self-awareness, active listening, and compassionate expression.

5) Inspirational leadership (ILP)

The ability to encourage, advise, and inspire people through a positive and visionary approach is characterized as inspirational leadership, a cornerstone of Emotional Intelligence (EI). Inspired leaders, grounded in empathy and effective communication, develop a compelling vision, foster trust, and enable individuals to reach their greatest potential. This extensive literature review digs into the many facets of inspirational leadership within EI, emphasizing its impact on employee engagement, corporate culture, change management, and overall leadership effectiveness. Employee engagement is highly influenced by inspirational leadership. Farahani et al. (2011) investigated the relationship between inspirational leadership and employee commitment. Their exploration set up that inspirational leader, similar to those who partake in a compelling vision and show real concern for their team members, promote a sense of purpose and passion, which leads to bettered employee engagement and fidelity.

The organizational culture is shaped by inspirational leadership. Xenikou and Simosi (2006) investigated the relationship between inspirational leadership and organizational culture. According to their findings, leaders who demonstrate integrity, resilience, and optimism foster a culture of trust, open communication, and a shared dedication to excellence, eventually contributing to a good and vibrant work

environment. Change management is a strength of inspirational leaders. Vinger and Cilliers (2006) evaluated the impact of inspirational leadership on change management. Their research found that during times of change, leaders who inspire their team members with a clear and positive vision generate a sense of resilience, adaptability, and willingness to embrace new initiatives, resulting in easier transitions and higher acceptance of change.

Emotional resonance is created by inspirational leadership. Dasborough (2006) investigated how inspirational leaders elicit emotional responses. According to their findings, leaders who display empathy, and honesty, and communicate with passion elicit emotional resonance among their team members, fostering a sense of connection, trust, and alignment with the leader's goal. Inspiring leadership encourages creativity and innovation. Çekmecelioğlu and Ozbag (2016) investigated the relationship between inspirational leadership and creativity. According to their findings, leaders who encourage risk-taking, reward varied ideas, and grant autonomy foster an innovative culture in which team members feel empowered to share unique viewpoints and explore creative solutions. Ethical leadership and inspirational leadership are inextricably linked. Sagnak (2010) explored the link between inspirational leadership and ethical behavior. According to their findings, leaders who inspire with a strong moral compass, lead by illustration, and emphasize the well-being of their team members' foster ethical behaviour, responsibility, and a sense of participated values.

The full examination of inspirational leadership through the lens of Emotional Intelligence reveals its enormous impact on employee engagement, organizational culture, change management, emotional resonance, creativity, and ethical leadership. This paradigm highlights inspirational leaders who, by their innovative and sympathetic approach, motivate individuals to overcome obstacles, participate passionately, and drive good change. Individuals may leverage the transformative power of Emotional Intelligence to inspire teams, create real impact, and develop a culture of excellence by cultivating inspirational leadership attributes through self-awareness, empathy, and effective communication.

6) Service orientation (SRO)

A sincere desire to meet others' needs is at the heart of service orientation, a facet of emotional intelligence (EI). Service orientation fosters an atmosphere of empathy and support, which improves teamwork and interpersonal connections. Empathy and the desire to make a meaningful contribution are the cornerstones of service orientation. This comprehensive review of the research examines the numerous facets of service orientation within EI, with an emphasis on how they impact employee engagement, teamwork, leadership effectiveness, and organizational performance. Customer happiness is significantly impacted by service orientation. Fernandes (2018) investigated the connection between service orientation and customer experience. Their research has shown that people with a strong service orientation are better able to anticipate customer needs, provide tailored solutions, and create positive interactions, leading to higher levels of customer satisfaction and loyalty.

The leadership effectiveness is improved by service-oriented managers. Popli and Rizvi (2017) examined the interaction between leadership and service orientation. They found that leaders who place high value on the well-being of their team members, diligently support their development, and create a compelling work atmosphere are perceived as helpful, friendly, and effective, leading to greater trust and support from some of their teams. Effective collaboration is supported by a service orientation. Teamwork and service orientation were identified by Mount et al. examined. in 1998. According to their research, people who are committed to serving others prioritize the team's shared goals, contribute their expertise and actively mentor colleagues, create a collaborative environment, and improve the team's overall performance.

Service orientation helps organizations succeed. Yoon et al. (2007) investigated how service orientation affects an organization's overall effectiveness. Their research found that firms that create a service orientation culture attract people who are motivated by a sense of purpose, improve client connections, and achieve long-term growth by continually offering value. Service orientation improves conflict

resolution abilities. Vescoukis et al. (2012) investigated the relationship between service orientation and conflict management. Individuals who prioritize service orientation in their relationships approach problems with empathy, actively seek solutions that benefit all parties, and contribute to a harmonic conclusion, thus lowering tension and fostering cooperation, according to their findings. Service orientation leads to the development of a positive company culture. Lytle and Timmerman (2006) studied the relationship between service orientation and organizational culture. Their research found that firms that prioritize service orientation establish an environment in which employees feel appreciated, respected, and empowered to make meaningful contributions, eventually generating a culture of collaboration and participation.

The full examination of service orientation within the context of Emotional Intelligence highlights its significant impact on customer happiness, leadership effectiveness, team cooperation, organizational performance, conflict resolution, and workplace culture. This concept highlights the importance of service orientation in empowering individuals to prioritize the needs of others, foster teamwork, and positively contribute to both interpersonal relationships and organizational outcomes. Individuals can harness the transformative power of Emotional Intelligence to establish a culture of service excellence and positive impact by cultivating service orientation through empathy, active involvement, and a dedication to delivering value.

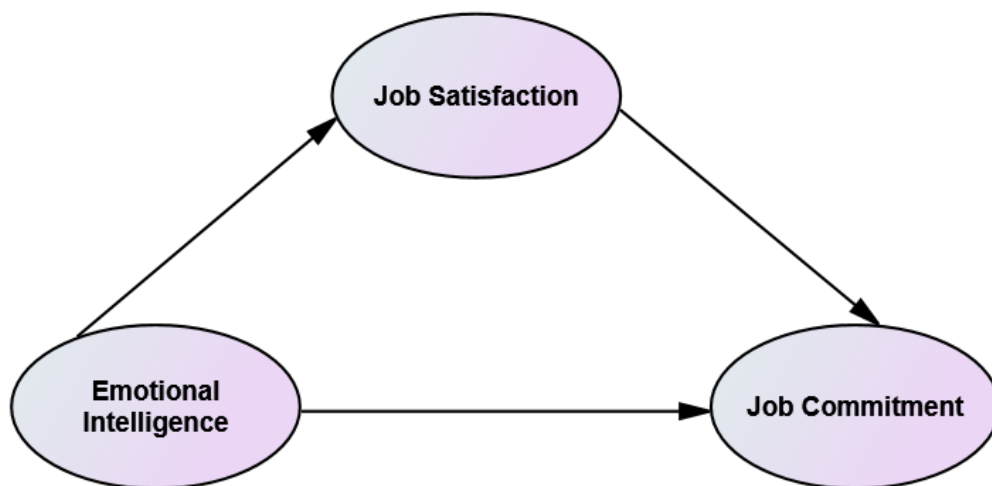
The teachers with higher emotional intelligence were more effective in managing classroom dynamics, establishing positive relationship with students and creating emotionally supportive learning environment (Brackett, Rivers, and Salovey, 2011). It enables the teachers to regulate the emotions and empathise with students which will positively related with job satisfaction, instructional quality and student engagement (Skaalvik, 2016). From these it is clear that personal competence and social competence are the components of emotional intelligence, which will shape the effectiveness of teachers and learning environment.

3.10 The impact of Emotional Intelligence on job satisfaction and job commitment

Emotional intelligence (EI) has been acknowledged as an important factor that engenders numerous aspects of teachers' professional existences, with implications on job satisfaction and job commitment. This framework (Figure 3.2) investigates the connection between the emotional intelligence of teachers and their degrees of job satisfaction and commitment, supported by reviews from appropriate literature.

Figure 3.2

Emotional Intelligence on job satisfaction and job commitment



3.10.1 Emotional Intelligence and Job Commitment

In today's dynamic and competitive work environments, understanding the factors that contribute to employee commitment is of paramount importance. One such factor that has gained significant attention is Emotional Intelligence (EI), which refers to the ability to recognize, understand, manage, and utilize emotions effectively in one and others. This frame work aims to examine the existing research on the relationship between emotional intelligence and job commitment, shedding light on how an individual's emotional intelligence influences their dedication to their organization and role.

A worker's emotional connection to their company and willingness to put effort into their work are both reflected by the concept of job commitment, which includes both affective and behavioural elements. A successful job commitment and emotional intelligence are positively correlated, according to Navas and Vijayakumar (2018). Employees were more likely to report feeling an emotional attachment to their company when they had better emotional intelligence, which resulted in more dedication and loyalty. Self-awareness is one of several components that make up emotional intelligence. A person's capacity for self-awareness and emotional intelligence can have a big impact on how committed they are to their work. Employees who showed a high level of self-awareness were more likely to match their values with company values, leading to increased job commitment, according to research by Moshavi et al. (2003) Numerous research have suggested that the connection between emotional intelligence and job commitment may be mediated by job satisfaction. For instance, a longitudinal study by Aghdasi et al. (2011) showed that emotional intelligence had a positive impact on job satisfaction, which in turn had a negative impact on job commitment. Employees who had better emotional intelligence reported increased job satisfaction, which in turn encouraged greater loyalty to their employer.

A leader's emotional intelligence can also have a big impact on employee commitment. San Lam O'Higgins (2012) examined how emotional intelligence in bosses affects workers' loyalty. The study found that managers with higher levels of emotional intelligence were more likely to create situations at work that were stimulating and encouraging, which in turn enhanced team members' commitment to their task. Effective emotional control is a key component of emotional intelligence. Employees who are skilled at controlling their emotions are better equipped to handle challenges at work. Those with great emotional regulation skills were more likely to continue with their occupations despite challenges because they could maintain a positive attitude and handle stress, according to a study by Pahwa and Khan (2022).

Organizational identification refers to the extent to which employees feel a sense of belonging and attachment to their organization. Sözbilir (2023) explored the connection between emotional intelligence and organizational identification. Their research indicated that employees with higher emotional intelligence were more likely to align their values with the organization's mission, fostering a deeper sense of commitment and dedication. Job embeddedness reflects the extent to which employees feel intertwined with their organization, community, and career. Burkiet et al. (2023) investigated how emotional intelligence influences job embeddedness. Their findings revealed that employees with elevated emotional intelligence were more likely to build strong interpersonal relationships, leading to greater social ties within the organization and, subsequently, higher job commitment.

Turnover intention, the desire to leave one's current job, is a critical issue faced by organizations. Burki et al. (2020) examined the role of emotional intelligence in mitigating turnover intention. Their research demonstrated that employees with higher emotional intelligence were less likely to consider leaving their jobs, as their ability to manage emotions and adapt to workplace challenges fostered greater resilience and commitment. Job autonomy, the degree of independence an employee has in making decisions, is linked to job satisfaction and commitment. Jain and Duggal (2018) investigated how emotional intelligence influences employees' perception of job autonomy. Their study found that employees with heightened emotional intelligence were more likely to use autonomy as an opportunity for self-development, leading to increased job satisfaction and a stronger commitment to their roles.

The term "perceived organizational support" describes how much employees believe their company recognizes their contributions. The effect of emotional intelligence on perceived organizational support was examined by Wen et al. (2019). According to their research, individuals with higher emotional intelligence were better able to recognize and understand supportive gestures, which led to a stronger sense of commitment and reciprocity. Employee commitment is impacted by transformational leadership, which is defined by inspiration and empowerment. The

mediating function of transformational leadership in the relationship between emotional intelligence and job commitment was examined by Nnadi and his team (Nnadi et al. 2022). According to their research, staff members with higher emotional intelligence were more likely to demonstrate transformational leadership behaviors, which in turn promoted commitment through improved job satisfaction and engagement.

It is difficult to generalize about the complicated and varied relationship between emotional intelligence and job commitment. According to research, people with higher emotional intelligence are more likely to be more dedicated to their jobs, which is influenced by things like affective attachment, self-awareness, job satisfaction, and efficient emotional control. Employers who understand the value of developing emotional intelligence in their workforce may discover that they are better able to increase employee commitment and, eventually, achieve higher levels of organizational success.

3.10.2 Emotional Intelligence and Job Satisfaction

Employee well-being, productivity, and organizational performance are all influenced by job satisfaction. Interest in the role of emotional intelligence (EI) in affecting occupational happiness has increased recently. Emotional intelligence is the capacity to recognize, comprehend, and manage one's own feelings as well as those of others. This review of the literature seeks to provide light on how emotional intelligence affects workers' overall job satisfaction by examining studies on the connection between emotional intelligence and job happiness. There has been numerous research on the relationship between emotional intelligence and job satisfaction. In a study, Ouyang et al. (2015) found a link between employees' self-reported job satisfaction levels and emotional intelligence scores. Due to their improved ability to deal with interpersonal relationships and workplace emotions, employees with high emotional intelligence were more likely to be content with their occupations.

It's well known that the creation of a positive workplace culture is correlated with emotional intelligence. A study by Durra (2023) found that those with higher emotional intelligence are better able to deal with challenges and conflicts at work, which reduces stress and increases pleasure at work. This demonstrates how important emotional intelligence is in fostering a tranquil and fulfilling work atmosphere. More than merely affecting an individual employee, emotional intelligence also has an impact on leadership techniques and, as a result, job happiness. According to Singh and Modassir (2007), leaders with high emotional intelligence were more likely to engage in transformational leadership practices, which influenced their colleagues' job satisfaction. Transformational leaders who demonstrate empathy, motivation, and excellent communication help to raise staff morale.

Another important factor of job happiness is work-life balance. Employees who can manage their emotions effectively can better balance their personal and professional lives. According to a study conducted by Pradhan et al. (2016), employees with higher emotional intelligence reported better work-life balance, which led to increased job satisfaction over time. The potential for increasing job happiness through emotional intelligence training has also been investigated. Alsughayir (2021) conducted a study in which he offered an emotional intelligence training program for employees and discovered that participants improved significantly in their emotional intelligence and consequent job satisfaction. This shows that tailored training interventions can improve emotional intelligence as well as job satisfaction.

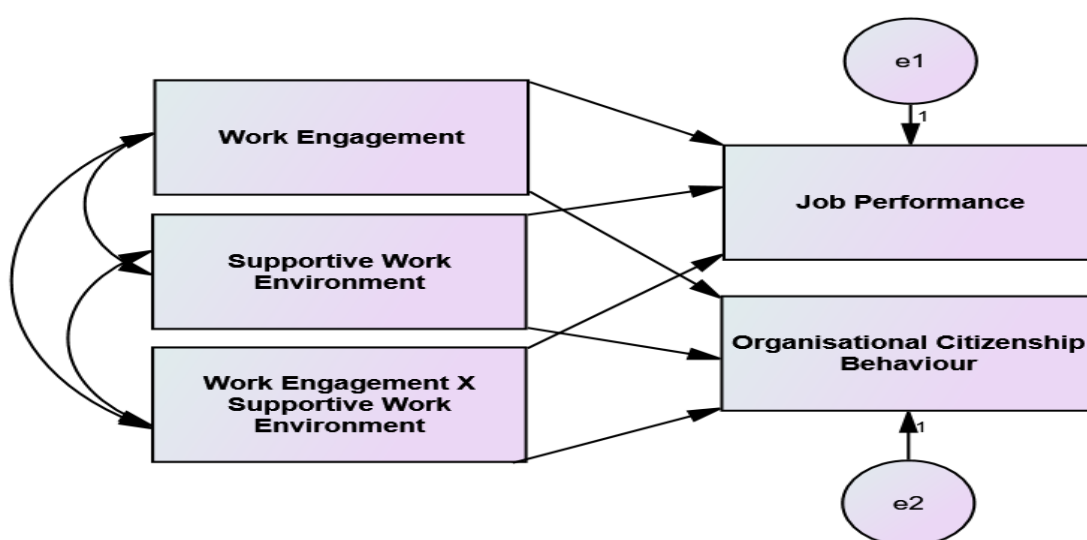
Employees with higher levels of emotional intelligence are better able to establish close relationships, handle work-related challenges, and maintain a better work-life balance. Employers who place a high priority on helping their staff members develop their emotional intelligence abilities may experience an increase in employee engagement, productivity, and overall organizational performance. Kaur and Bhatia (2018) observed the significant positive relationship with job satisfaction and job commitment among teachers and job satisfaction act as the mediating variable in between emotional intelligence and job commitment.

3.11 The Effect of Work Engagement and Supportive Work Environment on Job Performance and Organization Citizenship Behaviour

To understand teacher's performance and their organizational citizenship behaviours (OCBs), it is essential to bear in work engagement and supportive work environments. This frame work (Figure 3.3), the researcher explores the relationships between work engagement, supportive work environment, and teacher overall performance by analysing through relevant studies.

Figure 3.3

Work Engagement and Supportive Work Environment on Job Performance and Organizational Citizenship Behaviour



3.11.1 Work Engagement of Teachers

Work engagement, which is occasionally defined as a positive state of mind marked by commitment, excitement, and attention in one's work, is critical in the education profession. Work engagement among teachers takes on a complex relevance when combined with Emotional Intelligence (EI), influencing their interactions with students, colleagues, and the broader educational environment. This in-depth research review digs into the numerous features of work engagement among teachers within the context of EI, highlighting its impact on job satisfaction, burnout

prevention, student results, and the creation of a good learning environment. Work involvement has a major impact on teacher job satisfaction. Demerouti (2010) investigated the association between work engagement and job contentment. Their findings found that highly engaged teachers have higher levels of job satisfaction, as the excitement and dedication they invest contribute to a better sense of fulfillment and purpose.

Work involvement protects against burnout. Faskhodi (2018) investigated the effect of work engagement on teacher burnout. According to their findings, highly engaged teachers are more resistant to burnout because their emotional investment and optimistic attitude serve as protective factors against the emotional tiredness associated with the teaching profession. Work engagement is related to better student outcomes. Wang (2022) looked at the relationship between employment involvement and student performance. Their research found that highly engaged teachers put in more effort in their teaching, establish strong relationships, and create an exciting learning environment, which favourably promotes student motivation and accomplishment.

Work involvement helps to create a pleasant learning environment. Bakker et al. (2007) investigated the impact of work involvement on classroom atmosphere. Their research found that highly engaged teachers foster a dynamic and inclusive classroom climate in which students feel driven, supported, and encouraged to learn and thrive. Emotional intelligence and work engagement are intricately related. Extremera et al. (2018) investigated the link between work engagement and EI. They discovered that instructors with high EI have higher levels of work engagement because their emotional awareness, empathy, and effective communication skills improve their interactions with students and colleagues.

Work engagement promotes professional development. Park et al. (2014) explored the relationship between work engagement and continuous learning. According to their findings, highly engaged instructors are more likely to seek out possibilities for professional development since they enjoy teaching and want to

enhance their skills. Work involvement has an impact on teacher collegiality. Findikli (2015) investigated the impact of work engagement on interactions with colleagues. According to their findings, highly engaged instructors communicate more efficiently, exchange expertise, and contribute favourably to a supportive and cohesive team atmosphere.

Work engagement encourages creative teaching techniques. Agarwal et al. (2012) investigated the relationship between work engagement and pedagogical innovation. Their findings suggested that highly engaged teachers are more inclined to adopt innovative teaching methods, technologies, and creative approaches to improve student learning experiences. Work involvement gives instructors more decision-making power. Zahed-Babelan et al. (2019) studied how work engagement affects teacher empowerment. Their research found that highly engaged teachers often have a larger sense of autonomy, ownership, and influence in creating educational policies and practices.

Work involvement affects student-teacher interactions. Schaufeli and Bakker (2010) investigated the relationship between work involvement and student rapport. According to their findings, highly engaged instructors build meaningful connections with their students, fostering a sense of trust, respect, and support that supports successful learning. Teachers are motivated to excel when they are engaged at work. Lee et al. (2016) investigated the effect of work engagement on professional motivation. Their research found that highly engaged instructors are more likely to establish ambitious goals, seek continual improvement, and invest in their professional development. Workplace involvement boosts teachers' resiliency. Malik and Garg (2020) explored the link between work engagement and resilience. Their research found that highly engaged teachers are more suited to deal with obstacles and disappointments because of their positive outlook, emotional intelligence, and passion for their work.

The thorough study of work engagement among teachers in the context of Emotional Intelligence (EI) highlights its far-reaching impact on job satisfaction, burnout prevention, student results, learning environment, emotional intelligence,

and professional progress. This frame emphasizes the critical part of emotionally intelligent educators in creating an engaging and happy educational environment, which benefits both their well-being and the achievement of their pupils.

3.11.2 Supportive Work Environment of Teachers

Promoting teacher well-being, career happiness, and ultimately student accomplishment requires a supportive work environment. When combined with Emotional Intelligence (EI), a supportive workplace is even more crucial since emotionally intelligent teachers are better at making friends, handling conflict, and fostering a healthy work environment. This detailed research review explores the many components of a supportive work environment for teachers within the context of EI, showing its impact on employee compassion, collaboration, and motivation. The motivation of teachers is significantly impacted by a supportive work environment. Amin (2015) looked into the link between a productive workplace and teachers' motivation. Their results show that teachers who work in supportive environments characterized by understanding, empathy and emotional intelligence have higher levels of intrinsic motivation because they feel valued and respected.

A supportive work environment fosters a culture of collaboration among instructors. Aragón-Correa et al. (2013) investigated the influence of a supportive atmosphere on cooperation. According to their findings, instructors who work in an atmosphere that emphasizes emotional intelligence and supports cooperation tend to develop a collaborative culture that improves communication, invention, and collaborative problem-solving. Teachers' stress-reduction practices are influenced by a supportive work environment. Leka et al. (2012) evaluated the influence of a supportive atmosphere on stress management. Their research found that instructors who work in an emotionally intelligent and supportive atmosphere have lower stress levels because they can seek help, communicate concerns, and work together to solve problems.

Student participation benefits from a supportive work environment. Baeten (2013) looked into the link between a positive environment and students' motivation.

They discovered that educators who operate in nurturing and encouraging environments are more likely to create stimulating learning opportunities that stimulate student attention, active involvement, and joy about learning. The effectiveness of dispute resolution strategies is aided by a positive work environment. Johansen and Cadmus (2016) looked into how a friendly environment encourages negotiation. According to their research, educators who work in emotionally intelligent environments are better at resolving conflicts amicably, fostering effective resolutions, and maintaining strong relationships. A positive work atmosphere is beneficial to teachers' professional development. Tannenbaum (1997) looked into the relationship between an environment that is helpful and lifelong learning. According to their research, teachers who work in environments that are encouraging and emotionally intelligent are more likely to explore professional development opportunities because those environments promote personal growth.

A supportive work environment has a significant impact on teacher well-being. Hall-Kenyon et al. (2014) examined the relationship between well-being and a supportive environment. According to their research, teachers who work in emotionally intelligent and supportive environments report greater job satisfaction, lower rates of burnout, and greater emotional resilience.

Effective collaboration among instructors is promoted by a supportive work environment. Kelchtermans (2006) looked into the connection between encouraging surroundings and teamwork. They found that teachers were more likely to collaborate on lesson preparation, curriculum development, and innovative teaching strategies when they worked in an environment that emphasized emotional intelligence and open communication.

A supportive work environment encourages teachers to make decisions. Short and Rinehart (1992) studied how a supportive atmosphere promotes teacher empowerment. According to their findings, teachers who work in a supportive atmosphere have greater influence on educational decisions, which leads to greater job satisfaction and a greater sense of responsibility. A positive work atmosphere encourages student-centred teaching methods. Wang and Degol (2016) investigated

the relationship between a supportive environment and student outcomes. Teachers who work in a supportive atmosphere, according to their results, are more likely to adopt student-centred teaching strategies such as adapting education to individual requirements and creating a pleasant learning experience.

Teachers' professional development is aided by a supportive work environment. Roberts and Pruitt (2008) explored the effect of a supportive workplace on career growth. Their study found that instructors who work in a supportive and emotionally intelligent atmosphere are more likely to seek mentoring, participate in reflective practices, and explore chances for improvement. A supportive work environment improves teacher-parent interactions. Brackett and Katulak (2013) investigated how a supportive atmosphere affects relationships with parents. Their research found that instructors who operate in an emotionally aware and supportive setting are better at encouraging open communication and cooperation with parents.

A study of a supportive work environment in an emotional intelligence (EI) environment reveals its profound impact on teacher provocation, collaboration, stress reduction, student engagement, conflict resolution, professional development, and the symbiotic relationship between the supportive Environment and EI. This paradigm emphasizes the critical role of emotionally intelligent instructors in creating a supportive and empowering work environment that benefits both educators and students

3.11.2 Job Performance of Teachers with their Emotional Intelligence

A crucial element that profoundly affects student learning results and the general standard of education is teacher job performance. Since emotionally intelligent teachers are better able to control their emotions, maintain wholesome connections, and create supportive learning environments, work performance takes on a deeper dimension within the context of emotional intelligence (EI). This extended overview of the study examines the numerous scopes of instructors' job performance within the environment of EI, emphasizing its influence on student achievement, classroom operation, professional development, and the development

of effective tutoring strategies. Student achievement is greatly influenced by job performance. A study on the connection between employment performance and student results was done by Wang (2022). According to their study, instructors with high degrees of emotional intelligence are more at making probative connections with their students and generating educational surroundings that are conducive to encouragement, engagement, and academic success.

Classroom management is related to job performance. The effect of job performance on classroom dynamics was examined by Valente et al. in 2020. According to their research, emotionally intelligent teachers are better at controlling classroom behaviour, fostering a pleasant environment, and settling disputes, which results in improved student behaviour and a favourable learning environment. Performance at work affects teachers' ability to advance professionally. Jamal et al. (2023) looked into the relationship between job performance and career advancement. They found that teachers with high emotional intelligence levels are more likely to look for professional development opportunities, exercise reflective thinking, and constantly refine their teaching strategies. Student engagement is correlated with job performance. The relationship between employment success and student participation was studied by Reyes et al. (2012). According to their research, emotionally intelligent teachers prefer to design dynamic, engaging classes that increase student involvement and interest in the subject matter.

Effective teaching strategies depend on job performance. Mortiboys (2013) investigated the relationship between instructional tactics and job performance. According to their research, teachers with high emotional intelligence are more likely to alter their assignment plans to match the needs of unique students, resulting in better learning outcomes and higher pupil accomplishment. Collaborative teaching efforts are impacted by job performance. Kgosiemang and Khoza (2022) looked at the connection between teamwork and job performance. Their study showed that educators with high emotional intelligence tend to work together more successfully, sharing resources, ideas, and insights to improve overall teaching methods.

Performance at work affects one's capacity to adjust to different types of learners. Johansen, and Cadmus (2016) looked into how job performance affected meeting the requirements of various students. According to their research, emotionally intelligent teachers are better at identifying unique learning preferences, modifying their teaching strategies, and offering focused assistance to a wide range of students. Work performance affects the rapport between teachers and students. The relationship between job performance and rapport with pupils was examined by Lillis (2011). Their exploration showed that instructors with high situations of emotional intelligence tended to form close connections with their pupils, encouraging trust, fruitful dialogue, and a positive learning environment.

Parent-teacher collaboration is influenced by job performance. Vahedi and Nikdel (2011) explored how contacts with parents are impacted by work performance. Their study revealed that emotionally intelligent teachers are better at interacting with parents, addressing issues, and forming alliances that have a beneficial impact on learning and participation. Teacher resilience is increased by job performance. Zeidner et al. (2013) looked at the connection between job performance and emotional toughness. According to their research, emotionally intelligent instructors are generally better at handling difficulties, setbacks, and pressures while retaining a positive view that supports their long-term efficacy. Innovative teaching techniques are motivated by job performance.

The relationship between job performance and instructional innovation was studied by Silva et al. (2020). According to their research, educators with high emotional intelligence are more willing to try out novel teaching strategies, tools, and techniques that improve student learning. Work performance affects career recognition. Joseph et al. (2015) examined the link between job performance and professional reputation. Their research showed that educators who consistently use excellent teaching strategies and are emotionally intelligent likely to be recognized by their peers, administrators, and the larger education community.

The thorough examination of instructors' job performance within the environment of emotional intelligence (EI) highlights the crossroad between job performance and EI as well as the latter's profound influence on pupil achievement, classroom operation, professional development, pupil engagement, and effective tutoring ways. This approach places a strong emphasis on how essential emotionally intelligent instructors are in creating a supportive and productive learning environment that improves student outcomes and promotes academic performance.

3.11.3 Organisational Citizenship Behaviour of Teachers (OCB)

Organizational Citizenship Behaviour is a collection of discrete activities and behaviours that individuals display in a way that adds to the success of the business, independent of their official employment classification. For teachers, Organizational Citizenship Behaviour is a reflection of the extra effort and contribution they make to the development of a positive educational atmosphere. This review examines the multiple facets of Organizational Citizenship Behaviour among teachers within the context of Emotional Intelligence. It highlights its influence on school climate, students' performance, teamwork, and overall organizational performance. Organizational Citizenship Behaviour has a significant impact on the school climate. According to a study conducted by Dipaola and Tchichanen-Moran (2001), teachers who demonstrate Organizational Citizenship Behaviour through helpful, supportive behaviours have a positive effect on the school climate, resulting in a more trusting, collaborative atmosphere and a greater sense of belonging, thus improving the overall educational experience.

Organizational Citizenship Behaviour is associated with better student results. Khalid et al. (2010) investigated the influence of OCB on student performance. According to their results, instructors who go above and beyond their statutory obligations to encourage students by mentoring, providing extra assistance, and establishing a caring environment have a favourable influence on student motivation, engagement, and academic accomplishment. Organizational Citizenship Behaviour promotes effective teacher collaboration. Organizational Citizenship Behaviour

correlates with better student achievement. Pooja et al. (2016) investigated the relationship between Organizational Citizenship Behaviour and cooperation. They found that teachers who demonstrate Organizational Citizenship Behaviour through volunteering for committees, helping colleagues, and taking part in school improvement initiatives contributed to a culture of collaboration and mutual support, improving overall team performance.

Organizational Citizenship Behaviour improves conflict resolution skills. Salami (2010) examined the relationship between Organizational Citizenship Behaviour and conflict management. They found that teachers who demonstrate Organizational Citizenship Behaviour by resolving conflicts, offering solutions, and maintaining a positive attitude play an important role in diffusing tension and encouraging constructive resolution.

Emotional Intelligence (EI) and Organizational Citizenship Behaviour are inextricably related. Ahmadzadeh Mashinchi (2011) examined the relationship between Organizational Citizenship Behaviour and EI. The researchers found that teachers with a high EI were more likely to demonstrate Organizational Citizenship Behaviour, as their capacity for empathizing, communicating effectively, and understanding the needs of others was in line with behaviours related to organizational citizenship.

Organizational Citizenship Behaviour impacts teacher-parent relationships. Vasli and Asadi (2018) examined the impact of Organizational Citizenship Behaviour on teacher-parent interactions. Their research found that teachers who exhibit Organizational Citizenship Behaviour by actively engaging with their parents, offering support, and maintaining open communication contribute to good parent-teacher relations and foster a collaborative educational environment.

The Organizational Citizenship Behaviour improves teacher leadership. Mascall et al. (2008) investigated the relationship between Organizational Citizenship Behaviour and teacher leadership responsibilities. According to their research, teachers who display Organizational Citizenship Behaviour by taking the

initiative, sharing knowledge, and engaging in school-wide events are more likely to be perceived as leaders by their colleagues. Organizational Citizenship Behaviour helps with school improvement efforts. Bogler and Somech (2004) explored how Organizational Citizenship Behaviour affects participation in school initiatives. According to their findings, instructors who actively participate in committees, give suggestions, and support school improvement initiatives contribute to a culture of continual growth and development.

Teachers' emotional resilience is improved by Organizational Citizenship Behaviour. Davila and Finkelstein (2013) looked at the link between Organizational Citizenship Behaviour and emotional well-being. According to their results, instructors who demonstrate Organizational Citizenship Behaviour by having a good attitude, encouraging colleagues, and contributing to a healthy school culture are more resilient in dealing with problems.

The term Organizational Citizenship Behaviour refers to organizational loyalty. Cheng (2016) investigated how Organizational Citizenship Behaviour impacts instructors' commitment to the institution. Their study found that instructors who exhibit Organizational Citizenship Behaviour by going above and beyond their jobs to help the organization's goals are more likely to build a sense of loyalty and commitment. Organizational Citizenship Behaviour affects student involvement. LeBlanc (2014) explored the relationship between Organizational Citizenship Behaviour and student involvement. Their research found that teachers who demonstrate Organizational Citizenship Behaviour through creating exciting learning experiences, providing extra help, and forming positive connections increase student engagement and motivation.

The extensive investigation of Organizational Citizenship Behaviour (OCB) among teachers within the context of Emotional Intelligence (EI) highlights its significant impact on school climate, student outcomes, teamwork, organizational success, conflict resolution, and the symbiotic relationship between Organizational Citizenship Behaviour and EI. This framework evaluation emphasizes the importance of instructors who display Organizational Citizenship Behaviour as a

result of their emotional intelligence in generating a healthy educational ecosystem that benefits students, colleagues, and the organization as a whole. Based on the above-mentioned literature the researcher formulated hypotheses by identifying supportive work environment as moderating variable that strengthens the relationship between work engagement and job performance, and work engagement and organisational citizenship behaviour.

Based on various conceptual and empirical literature the researcher developed the following hypotheses

- Emotional intelligence has a positive effect on job satisfaction
- Emotional intelligence has a positive effect on job commitment
- Emotional intelligence has a positive effect on job performance
- Emotional intelligence has a positive effect on work engagement
- Job satisfaction has a positive effect on job performance
- Job commitment has a positive effect on job performance
- Work engagement has a positive effect on job performance

3.12 Chapter Summary

This chapter explores the relationship between emotional intelligence and teacher outcomes, demonstrating how personal competence and social competence within emotional intelligence influence job satisfaction, job commitment, job performance and Organisational Citizenship Behaviour. This frame provides a foundation for further exploration and interventions aimed at enhancing teacher well-being and effectiveness through the development of emotional intelligence skills.

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Chapter 4

EMOTIONAL INTELLIGENCE AND JOB EFFECTIVENESS INDICATORS OF SPECIAL SCHOOL TEACHERS IN KERALA

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Chapter 4

EMOTIONAL INTELLIGENCE AND JOB EFFECTIVENESS INDICATORS OF SPECIAL SCHOOL TEACHERS IN KERALA

4.1 Introduction

This chapter covers a detailed analysis and results of the objectives of the study. To enable the generalization of the results it is inevitable to check the quality of the data. In this study the researcher conducted the preliminary data cleaning and screening just before the final data analysis to avoid incompleteness and inconsistencies, specifically to guarantee accuracy and precision of the data. Data cleaning was done by removing the missing data and outliers. Here the entire data analysis related with the special school teachers was done with a sample size of 606.

The overall data analysis has been divided into five sections.

The first section deals with the demographic characteristics of the study sample. In the second section of the chapter, the researcher analyses whether the special school teachers have Emotional Intelligence Skills and also the demographic differences among special school teachers with regard to Emotional Intelligence.

Section I

4.2 Demographic and Socio-economic Characteristics of the Respondents

In the first section of the study the researcher has analysed the demographic and socio-economic characteristics of the sample under study. The researcher identified major demographic and socio-economic characteristics for the special school teachers which include gender, age, marital status of the respondents, educational qualification, experience and monthly income, family type, region in which the institution located, type of institution of the sample respondents.

Table 4.1*Socio-demographic profile and general attributes of the respondents*

Variables	Category	No. of Respondents	Percentage (%)
Gender	Male	93	15.3
	Female	513	84.7
	Total	606	100
Age	Below 30	48	7.9
	30 to 40	240	39.6
	41 to 50	282	46.5
	Above 50	36	5.9
	Total	606	100
Marital Status	Married	393	64.9
	Single	213	35.1
	Total	606	100
Caste	OBC	225	37.1
	SC/ST	33	5.4
	General	348	57.4
	Total	606	100
Educational Qualification	Diploma in Special Education	411	67.8
	B.Ed. (Special)	195	32.2
	Total	606	606
Experience	Less than 5 years	237	39.1
	5 to 10 years	147	24.3
	11 to 15 years	81	13.9
	Above 15 years	138	22.8
	Total	606	100
Monthly Income	Below 20000	414	68.3
	20000 to 30000	138	22.8
	30001 to 40000	54	8.9
	Total	606	100
Family Type	Joint family	309	68.3
	Nuclear family	297	22.8
	Total	606	100
Type of institution	Run by Local Self Government	216	35.6
	Run by religious institutions	390	64.3
	Total	606	100
Area of institutions located	Rural	312	51.5
	Semi-rural	135	22.3
	Urban	159	26.2
	Total	606	100
Total	Total	606	100

Source: Primary Data

- 1) It is observed from the table that 84.7 percentage of the respondents were females and 15.3 percentage were males. As a result, the vast majority of the respondents who participated in the study were females.
- 2) The distribution of respondents according to their age in the study revealed that 46.5 percentage of the respondents belonging to the age group of 41-50, 39.6 percentage belonging to 30-40 age group, 7.9 percentage belonging to the age group below 30 and 5.9 percentage belonging to the age group above 50 years. As a result, majority of the respondents were belonging to the age group of 41-50.
- 3) With regard to the marital status of respondents, 64.9 percentage of the respondents were married and 35.1 percentage of the respondents were unmarried. As a result, majority of the respondents were married.
- 4) The distribution of respondents according to their caste in this study revealed that 57.4 percentage of the respondents included in general category, 37.1 percentage included in Other Backward Cast and only 5.4 percentage included in SC/ST. As a result, majority of respondents were included in general caste.
- 5) When it comes to educational qualification of respondents, 67.8 percentage have diploma in special education qualification and 32.2 percentage have B. Ed in special education. Hence, it shows that majority of the participants possess diploma in special education qualification.
- 6) In case of experience, 39.1 percentage of the respondents have less than five years' experience, 24.3 percentage have between 5 to 10 years' experience, 22.8 percentage have above 15 years' experience and 13.9 percentage have 11 to 15 years' experience. It demonstrates that majority of the respondents had less than five years' experience.
- 7) With respect to monthly income, 68.3 percentage earn below 20000, 22.8 percentage between 20000 to 30000 and 8.9 percentage between 30001 to 40000. Therefore, majority of the respondents earn below 20000 as monthly income.

- 8) For family type, 51 percentage of the respondents belonging to joint family and 49 percentage have nuclear family. It shows that majority of the respondents have nuclear family.
- 9) With regard to the type of institution, 64.3 percentage of the respondents were working under schools run by religious institutions and 35.6 percentage working under schools run by Local Self Governments. It found that majority of respondents were working in schools run by religious institutions.
- 10) 51.5 percentage of schools were in rural area, 26.2 percentage in Urban area and 22.3 percentage in semi urban area. It implies that majority of the schools were in rural areas

Section **II**

Objective I: To examine the Emotional Intelligence of special school teachers working in Kerala.

4.3 Introduction

Emotional intelligence (EI) plays a vital role in the teaching profession, particularly for special school teachers who work with students requiring individualized care, support and attention. This chapter aims to examine the emotional intelligence of special school teachers in Kerala, focusing on how they possess personal and social competencies for their teaching career. Special school teachers often navigate complex emotional challenges, balancing their own emotional regulation with the need to highlight with and support their students. In addition to this, we consider various socio-demographic factors gender, marital status, education, age, experience, and monthly income to assess their impact on emotional intelligence levels among these educators. Through this extensive analysis, we aim to illuminate the emotional landscape of special school teachers, ultimately contributing to better educational practices in this vital sector.

The study uses both descriptive and inferential statistical methods to examine the emotional intelligence of special school teachers working in Kerala.

i) Descriptive statistics

- Mean
- Standard deviation
- Quartile deviation
- Percentage analysis

ii) Inferential analyses

- One-sample t-tests
- Independent t-tests
- One-way ANOVA with Tukey's HSD post hoc analysis.

Constructs of Emotional Intelligence

The following key constructs are identified as the factors contributing to emotional intelligence, divided into Personal Competencies and Social Competencies:

a) Personal Competencies

Personal competencies refer to the ability to manage oneself, including emotions, actions, and goals. The factors include:

- ***Self-Awareness:*** Recognizing and understanding one's emotions and their impact.
- ***Emotional Self-Control:*** Effectively managing emotions, especially under pressure.
- ***Transparency:*** Maintaining honesty and integrity in one's actions.
- ***Adaptability:*** Being flexible and adjusting to changing situations.

- ***Achievement Orientation:*** Striving to meet or exceed goals and setting high performance standards.
- ***Initiative and Optimism:*** Proactively taking action and maintaining a positive outlook in the face of challenges.

b) **Social Competencies**

Social competencies reflect the ability to manage relationships and navigate social environments. The key factors include:

- ***Empathy:*** Understanding and sharing the feelings of others.
- ***Organizational Awareness:*** Recognizing the dynamics within an organization and understanding its politics.
- ***Service Orientation:*** Anticipating, recognizing, and meeting the needs of others.
- ***Inspirational Leadership:*** Guiding and motivating others toward a shared vision.
- ***Teamwork and Collaboration:*** Working effectively and cooperatively with others toward common goals.
- ***Communication:*** Sharing information clearly and effectively to foster understanding and connection.

These constructs collectively shape the emotional intelligence of individuals, playing a pivotal role in their ability to succeed both personally and socially. In order to examine the emotional intelligence of special school teachers working in Kerala, the following hypothesis were developed by the researcher and tested.

H_{0.1}: Emotional intelligence of the special school teachers working the special schools in Kerala is equal to the average level.

Table 4.2

One sample t-test for measuring the extent of emotional intelligence of the special school teachers working the special schools in Kerala

Ds	Factors of emotional intelligence	Mean	SD	Mean difference (Gap)	t-value	P Value	Rank based on mean
D1	Self-Awareness	4.23	0.82	1.23	36.99	<0.001**	IX
	Emotional Self Control	4.20	0.65	1.20	45.05	<0.001**	XI
	Transparency	4.10	0.77	1.10	35.05	<0.001**	XII
	Adaptability	4.28	0.68	1.26	45.40	<0.001**	V
	Achievement Orientation	4.21	0.67	1.21	44.35	<0.001**	X
	Initiative and Optimism	4.27	0.64	1.26	48.49	<0.001**	VI
D2	Empathy	4.37	0.91	1.37	37.20	<0.001**	III
	Organizational Awareness	4.29	0.70	1.29	45.00	<0.001**	IV
	Service Orientation	4.52	0.56	1.52	67.00	<0.001**	I
	Inspirational Leadership	4.38	0.58	1.38	58.03	<0.001**	II
	Teamwork and Collaboration	4.26	0.70	1.26	43.93	<0.001**	VII
	Communication	4.25	0.65	1.25	47.08	<0.001**	VIII

Source: Primary Data

*** denotes significant at 1% level; test value- 3; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence*

In table 4.2, the one-sample t-test analysis reveals that all factors of personal competence among special school teachers in Kerala are significantly higher than the test value of 3, indicating above-average emotional intelligence. For self-awareness, the mean is 4.23 (SD = 0.82), with a mean difference of 1.23, and a highly significant t-value of 36.99 (P< 0.001). Emotional self-control has a mean of 4.20 (SD = 0.65) with a mean difference of 1.20, and a t-value of 45.05 (P< 0.001), reflecting a strong ability to regulate emotions. Adaptability shows the highest

significance in terms of t-value ($t = 45.40$, $P < 0.001$), with a mean of 4.28. Other factors such as transparency, achievement orientation, and initiative and optimism also demonstrate highly significant results, with t-values ranging from 35.05 to 48.49, and all P-values below 0.001. These results show that teachers consistently score above the test value, confirming that their personal competence in emotional intelligence is well above average.

The one-sample t-test results for social competence factors of emotional intelligence among special school teachers in Kerala show significantly higher mean scores than the test value of 3, indicating above-average social competence. Service orientation has the highest mean (4.52, $SD = 0.56$) and the largest mean difference of 1.52, with a t-value of 67.00 ($P < 0.001$), demonstrating a significant strength in this area. Inspirational leadership (Mean = 4.38, $SD = 0.58$) also shows a substantial mean difference of 1.38 and a t-value of 58.03 ($P < 0.001$), indicating strong leadership abilities. Empathy (Mean = 4.37, $SD = 0.91$) follows closely with a t-value of 37.20 ($P < 0.001$). Other factors like organizational awareness (Mean = 4.29, $t = 45.00$), teamwork and collaboration (Mean = 4.26, $t = 43.93$), and communication (Mean = 4.25, $t = 47.08$) are also significantly higher than the test value (all $P < 0.001$). These results indicate that all social competence factors are significantly higher than average, showing strong social and interpersonal skills.

In conclusion, special school teachers in Kerala exhibit exceptionally high levels of emotional intelligence, both in personal and social competencies. Statistically, they significantly outperform the average, with strong abilities in self-awareness, emotional self-control, adaptability, and initiative, making them resilient and capable in managing personal and professional challenges. On the social front, they excel in empathy, leadership, service orientation, teamwork, and communication, demonstrating their effectiveness in fostering positive relationships and leading within their educational environments.

4.4 Extent of emotional intelligence of the special school teachers across their socio-demographic profile

Socio-Demographic Factors for Comparison

The study considers the following socio-demographic factors to analyse variations in emotional intelligence:

- 1) **Gender:** Differences in emotional intelligence between male and female teachers.
- 2) **Marital Status:** Impact of marital status (single and married) on emotional intelligence levels.
- 3) **Educational Qualification:** Influence of academic background on emotional intelligence.
- 4) **Age:** Variations in emotional intelligence across different age groups.
- 5) **Work Experience:** Effect of years of teaching experience on emotional intelligence.
- 6) **Monthly Income:** Relationship between income levels and emotional intelligence.
- 7) These factors are crucial in understanding how emotional intelligence manifests across diverse personal and professional profiles of special school teachers. For this the following hypotheses were developed by the researcher.

H_{0.2} There is no significant difference between male and female special school teachers with respect to the factors of emotional intelligence

Table 4.3

Independent t test for significant difference between male and female special school teachers with respect to the factors of emotional intelligence

Ds	Factors	Gender	Mean	SD	t-value	P value
D1	Self-Awareness	Male	4.30	0.89	0.91	0.360 ^{NS}
		Female	4.22	0.81		
	Emotional Self Control	Male	4.20	0.82	0.10	0.918 ^{NS}
		Female	4.19	0.61		
	Transparency	Male	3.92	0.95	-2.46	0.014*
		Female	4.13	0.73		
	Adaptability	Male	4.34	0.83	1.20	0.230 ^{NS}
		Female	4.24	0.65		
	Achievement Orientation	Male	4.23	0.71	0.19	0.848 ^{NS}
		Female	4.21	0.66		
Initiative and Optimism	Male	4.14	0.71	-2.03	0.043*	
	Female	4.28	0.62			
D2	Empathy	Male	4.25	0.70	-1.44	0.149 ^{NS}
		Female	4.40	0.94		
	Organizational Awareness	Male	4.36	0.62	1.03	0.303 ^{NS}
		Female	4.28	0.72		
	Service Orientation	Male	4.45	0.71	-1.31	0.188 ^{NS}
		Female	4.54	0.52		
	Inspirational Leadership	Male	4.19	0.80	-3.46	0.001**
		Female	4.42	0.53		
	Teamwork and Collaboration	Male	4.09	0.78	-2.58	0.010**
		Female	4.29	0.68		
Communication	Male	4.06	0.72	-3.01	0.003**	
	Female	4.28	0.63			

Source: Primary Data

* Indicates significant at 5% level; ** denotes significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.3 showing the difference between male and female special school teachers with respect to the factors of emotional intelligence. The analysis of independent t-test reveals that there are significant differences were discovered on transparency and initiative and optimism factor of personal competence, both of which demonstrated statistically significant P values (0.014 and 0.043, respectively). The t-values for these factors specified that females scored higher than males, suggesting that female participants show greater transparency and initiative and optimism in their emotional competencies compared to their male counterparts. Other factors, such as self-awareness, emotional self-control, adaptability, and achievement orientation, did not exhibit significant differences between genders, as indicated by their insignificant P values (all above 0.05).

The analysis of social competence as a factor of emotional intelligence shows various statistically significant differences between genders. Notably, three factors inspirational leadership, teamwork and collaboration, and communication demonstrate significant gender disparities with P values less than 0.01, with females scoring higher than males in each area. The negative t-values for these factors further indicate that male participants reported lower levels of these competencies compared to their female counterparts. In contrast, factors such as empathy, organizational awareness, and service orientation exhibited no significant differences, with P values above the 0.05 level, indicating that males and females perform similarly in these areas.

In conclusion, the table highlights significant gender differences in emotional intelligence across various factors of personal and social competence. Females exhibited higher scores in transparency and optimism, indicating greater emotional openness, while also excelling in inspirational leadership, teamwork, and communication. Conversely, both genders performed similarly in self-awareness, emotional self-control, adaptability, achievement orientation, empathy, organizational awareness, and service orientation. These findings showing that women often lead in areas requiring emotional expression and collaboration, both genders share strengths in fundamental emotional skills.

H_{0.3} There is no significant difference between married and single special school teachers with respect to the factors of emotional intelligence

Table 4.4

Independent T test for significant difference between married and single special school teachers with respect to the factors of emotional intelligence

D	Factors	Marital status	Mean	SD	t-value	P value
D1	Self-Awareness	Married	4.20	0.81	-1.15	0.248 ^{NS}
		Single	4.29	0.83		
	Emotional Self Control	Married	4.19	0.60	-0.23	0.815 ^{NS}
		Single	4.20	0.73		
	Transparency	Married	4.10	0.73	0.01	0.988 ^{NS}
		Single	4.10	0.84		
	Adaptability	Married	4.30	0.64	1.97	0.048*
		Single	4.18	0.75		
	Achievement Orientation	Married	4.24	0.66	1.29	0.197 ^{NS}
		Single	4.17	0.69		
Initiative and Optimism	Married	4.27	0.63	0.31	0.750 ^{NS}	
	Single	4.25	0.64			
D2	Empathy	Married	4.36	0.67	-0.45	0.651 ^{NS}
		Single	4.40	1.23		
	Organizational Awareness	Married	4.31	0.74	0.83	0.402 ^{NS}
		Single	4.26	0.63		
	Service Orientation	Married	4.53	0.52	0.33	0.737 ^{NS}
		Single	4.51	0.61		
	Inspirational Leadership	Married	4.40	0.51	1.04	0.295 ^{NS}
		Single	4.35	0.69		
	Teamwork and Collaboration	Married	4.30	0.64	1.79	0.073 ^{NS}
		Single	4.19	0.80		
	Communication	Married	4.29	0.61	2.37	0.018*
		Single	4.16	0.72		

Source: Primary Data

* Indicates significant at 5% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.4 showing the difference between marital status and factors of emotional intelligence. The analysis shows a significant difference in adaptability factor of emotional intelligence with a P value of 0.048 at 5% level. Married teachers demonstrated higher adaptability (mean = 4.30) compared to their single counterparts (mean = 4.18). However, other factors such as self-awareness, emotional self-control, transparency, achievement orientation, and initiative and optimism showed insignificant differences, with P values exceeding 0.05, indicating that marital status does not significantly affect these aspects of emotional intelligence among the teachers.

The examination of social competence among married and single category special school teachers shows significant difference in the factor of communication, with a P value of 0.018, indicating statistical significance at the 5% level. Married teachers reported higher mean scores (4.29) in communication comparing with single category (4.16). The other factors empathy, organizational awareness, service orientation, inspirational leadership, and teamwork and collaboration—showed no significant differences, as indicated by their P values, all of which were greater than 0.05, indicating that marital status does not significantly influence these aspects of social competence among the participants.

Finally, the analysis of emotional intelligence among married and single special school teachers reveals significant insights across various factors. Married teachers showed higher adaptability, suggesting they may better navigate changes and challenges. Additionally, they also excelled in communication ($P = 0.018$), indicating improved effectiveness in expressing ideas and interacting with others. However, for factors such as self-awareness, emotional self-control, transparency, achievement orientation, initiative and optimism, empathy, organizational awareness, service orientation, inspirational leadership, and teamwork and collaboration, no significant differences were detected, implying that marital status does not notably influence these areas.

H_{0.4} There is no significant difference between special school teachers with Diploma in special education and B.Ed. with respect to the factors of emotional intelligence

Table 4.5

Independent T test for significant difference between special school teachers with Diploma in special education and B.Ed. with respect to the factors of emotional intelligence

D	Factors	Educational Qualification	Mean	SD	t-value	P value
D1	Self-Awareness	Diploma in special Education	4.18	0.85	-2.27	0.023*
		B.Ed.	4.34	0.75		
	Emotional Self Control	Diploma in special Education	4.19	0.67	-0.16	0.873 ^{NS}
		B.Ed.	4.20	0.61		
	Transparency	Diploma in special Education	4.08	0.80	-0.63	0.527 ^{NS}
		B.Ed.	4.13	0.70		
Adaptability	Diploma in special Education	4.27	0.68	0.35	0.727 ^{NS}	
	B.Ed.	4.24	0.68			
Achievement Orientation	Diploma in special Education	4.24	0.66	1.11	0.263 ^{NS}	
	B.Ed.	4.17	0.69			
Initiative and Optimism	Diploma in special Education	4.22	0.62	-2.09	0.036*	
	B.Ed.	4.34	0.67			
D2	Empathy	Diploma in special Education	4.41	1.01	1.41	0.159 ^{NS}
		B.Ed.	4.30	0.64		
	Organizational Awareness	Diploma in special Education	4.31	0.73	0.94	0.345 ^{NS}
		B.Ed.	4.25	0.64		
	Service Orientation	Diploma in special Education	4.52	0.55	0.07	0.938 ^{NS}
		B.Ed.	4.52	0.56		
	Inspirational Leadership	Diploma in special Education	4.37	0.57	-0.75	0.451 ^{NS}
		B.Ed.	4.41	0.61		
	Teamwork and Collaboration	Diploma in special Education	4.21	0.74	-2.67	0.008**
		B.Ed.	4.37	0.60		
Communication	Diploma in special Education	4.22	0.66	-1.21	0.224 ^{NS}	
	B.Ed.	4.29	0.62			

Source: Primary Data

**indicates significant at 1% level; *indicates significant at 5% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.5 shows the difference between experience and factors of emotional intelligence of special school teachers in Kerala. The independent t-test results identify significant differences in personal competencies related to emotional intelligence between special school teachers holding Diploma in Special Education and those with B.Ed. qualification. The study highlights two significant factors: self-Awareness ($P = 0.023$) and initiative and optimism ($P = 0.036$). B.Ed. qualified teachers revealed higher mean scores in both areas (4.34 for self-awareness and 4.34 for initiative and optimism) compared to their diploma counterparts (4.18 for self-awareness and 4.22 for initiative and optimism). In contrast, the remaining factors emotional self-control ($P = 0.873$), transparency ($P = 0.527$), adaptability ($P = 0.727$) and achievement orientation ($P = 0.263$), showed no statistically significant differences, indicating that educational qualifications did not substantially influence these areas of emotional intelligence.

In simpler terms, this study indicates that teachers with a B.Ed. are generally more self-aware and optimistic compared to those with only a Diploma in Special Education. It implies that they might be better at understanding their own emotions and maintaining a positive attitude in their work. Yet, when it comes to other skills like controlling emotions, being adaptable, transparency and achievement orientation both groups of teachers perform similarly, regardless of their qualifications. Overall, while a B.Ed. can improve certain aspects of emotional intelligence, many core competencies remain consistent across different educational backgrounds.

The independent t-test results also identified that there is a significant difference in the social competencies of special school teachers based on their educational qualifications. Among the six factors observed—empathy, organizational awareness, service orientation, inspirational leadership, teamwork and collaboration, and communication—only teamwork and collaboration showed a significant difference, with a P value of 0.008, suggesting a strong effect. Teachers with B.Ed. qualifications had a greater mean score (4.37) compared to those with Diploma in Special Education (4.21). The other factors, including empathy ($P = 0.159$),

organizational awareness ($P = 0.345$), service orientation ($P = 0.938$), inspirational leadership ($P = 0.451$), and communication ($P = 0.224$), did not show significant differences, explaining that these competencies are similarly developed regardless of educational background.

This analysis highlights that teachers with B.Ed. qualification tend to work better in teams than those with only a Diploma in Special Education. This means they are likely to collaborate more effectively and nurture a better group dynamic in their classrooms. However, for other important skills like understanding others' feelings (empathy), being aware of organizational dynamics (organizational Awareness), service orientation, leading and communicating effectively, both groups of teachers perform at same levels. Therefore, while having a B.Ed. might give some advantage in teamwork, the core social skills appear to be equally strong across different qualifications.

To conclude, the independent t-test results reveal significant differences in emotional intelligence competencies among special school teachers based on their educational qualifications. Specifically, teachers with B.Ed. degrees showed higher levels of self-awareness ($P = 0.023$) and initiative and optimism ($P = 0.036$) compared to their diploma counterparts, expressing that they are more aware to their own emotions and exhibit a more positive outlook. However, other personal competencies—emotional self-control, transparency, adaptability, and achievement orientation—did not show significant differences, indicating that these skills are similarly developed across both groups. On the social competency factors, only teamwork and collaboration demonstrated a significant difference ($P = 0.008$), with B.Ed. teachers scoring higher, while factors such as empathy, organizational awareness, service orientation, inspirational leadership, and communication teachers remained same between the two educational backgrounds. Finally, while a B.Ed. may enhance certain emotional and social skills, many foundational competencies appear equally strong among both groups of teachers.

H_{0.5} There is no significant difference among age group of special school teachers with respect to the factors of emotional intelligence

Table 4.6

ANOVA for significant difference among age group of special school teachers with respect to the factors of emotional intelligence

D	Factors of emotional intelligence	Age	Mean	SD	F value	P Value
D1	Self-awareness	Below 30	4.52	0.61	3.64	0.013*
		30 to 40	4.23	0.83		
		41 to 50	4.23	0.85		
		Above 50	3.93	0.61		
	Emotional self-control	Below 30	4.28	0.62	1.24	0.293 ^{NS}
		30 to 40	4.20	0.67		
		41 to 50	4.20	0.65		
		Above 50	4.01	0.55		
	Transparency	Below 30	4.32	0.65	1.61	0.185 ^{NS}
		30 to 40	4.10	0.80		
		41 to 50	4.06	0.78		
		Above 50	4.11	0.55		
	Adaptability	Below 30	4.46	0.57	3.01	0.030*
		30 to 40	4.20	0.72		
		41 to 50	4.30	0.67		
		Above 50	4.08	0.48		
	Achievement Orientation	Below 30	4.28	0.52	3.43	0.017*
		30 to 40	4.16	0.71		
		41 to 50	4.28	0.66		
		Above 50	3.95	0.57		
Initiative and Optimism	Below 30	4.41	0.46	2.22	0.085 ^{NS}	
	30 to 40	4.19	0.75			
	41 to 50	4.29	0.57			
	Above 50	4.33	0.45			
Empathy	Below 30	4.35	0.65	0.77	0.973 ^{NS}	
	30 to 40	4.38	1.23			
	41 to 50	4.38	0.63			
	Above 50	4.31	0.44			

D	Factors of emotional intelligence	Age	Mean	SD	F value	P Value
	Organizational Awareness	Below 30	4.37	0.39	0.87	0.456 ^{NS}
		30 to 40	4.24	0.79		
		41 to 50	4.32	0.66		
		Above 50	4.22	0.67		
	Service Orientation	Below 30	4.71	0.34	2.00	0.113 ^{NS}
		30 to 40	4.49	0.60		
		41 to 50	4.52	0.56		
		Above 50	4.50	0.44		
D2	Inspirational Leadership	Below 30	4.51	0.39	1.78	0.150 ^{NS}
		30 to 40	4.33	0.65		
		41 to 50	4.41	0.58		
		Above 50	4.35	0.32		
	Teamwork and Collaboration	Below 30	4.46	0.47	5.97	0.001 ^{**}
		30 to 40	4.22	0.76		
		41 to 50	4.31	0.68		
		Above 50	3.86	0.59		
	Communication	Below 30	4.41	0.48	2.68	0.046 [*]
		30 to 40	4.17	0.75		
		41 to 50	4.29	0.60		
		Above 50	4.16	0.44		

Source: Primary Data

* indicates significant at 5% level; **indicates significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.6 shows the significant difference among age group of special school teachers with respect to the factors of emotional intelligence. The ANOVA results express significant differences in personal competence factors of emotional intelligence among different age groups of special school teachers. Especially, the factors such as self-awareness (P=0.013), adaptability (P=0.030) and achievement orientation (P=0.017) exhibit significant differences at 5% level. In contrast, the factors of emotional self-control (P=0.293), transparency (P=0.185), and initiative and optimism (P=0.085) do not exhibit significant differences. Hence, only self-

awareness, adaptability, and achievement orientation are significantly influenced by the age of the teachers, highlighting variations in personal competence related to emotional intelligence.

The table also shows social competence factors of emotional intelligence among different age groups of special school teachers. It exhibits a highly significant differences in two specific areas such as teamwork and collaboration and communication. Teamwork and collaboration (0.001) show a highly significant difference. In addition to this, the communication factor (P=0.046) also exhibits a significant difference. In contrast, the factors of empathy (P=0.973), organizational awareness (P=0.456), service orientation (P=0.113), and inspirational leadership (P=0.150) do not show significant differences. Therefore, only teamwork and collaboration, as well as communication, are significantly influenced by the age of the teachers, highlighting age-related variations in these aspects of social competence.

It can be stated that age plays a prominent role in the emotional intelligence of special school teachers. In case of personal competencies, the factors as self-awareness, adaptability, and achievement orientation, are significantly influenced by age. In contrast, factors such as emotional self-control, transparency, and initiative and optimism show no significant differences across age groups. In terms of social competence, significant differences are found in teamwork and collaboration, as well as communication. However, factors like empathy, organizational awareness, service orientation, and inspirational leadership do not show significant variations with age. This indicates that while some emotional intelligence skills evolve with age, others remain consistent, highlighting the need for targeted support in developing specific competencies.

Table 4.7

Post hoc analysis for significant difference among age of special school teachers with respect to the factors of emotional intelligence

Factors of emotional intelligence	Age (I)	Age Rating (J)	Mean difference (I-J)	Std. error	P value
Self-Awareness	Below 30 (Mean= 4.52)	30 to 40 (Mean=4.23)	0.295	0.129	0.104 ^{NS}
		41 to 50 (Mean=4.23)	0.290	0.127	0.104 ^{NS}
		Above 50 (Mean=3.93)	0.591	0.180	0.006 ^{**}
	30 to 40 (mean=4.23)	41 to 50 (Mean =4.23)	-0.004	0.071	1.000 ^{NS}
		Above 50 (mean=3.93)	0.296	0.146	0.179 ^{NS}
		41 to 50 (mean =4.23)	Above 50 (mean=3.93)	0.300	0.144
Adaptability	Below 30 (mean= 4.46)	30 to 40 (mean=4.20)	0.255	0.107	0.085 ^{NS}
		41 to 50 (mean=4.30)	0.162	0.106	0.422 ^{NS}
		Above 50 (mean=4.08)	0.379	0.150	0.021 [*]
	30 to 40 (mean=4.20)	41 to 50 (mean=4.30)	-0.092	0.059	0.411 ^{NS}
		Above 50 (mean=4.08)	0.124	0.121	0.738 ^{NS}
		41 to 50 (mean=4.30)	Above 50 (mean=4.08)	0.216	0.120
Achievement Orientation	Below 30 (mean=4.28)	30 to 40 (mean=4.16)	0.117	0.106	0.684 ^{NS}
		41 to 50 (mean=4.28)	0.002	0.104	1.000 ^{NS}
		Above 50 (mean=3.95)	0.337	0.148	0.104 ^{NS}

Factors of emotional intelligence	Age (I)	Age Rating (J)	Mean difference (I-J)	Std. error	P value
	30 to 40 (mean=4.16)	41 to 50 (mean=4.28)	-0.115	0.059	0.208 ^{NS}
		Above 50 (mean=3.95)	0.219	0.120	0.261 ^{NS}
	41 to 50 (mean=4.28)	Above 50 (mean=3.95)	0.335	0.118	0.025*
Teamwork and Collaboration	Below 30	30 to 40 (mean=4.22)	0.240	0.110	0.133 ^{NS}
		41 to 50 (mean=4.31)	0.145	0.109	0.543 ^{NS}
		Above 50 (mean=3.86)	0.595	0.154	0.001**
	30 to 40 (mean=4.22)	41 to 50 (mean=4.31)	-0.094	0.061	0.415 ^{NS}
		Above 50 (mean=3.86)	0.355	0.125	0.024*
		41 to 50 (mean=4.31)	Above 50 (mean=3.86)	0.450	0.123
Communication	Below 30 (mean=4.41)	30 to 40 (mean=4.17)	0.235	0.103	0.104 ^{NS}
		41 to 50 (mean=4.29)	0.114	0.101	0.673 ^{NS}
		Above 50 (mean=4.16)	0.245	0.143	0.025*
	30 to 40 (mean=4.17)	41 to 50 (mean=4.29)	-0.120	0.057	0.153 ^{NS}
		Above 50 (mean=4.16)	0.010	0.116	1.000 ^{NS}
		41 to 50 (mean=4.29)	Above 50 (mean=4.16)	0.131	0.115

Source: Primary Data

* indicates significant at 5% level; ** indicates significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

In above table 4.7, the post hoc analysis exhibits significant differences in emotional intelligence among special school teachers based on age, underscoring the importance of this skill in educational settings. Emotional intelligence is broadly divided into two primary components: personal competencies and social competencies. Personal competencies consist of critical factors such as self-awareness, emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism. Conversely, social competencies encompass empathy, organizational awareness, service orientation, inspirational leadership, teamwork and collaboration, and effective communication. By understanding these components, we can better appreciate how age impacts emotional intelligence and its influence on the effectiveness of educators in special education.

The analysis identifies significant differences in certain factors of emotional intelligence among special school teachers based on age. Notably, self-awareness shows a significant difference in teachers in the ages of over 50 with those below 30, with a mean difference of 0.591 ($P = 0.006$). In addition to this, adaptability displays a significant difference between the below 30 age group and above 50 age group with mean difference of 0.379 ($P=0.021$). Additionally, achievement orientation exhibits a significant difference between the 41 to 50 age group and those above 50, with a mean difference of 0.335 ($P = 0.025$).

The analysis also highlights significant differences in teamwork and collaboration among special school teachers based on age. Teachers below 30 differ significantly from those above 50 with a mean difference of 0.595 and P value of 0.001. Similarly, teachers aged 30 to 40 also show significant differences when compared to those above 50 with a mean difference of 0.355 and P value of 0.024. Furthermore, teachers in the 41 to 50 age group are significantly different from those above 50 as well with a mean difference of 0.450 and P value of 0.002. Finally, communication also exhibits a significant difference between below 30 age group and above 50 age group with a mean difference of 0.245 ($P=0.025$).

The mean score analysis indicates increasing trends in emotional intelligence among special school teachers across different age groups. Specifically, self-awareness scores are greater for teachers below 30 compared to those above 50, indicating that younger educators may possess a greater level of self-perception and insight into their emotions at this stage of their careers. For the adaptability factor, teachers below 30 (Mean = 4.46) scored higher than those above 50 (Mean = 4.08), with a mean difference of 0.379, though this was marginally significant ($P = 0.021$). Conversely, when analysing achievement orientation, the age group of 41 to 50 shows significantly higher scores than their counterparts above 50. This indicates that mid-career educators may be more driven and focused on achieving their professional goals, reflecting a peak in motivation and ambition during this period. Together, these findings underscore the dynamic nature of emotional intelligence as it varies with age, revealing that both younger and mid-career teachers bring distinct strengths to their roles in special education.

The analysis of mean scores also reveals that special school teachers below 30 shows greater teamwork and collaboration compared to those above 50. This trend continues with teachers aged 30 to 40, who also exhibit higher levels of teamwork and collaboration than their older peers. Likewise, teachers in the 41 to 50 age group show differences in teamwork and collaboration compared to those above 50. In communication, teachers aged below 30 (Mean = 4.41) had slightly higher scores than those above 50 (Mean = 4.16), may reflect generational differences in communication styles, with younger teachers potentially being more familiar with modern communication tools and technique. These findings highlight the evolving nature of emotional intelligence across different age groups, emphasizing the unique strengths of younger and mid-career teachers in areas such as self-awareness, adaptability, teamwork, and communication, while also underscoring the importance of continued professional development for older educators in enhancing their collaborative skills and overall effectiveness.

H_{0.6} There is no significant difference among experience of special school teachers with respect to the factors of emotional intelligence

Table 4.8

ANOVA for significant difference among experience of special school teachers with respect to the factors of emotional intelligence

D	Factors of emotional intelligence	Experience	Mean	SD	F value	P Value
D1	Self-Awareness	Less than 5 years	4.34	0.68	8.80	<0.001**
		5 to 10 years	4.39	0.77		
		11 to 15 years	3.95	0.89		
		Above 15 years	4.06	0.96		
	Emotional self-control	Less than 5 years	4.18	0.56	2.68	0.046*
		5 to 10 years	4.32	0.70		
		11 to 15 years	4.10	0.57		
		Above 15 years	4.14	0.75		
	Transparency	Less than 5 years	4.23	0.67	12.34	<0.001**
		5 to 10 years	4.24	0.70		
		11 to 15 years	3.79	0.83		
		Above 15 years	3.90	0.85		
	Adaptability	Less than 5 years	4.29	0.62	9.37	<0.001**
		5 to 10 years	4.39	0.72		
		11 to 15 years	3.92	0.46		
		Above 15 years	4.27	0.78		
Achievement Orientation	Less than 5 years	4.19	0.68	19.52	<0.001**	
	5 to 10 years	4.29	0.66			
	11 to 15 years	3.77	0.46			
	Above 15 years	4.44	0.64			
Initiative and Optimism	Less than 5 years	4.23	0.69	8.73	<0.001**	
	5 to 10 years	4.37	0.64			
	11 to 15 years	3.97	0.45			
	Above 15 years	4.36	0.57			

D	Factors of emotional intelligence	Experience	Mean	SD	F value	P Value
D2	Empathy	Less than 5 years	4.39	1.23	0.74	0.524 ^{NS}
		5 to 10 years	4.42	0.53		
		11 to 15 years	4.25	0.79		
		Above 15 years	4.36	0.56		
	Organizational Awareness	Less than 5 years	4.30	0.72	10.96	<0.001**
		5 to 10 years	4.36	0.53		
		11 to 15 years	3.91	0.72		
		Above 15 years	4.42	0.74		
	Service Orientation	Less than 5 years	4.57	0.54	5.20	0.001**
		5 to 10 years	4.58	0.60		
		11 to 15 years	4.31	0.50		
		Above 15 years	4.52	0.54		
Inspirational Leadership	Less than 5 years	4.40	0.62	4.77	0.003**	
	5 to 10 years	4.49	0.63			
	11 to 15 years	4.20	0.52			
	Above 15 years	4.35	0.46			
Teamwork and Collaboration	Less than 5 years	4.33	0.73	4.87	0.002**	
	5 to 10 years	4.36	0.68			
	11 to 15 years	4.12	0.64			
	Above 15 years	4.12	0.69			
Communication	Less than 5 years	4.23	0.71	1.38	0.246 ^{NS}	
	5 to 10 years	4.34	0.71			
	11 to 15 years	4.22	0.46			
	Above 15 years	4.19	.56			

Source: Primary Data

* indicates significant at 5% level; **indicates significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.8 shows significant difference among experience of special school teachers with respect to the factors of emotional intelligence. The ANOVA results reveal significant differences in the personal competence factors of emotional intelligence among special school teachers based on their years of experience. The personal competence factors such as self-awareness ($P < 0.001$), emotional self-control ($P = 0.046$), transparency ($P < 0.001$), adaptability ($P < 0.001$), achievement orientation ($P < 0.001$) and initiative and optimism ($P < 0.01$) are exhibit significant differences among special school teachers based on their years of experience. It can be state that personal competence factors of emotional intelligence among special school teachers are vary based on their year of experience.

The table also show significant differences in social competence factors of emotional intelligence among special school teachers based on their years of experience. Specifically, organizational awareness ($P < 0.001$) reveals a highly significant difference, indicating notable variations among experience groups. Similarly service orientation ($P = 0.001$), inspirational leadership ($P = 0.003$) and Teamwork and collaboration ($P = 0.002$) also shows a significant difference. Conversely, empathy ($P = 0.524$) and communication ($P = 0.246$) do not exhibit significant differences, suggesting these factors remain stable regardless of years of experience.

The emotional intelligence of special education teachers varies greatly depending on years of experience in terms of both social and personal competencies, with a few exceptions. Personal competence factors, including self-awareness, emotional self-control, transparency, adaptability, achievement orientation, and initiative and optimism, all show notable differences tied to experience levels. Similarly, in social competence, organizational awareness exhibits a highly significant difference, alongside significant variations in service orientation, inspirational leadership, and teamwork and collaboration. However, empathy and communication remain consistent across experience levels, indicating that while, most of the competencies develop with experience. This highlights the need for targeted professional development to improve specific emotional intelligence skills according to teachers' experience.

Table 4.9

Post hoc for significant difference among experience of special school teachers with respect to the factors of emotional intelligence

Factors of emotional intelligence	Experience Rating (I)	Experience Rating (J)	Mean difference (I-J)	Std. error	P value
Self-Awareness	Less than 5 years (mean=4.34)	5 to 10 years (mean=4.39)	-0.047	0.084	0.944 ^{NS}
		11 to 15 years (mean=3.95)	0.394	0.102	0.001**
		Above 15 years (mean=4.06)	0.279	0.086	0.007**
	5 to 10 years (mean=(mean=4.39))	11 to 15 years (mean=3.95)	0.441	0.110	<0.001**
		Above 15 years (mean=4.06)	0.326	0.095	0.004**
	11 to 15 years (mean=3.95)	Above 15 years (mean=4.06)	-0.115	0.111	0.732 ^{NS}
Emotional Self Control	Less than 5 years (mean=4.18)	5 to 10 years (mean=4.32)	-0.132	0.068	0.213 ^{NS}
		11 to 15 years (mean=4.10)	0.086	0.083	0.733 ^{NS}
		Above 15 years (mean=4.14)	0.046	0.069	0.910 ^{NS}
	5 to 10 years (mean=4.32)	11 to 15 years (mean=4.10)	0.218	0.090	0.022*
		Above 15 years (mean=4.14)	0.178	0.077	0.095 ^{NS}
	11 to 15 years (mean=4.10)	Above 15 years (mean=4.14)	-0.039	0.091	0.972 ^{NS}
Transparency	Less than 5 years (mean=4.23)	5 to 10 years (mean=4.24)	-0.011	0.078	0.999 ^{NS}
		11 to 15 years (mean=3.79)	0.445	0.096	<0.001**
		Above 15 years (mean=3.90)	0.337	0.080	<0.001**
	5 to 10 years (mean=4.24)	11 to 15 years (mean=3.79)	0.456	0.104	<0.001**
		Above 15 years (mean=3.90)	0.348	0.089	0.001**
	11 to 15 years (mean=3.79)	Above 15 years (mean=3.90)	-0.107	0.105	0.738 ^{NS}

Factors of emotional intelligence	Experience Rating (I)	Experience Rating (J)	Mean difference (I-J)	Std. error	P value
Adaptability	Less than 5 years (mean=4.29)	5 to 10 years (mean=4.39)	-0.099	0.070	0.490 ^{NS}
		11 to 15 years (mean=3.92)	0.374	0.085	<0.001**
		Above 15 years (mean= 4.27)	0.022	0.071	0.990 ^{NS}
	5 to 10 years (mean=4.39)	11 to 15 years (mean=3.92)	0.474	0.091	<0.001**
		Above 15 years (mean= 4.27)	0.122	0.079	0.418 ^{NS}
	11 to 15 years (mean=3.92)	Above 15 years (mean= 4.27)	-0.352	0.092	<0.001**
Achievement Orientation	Less than 5 years (mean=4.19)	5 to 10 years (mean=4.29)	-0.096	0.068	0.488 ^{NS}
		11 to 15 years (mean=3.77)	0.418	0.082	0.001**
		Above 15 years (mean=4.44)	-0.250	0.069	0.002**
	5 to 10 years (mean=4.29)	11 to 15 years (mean=3.77)	0.515	0.088	<0.001**
		Above 15 years (mean=4.44)	-0.153	0.076	0.185 ^{NS}
	11 to 15 years (mean=3.77)	Above 15 years (mean=4.44)	-0.669	0.089	<0.001**
Initiative and Optimism	Less than 5 years (mean=4.23)	5 to 10 years (mean=4.37)	-0.146	0.066	0.119 ^{NS}
		11 to 15 years (mean= 3.97)	0.255	0.080	0.009**
		Above 15 years (mean=4.36)	-0.136	0.067	0.178 ^{NS}
	5 to 10 years (mean=4.37)	11 to 15 years (mean= 3.97)	0.401	0.087	<0.001**
		Above 15 years (mean=4.36)	0.010	0.074	0.999 ^{NS}
	11 to 15 years (mean= 3.97)	Above 15 years (mean=4.36)	-0.391	0.088	<0.001**

Factors of emotional intelligence	Experience Rating (I)	Experience Rating (J)	Mean difference (I-J)	Std. error	P value
Organizational Awareness		5 to 10 years (mean=4.36)	-0.063	0.072	0.817 ^{NS}
	Less than 5 years (mean=4.30)	11 to 15 years (mean=3.91)	0.393	0.087	<0.001**
		Above 15 years (mean=4.42)	-0.125	0.073	0.326 ^{NS}
	5 to 10 years (mean=4.36)	11 to 15 years (mean=3.91)	0.456	0.094	<0.001**
		Above 15 years (mean=4.42)	-0.062	0.081	0.873 ^{NS}
	11 to 15 years (mean=3.91)	Above 15 years (mean=4.42)	-0.518	0.095	<0.001**
Service Orientation		5 to 10 years (mean=4.58)	-0.015	0.058	0.993 ^{NS}
	Less than 5 years (mean=4.57)	11 to 15 years (mean=4.31)	0.257	0.070	0.002**
		Above 15 years (mean=4.52)	0.050	0.059	0.832 ^{NS}
	5 to 10 years (mean=4.58)	11 to 15 years (mean=4.31)	0.273	0.076	0.002**
		Above 15 years (mean=4.52)	0.066	0.065	0.748 ^{NS}
	11 to 15 years (mean=4.31)	Above 15 years (mean=4.52)	-0.207	0.076	0.036*
Inspirational Leadership		5 to 10 years (mean=4.49)	-0.088	0.061	0.467 ^{NS}
	Less than 5 years (mean=4.40)	11 to 15 years (mean=4.20)	0.205	0.073	0.029*
		Above 15 years (mean=4.35)	0.052	0.062	0.831 ^{NS}
	5 to 10 years (mean=4.49)	11 to 15 years (mean=4.20)	0.293	0.079	<0.001**
		Above 15 years (mean=4.35)	0.141	0.069	0.170 ^{NS}
	11 to 15 years (mean=4.20)	Above 15 years (mean=4.35)	-0.152	0.080	0.234 ^{NS}

Factors of emotional intelligence	Experience Rating (I)	Experience Rating (J)	Mean difference (I-J)	Std. error	P value
Teamwork and Collaboration	Less than 5 years (mean=4.33)	5 to 10 years (mean=4.36)	-0.026	0.073	0.984 ^{NS}
		11 to 15 years (mean=4.12)	0.215	0.089	0.075 ^{NS}
		Above 15 years (mean=4.12)	0.214	0.075	0.023*
	5 to 10 years (mean=4.36)	11 to 15 years (mean=4.12)	0.241	0.095	0.058 ^{NS}
		Above 15 years (mean=4.12)	0.241	0.083	0.020*
11 to 15 years (mean=4.12)	Above 15 years (mean=4.12)	-0.000	0.097	1.000 ^{NS}	

Source: Primary Data

* indicates significant at 5% level; **indicates significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.9 shows the post hoc analysis for significant difference among experience of special school teachers with respect to the factors of emotional intelligence. The post hoc analysis shows significant differences in emotional intelligence among special school teachers based on their years of experience. Emotional intelligence is consisting of two key factors: personal competencies and social competencies. Personal competencies include self-awareness, emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism. At the same time, social competencies encompass empathy, organizational awareness, service orientation, inspirational leadership, teamwork and collaboration, and effective communication. Understanding these components is crucial for enhancing the professional development and effectiveness of educators in special education settings.

The table shows significant differences in various personal competency factors of emotional intelligence among special school teachers based on their years of experience. For self-awareness, teachers with less than 5 years of experience exhibit

significant differences when compared to those with 11 to 15 years ($P = 0.001$) and above 15 years ($P = 0.007$), while a notable difference also exists between teachers with 5 to 10 years of experience and those with 11 to 15 years ($P < 0.001$) and above 15 years ($P = 0.004$). In case of emotional self-control, a significant difference exists between teachers with experience of 5 to 10 years and 11 to 15 years ($P = 0.022$). In terms of transparency, significant differences are identified between less than 5 years and both 11 to 15 years ($P < 0.001$) and above 15 years ($P < 0.001$), as well as between 5 to 10 years and 11 to 15 years ($P < 0.001$) and above 15 years ($P = 0.001$).

In the case of adaptability, significant differences are found between teachers less than 5 years and 11 to 15 years ($P < 0.001$), as well as between 5 to 10 years and 11 to 15 years ($P < 0.001$) and between 11 to 15 years and above 15 years ($P < 0.001$). For achievement orientation, teachers with less than 5 years of experience differ significantly from those with 11 to 15 years ($P = 0.001$) and above 15 years ($P = 0.002$), with a significant difference also exhibited between 5 to 10 years and 11 to 15 years ($P < 0.001$) and between 11 to 15 years and above 15 years ($P < 0.001$). Finally, for initiative and optimism, significant differences are noted between less than 5 years and 11 to 15 years ($P = 0.009$), as well as between 5 to 10 years and 11 to 15 years ($P < 0.001$) and between 11 to 15 years and above 15 years ($P < 0.001$). These results underscore the impact of experience on emotional intelligence among special school teachers.

The table also identifies several significant differences also in social competency factors of emotional intelligence among special school teachers based on their years of experience. For organizational awareness, significant differences are noted between less than 5 years and 11 to 15 years ($P = 0.001$), between 5 to 10 years and 11 to 15 years ($P < 0.001$), and between 11 to 15 years and above 15 years ($P < 0.001$). In service orientation, significant differences are found between less than 5 years and 11 to 15 years ($P = 0.002$), between 5 to 10 years and 11 to 15 years ($P = 0.002$), and between 11 to 15 years and above 15 years ($P = 0.036$). In the case of inspirational leadership, a significant difference is observed between less than 5 years and 11 to 15 years ($P = 0.029$) as well as between 5 to 10 years and 11 to 15 years ($P < 0.001$). Lastly, for

teamwork and collaboration, significant differences are noted between teachers with less than 5 years and above 15 years ($P=0.023$) and above 15 years of experience and those with 5 to 10 years ($P = 0.020$). These findings highlight the impact of experience on various dimensions of emotional intelligence among special school teachers.

According to mean score, teachers with less than five years of experience exhibit notably higher self-awareness and transparency compared to their peers with 11 to 15 years and those with over 15 years. Similarly, those with 5 to 10 years of experience have more self-awareness and transparency than special school teachers with experience of 11 to 15 years and those with over 15 years. For emotional self-control, teachers with 5 to 10 years of experience have higher scores than those with 11 to 15 years. In terms of adaptability, while teachers with less than five years display greater adaptability compared to those with 11 to 15 years, teachers with 5 to 10 years also superior in adaptability over their 11 to 15-year counterparts. Interestingly, those with above 15 years of experience surpass teachers with 11 to 15 years in this area as well.

Achievement orientation appears to be another strong suit for teachers with less than five years of experience, as they outperform those with 11 to 15 years in this regard. Similarly, teachers with over 15 years also demonstrate a stronger achievement orientation than those with 11 to 15 years and even those with less than five years. Teachers in the 5 to 10-year experience consistently exhibit higher achievement orientation than those with 11 to 15 years. Initiative and optimism also reflect a significant difference. Teachers with less than 5 years' experience have high initiative and optimism compared to those with 11 to 15 years and teachers with 5 to 10 years and 11 to 15 years' experience also have significant difference when compared to 11 to 15 years and above 15 years.

Organizational awareness is another competency where teachers with less than five years stand out, exhibiting more awareness than those with 11 to 15 years. This trend continues with teachers in the 5 to 10-year range and those with over 15 years also showing greater organizational awareness than their 11 to 15-year counterparts. Service orientation follows a similar pattern of organisational awareness, with

teachers in the less than five years and 5 to 10 years categories outshining those with 11 to 15 years, while those with over 15 years also show superior service orientation.

In the case of inspirational leadership, teachers with less than five years of experience lead with more inspiration compared to those with 11 to 15 years, a trend that persists with those in the 5 to 10-year bracket. Furthermore, teamwork and collaboration skills are markedly stronger among teachers with less than five years and 5 to 10 years of experience, particularly when compared to their more experienced colleagues with over 15 years. The results suggest that while experience can enrich teaching practices, there are distinct advantages in certain competencies for teachers in the early to mid-stages of their careers.

H_{0.7} There is no significant difference among monthly income of special school teachers with respect to the factors of emotional intelligence

Table 4.10

ANOVA for significant difference among monthly income of special school teachers with respect to the factors of emotional intelligence

D	Factors of emotional intelligence	Income	Mean	SD	F value	P value
D1	Self-Awareness	Below 20000	4.24	0.82	1.04	0.354 ^{NS}
		20000 to 30000	4.16	0.80		
		Above 30000	4.35	0.87		
	Emotional Self Control	Below 20000	4.16	0.67	3.95	0.020*
		20000 to 30000	4.22	0.55		
		Above 30000	4.42	0.70		
	Transparency	Below 20000	4.17	0.77	22.37	<0.001**
		20000 to 30000	4.14	0.69		
		Above 30000	3.45	0.65		
	Adaptability	Below 20000	4.24	0.71	1.84	0.159 ^{NS}
		20000 to 30000	4.23	0.56		
		Above 30000	4.43	0.75		
	Achievement Orientation	Below 20000	4.25	0.66	7.84	<0.001**
		20000 to 30000	4.03	0.63		
		Above 30000	4.38	0.73		
	Initiative and Optimism	Below 20000	4.32	0.60	7.16	0.001**
		20000 to 30000	4.09	0.63		
		Above 30000	4.24	0.80		

D	Factors of emotional intelligence	Income	Mean	SD	F value	P value
D2	Empathy	Below 20000	4.36	0.98	1.13	0.322 ^{NS}
		20000 to 30000	4.35	0.72		
		Above 30000	4.55	0.66		
	Organizational Awareness	Below 20000	4.31	0.69	2.56	0.078 ^{NS}
		20000 to 30000	4.17	0.70		
		Above 30000	4.38	0.75		
	Service Orientation	Below 20000	4.58	0.55	5.89	0.003 ^{**}
		20000 to 30000	4.40	0.57		
		Above 30000	4.44	0.51		
Inspirational Leadership	Below 20000	4.38	0.58	3.09	0.046 [*]	
	20000 to 30000	4.32	0.63			
	Above 30000	4.55	0.45			
Teamwork and Collaboration	Below 20000	4.29	0.72	4.99	0.007 ^{**}	
	20000 to 30000	4.10	0.71			
	Above 30000	4.41	0.46			
Communication	Below 20000	4.25	0.69	0.60	0.544 ^{NS}	
	20000 to 30000	4.21	0.53			
	Above 30000	4.33	0.62			

Source: Primary Data

^{**}indicates significant at 1% level; ^{*}indicates significant at 5% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.10 shows the significant difference among monthly income of special school teachers with respect to the factors of emotional intelligence. The ANOVA analysis shows significant differences in various personal competence factors of emotional intelligence among special school teachers based on their income levels. For emotional self-control, a significant difference was found with a p value of 0.020. Transparency revealed a highly significant difference with a P value of < 0.001. Additionally, both achievement orientation (P < 0.001) and initiative and optimism (P = 0.001) showed significant differences. Other factors, such as self-awareness and adaptability, did not show significant differences (P > 0.05).

The table also examine the social competence factors among special school teachers across income levels. Service orientation revealed a significant difference

($P = 0.003$) while inspirational leadership also demonstrated a significant difference ($P = 0.046$). Moreover, teamwork and collaboration displayed a significant difference ($P = 0.007$). In contrast, the factors of empathy, organizational awareness, and communication did not exhibit significant differences ($P > 0.05$).

The ANOVA analysis suggests significant differences in various personal competence factors of emotional intelligence among special school teachers based on their income levels. Especially, emotional self-control, transparency, achievement orientation, and initiative and optimism all showed significant differences, highlighting how income influences these aspects of emotional intelligence. In contrast, factors such as self-awareness and adaptability did not demonstrate significant variations. In the same manner, the analysis of social competence factors revealed significant differences related to income levels in areas like service orientation, inspirational leadership, and teamwork and collaboration. However, empathy, organizational awareness, and communication did not show significant differences. Generally, these findings suggest that income levels play a crucial role in shaping certain emotional and social competencies among special school teachers.

Table 4.11

Post hoc for significant difference among monthly income group of special school teachers with respect to the factors of emotional intelligence

Factors of emotional intelligence	Income (I)	Income(J)	Mean difference (I-J)	Std. error	P value
Emotional Self Control	Below 20000 (mean=4.16)	20000 to 30000 (mean=4.22)	-0.064	0.064	0.579 ^{NS}
		Above 30000 (mean=4.42)	-0.259	0.094	0.016*
	20000 to 30000 (mean=4.22)	Above 30000 (mean=4.42)	-0.195	0.104	0.150*
Transparency	Below 20000 (mean=4.17)	20000 to 30000 (mean=4.14)	0.025	0.073	0.934 ^{NS}
		Above 30000 (mean=3.45)	0.718	0.108	<0.001**
	20000 to 30000 (mean=4.14)	Above 30000 (mean=3.45)	0.692	0.119	<0.001**

Factors of emotional intelligence	Income (I)	Income(J)	Mean difference (I-J)	Std. error	P value
Achievement Orientation	Below 20000 (mean=4.25)	20000 to 30000 (mean=4.03)	0.228	0.066	0.002**
		Above 30000 (mean=4.38)	-0.129	0.096	0.374 ^{NS}
	20000 to 30000 (mean=4.03)	Above 30000 (mean=4.38)	-0.357	0.107	0.003**
Initiative and Optimism	Below 20000 (mean=4.32)	20000 to 30000 (mean=4.09)	0.235	0.062	0.001**
		Above 30000 (mean=4.24)	0.082	0.091	0.641 ^{NS}
	20000 to 30000 (mean=4.09)	Above 30000 (mean=4.24)	-0.153	0.101	0.290 ^{NS}
Service Orientation	Below 20000 (mean=4.58)	20000 to 30000 (mean=4.40)	0.176	0.054	0.004**
		Above 30000 (mean=4.44)	0.136	0.080	0.208 ^{NS}
	20000 to 30000 (mean=(mean=4.40)	Above 30000 (mean=4.44)	-0.040	0.089	0.895 ^{NS}
Inspirational Leadership	Below 20000 (mean=4.38)	20000 to 30000 (mean=4.32)	0.063	0.057	0.510 ^{NS}
		Above 30000 (mean=4.55)	-0.170	0.084	0.112 ^{NS}
	20000 to 30000 (mean=4.32)	Above 30000 (mean=4.55)	-0.233	0.094	0.035*
Teamwork and Collaboration	Below 20000 (mean=4.29)	20000 to 30000 (mean=4.10)	0.188	0.069	0.018*
		Above 30000 (mean=4.41)	-0.114	0.101	0.502 ^{NS}
	20000 to 30000 (mean=4.10)	Above 30000 (mean=4.41)	-0.302	0.112	0.021*

Source: Primary Data

* indicates significant at 5% level; **indicates significant at 1% level; NS denotes Not Significant; D indicates Dimensions; D1 indicates personal competence; D2 denotes social competence

Table 4.11 shows the Post hoc analysis for significant difference among monthly income group of special school teachers with respect to the factors of emotional intelligence. The analysis exhibits significant differences in emotional

intelligence among special school teachers based on their years of experience. Emotional intelligence consists of two main areas: personal competencies and social competencies. Personal competencies include self-awareness, emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism. Social competencies consist of empathy, organizational awareness, service orientation, inspirational leadership, teamwork and collaboration, and effective communication. Identifying these components is important for improving the professional development and effectiveness of teachers in special education.

The post hoc analysis displays several significant differences in personal competency factors of emotional intelligence among special school teachers based on their monthly income. For emotional self-control, a significant difference was identified between teachers earning below 20,000 and those earning above 30,000 ($P= 0.016$) and between the 20,000 to 30,000 group and those above 30,000 ($P < 0.001$). In transparency, significant differences were spotted between the below 20,000 group and those above 30,000 ($P < 0.001$) and between the 20,000 to 30,000 group and those above 30,000 ($P < 0.001$). Achievement orientation exhibited significant differences between the below 20,000 and 20,000 to 30,000 groups ($P = 0.002$) and between the 20,000 to 30,000 group and those above 30,000 ($P = 0.003$). For initiative and optimism, a significant difference was found between the below 20,000 and 20,000 to 30,000 groups ($P = 0.001$).

The table also reveals significant differences in social competency factors of emotional intelligence among special school teachers based on their monthly income. In case of service orientation, a significant difference exists between the below 20,000 group and the 20,000 to 30,000 group ($P = 0.004$). In inspirational leadership, there is a significant difference between the 20,000 to 30,000 group and those earning above 30,000 ($P= 0.035$). For teamwork and collaboration, significant differences are observed between the below 20,000 group and the 20,000 to 30,000 group ($P = 0.018$) and between the 20,000 to 30,000 group and those earning above 30,000 ($P = 0.021$).

Special school teachers with a monthly income above 30,000 show higher emotional self-control than those earning below 20,000 and between 20,000 to 30,000. In contrast, teachers earning below 20,000 demonstrate greater transparency compared to those earning above 30,000. In addition to this, teachers in the 20,000 to 30,000 income level show higher transparency than those earning above 30,000. Moreover, teachers earning below 20,000 have higher achievement orientation than those in the 20,000 to 30,000 group, whereas those above 30,000 also exhibit greater achievement orientation than the same middle-income group. In case of initiative and optimism, teachers earning below 20,000 surpass those in the 20,000 to 30,000 categories. At the same time, teachers with incomes below 20,000 show greater service orientation than their counterparts in the 20,000 to 30,000 range. Furthermore, teachers earning above 30,000 display higher levels of inspirational leadership than those in the 20,000 to 30,000 group. Finally, teachers earning below 20,000 have better teamwork and collaboration than those in the 20,000 to 30,000 group, while those earning above 30,000 also outshine the 20,000 to 30,000 group in this area.

Section III

Objective II: To analyse the job effectiveness indicators of special school teachers in Kerala

4.5 Introduction

This section emphasises on analysing the job effectiveness indicators of special school teachers in Kerala, employing statistical methods such as percentage analysis, quartile deviation, and Chi-square test for goodness of fit and association. Job effectiveness indicators under examination include affective, normative, and continuance commitment, along with job satisfaction, organizational citizenship behaviour (OCB), work engagement, supportive work environments, and overall job performance. Additionally, the study examines how socio-demographic factors such as gender, age, marital status, educational qualification, experience, and

monthly income affect these indicators. By providing an extensive overview of these dimensions, this chapter aims to offer valuable insights that can inform policyholders and enhance the quality of education for students with special needs in Kerala.

Constructs and statistical tools used

The researcher uses statistical methods to analyse the job effectiveness indicators of special school teachers in Kerala

Statistical Tools employed

- Percentage analysis
- Quartile Deviation
- Chi-square test for goodness of fit
- Chi-square test for association

The following are considered as the job effectiveness indicators

- Affective commitment (AFC)
- Normative commitment (NOC)
- Continuance commitment (COC)
- Job satisfaction (JOB)
- Organisational Citizenship Behaviour (OCB)
- Work engagement (WRE)
- Supportive work environment (SWE)
- Job performance (JBP)

In order to assess the job effectiveness indicators of special school teachers in Kerala, the study fixed the following hypotheses.

H_{0.8} There is no significant difference among the levels of affective commitment of special school teachers in Kerala

Table 4.12

The levels of affective commitment of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of affective Commitment	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)	3.05	0.217 ^{NS}

Source: Primary Data

^{NS} denotes Not Significant

The table 4.12 examines the levels of affective commitment among special school teachers in Kerala, showing distributions of low, moderate, and high commitment. It shows that 36.6 percentage of respondents showing low level of affective commitment, 32.2 percentage showing high level and 31.2 percentage showing moderate level. The analysis reveals that there are insignificant differences in these levels, leading to the acceptance of the null hypothesis, which states that there is no significant difference among the levels of affective commitment of special school teachers in Kerala.

H_{0.9} There is no significant difference among the levels of normative commitment of special school teachers in Kerala

Table 4.13

The levels of normative commitment of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of normative Commitment	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)	59.02	0.001**

Source: Primary Data

** denotes significant at 1% level

The table 4.13 shows the levels of normative commitment among special school teachers in Kerala, with 25.2 percent exhibiting low commitment, 48 percent showing moderate commitment, and 26.7 percent demonstrating high commitment. The Chi-Square value 59.02 and P- value present a significant difference in these levels at the 1% level, leading to the rejection of the null hypothesis, which indicates that there is significant difference among the levels of normative commitment.

H_{0.10} There is no significant difference among the levels of continuance commitment of special school teachers in Kerala

Table 4.14

The levels of continuance commitment of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of continuance commitment	159 (26.2%)	291 (48.0%)	156 (25.7%)	606 (100%)	58.84	0.001**

Source: Primary Data

*** denotes significant at 1% level*

The table 4.14 demonstrates the levels of continuance commitment among special school teachers in Kerala, revealing a distribution of commitment levels. Specifically, 26.2 per cent of teachers exhibit low continuance commitment, while the majority, 48 percent, shows moderate commitment, and 25.7 per cent display high commitment. The Chi-Square value of 58.84 and a P value of 0.001 express a significant difference among these levels at the 1% level, resulting in the rejection of the null hypothesis, which asserts that there is significant difference among the levels of continuance commitment.

H_{0.11} There is no significant difference among the levels of job satisfaction of special school teachers in Kerala

Table 4.15

The levels of job satisfaction of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of job satisfaction	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)	76.84	0.001**

Source: Primary Data

*** denotes significant at 1% level*

The table 4.15 represents the levels of job satisfaction among special school teachers in Kerala, with the distribution indicating that 30.7 percent of teachers stated low job satisfaction, 20.3 percent reveal moderate satisfaction, and 49 percent express high satisfaction. The Chi-Square value of 76.84 and a P value of 0.001 point out a significant difference in these satisfaction levels at the 1% level, leading to the rejection of the null hypothesis, which states that there is significant difference among the levels of job satisfaction.

H_{0.12} There is no significant difference among the levels of Organisational Citizenship Behaviour of special school teachers in Kerala

Table 4.16

The levels of Organisational Citizenship Behaviour of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of OCB	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)	19.63	0.001**

Source: Primary Data

*** denotes significant at 1% level*

The table 4.16 shows the levels of organizational citizenship behavior (OCB) among special school teachers in Kerala. It shows that 25.2 percent of teachers reveal low OCB, 39.6 percent show moderate OCB, and 35.1 percent display high OCB. The Chi-Square value of 19.63 and a P-value of 0.001 indicate a significant difference in these levels at the 1% level, leading to the rejection of the null hypothesis, which reports that there is significant difference among the levels of OCB.

H₀. 13 There is no significant difference among the levels of work engagement of special school teachers in Kerala

Table 4.17

The levels of work engagement of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of Work engagement	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)	31.57	0.001**

Source: Primary Data

** denotes significant at 1% level

The table 4.17 reveals the levels of work engagement among special school teachers in Kerala. It expresses that 44.1 percent of teachers exhibit low work engagement, 28.7 percent demonstrate moderate engagement, and 27.2 percent display high engagement. The Chi-Square value of 31.57 and a P-value of 0.001 indicate a significant difference in these engagement levels at the 1% level, leading to the rejection of the null hypothesis, which asserts that there is significant difference among the levels of work engagement.

H_{0.14} There is no significant difference among the levels of supportive work environment of special school teachers in Kerala

Table 4.18

The levels of supportive work environment of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of supportive work environment	234 (38.6%)	171 (28.2%)	201 (33.2%)	606 (100%)	9.83	0.007**

Source: Primary Data

** denotes significant at 1% level

The table 4.18 showing the levels of supportive work environment among special school teachers in Kerala, showing that approximately 39 percent report a low level of support, 28 percent reveal a moderate level, and about 33 percent experience a high level. The chi-square value of 9.83 and a P value of 0.007 show a statistically significant difference among these levels, leading us to reject the null hypothesis at 1% level, which proposed that there is significant difference in the supportive work environment experienced by these teachers.

H_{0.15} There is no significant difference among the levels of job performance of special school teachers in Kerala

Table 4.19

The levels of job performance of special school teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of Job performance	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)	12.95	0.002**

Source: Primary Data

** denotes significant at 1% level

The table 4.19 expose a statistical analysis of the job performance levels of special school teachers in Kerala, categorized into low, moderate, and high performance. Of the examined teachers, 39.6 percent were found to have low job performance, 32.7 percent moderate performance, and 27.7 percent high performance.

The chi-square value of 12.95 and a P-value of 0.002 express a significant difference in performance levels, leading to reject the null hypothesis, which asserted that there would be significant differences among these levels.

4.6 Socio-demographic analysis on job effectiveness indicators of special school teachers in Kerala

The socio demographic analysis of special school teachers in Kerala stresses how factors such as gender, age, marital status, educational qualifications, experience, and monthly income influence key job efficiency indicators. These factors influence teachers' affective, normative, and continuance commitments, as well as their job satisfaction and overall job performance. Additionally, they influence organizational citizenship behavior (OCB) and work engagement, emphasizing the importance of a supportive work environment. Understanding these dynamics can inform strategies to improve the effectiveness and well-being of special school teachers, ultimately benefiting their students. For this the following hypotheses were developed by the researcher and tested.

4.6.1 Socio-demographic comparison of affective commitment of special school teachers in Kerala

H_{0.16} There is no significant association between gender and the levels of affective commitment of special school teachers in Kerala

Table 4.20

Chi-square test for association between gender and the levels of affective commitment of special school teachers in Kerala

Gender	Level of affective Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	30 (32.2%)	24 (25.8%)	39 (41.9%)	93 (100%)	12.08	0.002**
Female	183 (35.7%)	174 (33.9%)	156 (30.4%)	513 (100%)		
Total	213 (35.1%)	198 (32.6%)	195 (32.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

The table 4.20 shows the association between gender and levels of affective commitment among special school teachers in Kerala. In case of male teachers, 32.2 percent are classified as having low affective commitment, 25.8 percent moderate affective commitment, and 41.9 percent high affective commitment. Among female teachers, the percentages are 35.7 percent low affective commitment, 33.9 percent moderate commitment, and 30.4 percent high commitment. The chi-square value of 12.08, along with a P-value of 0.002, expresses a significant association at the 1% level, leading to reject the null hypothesis, which insisted there is significant association between gender and levels of affective commitment.

H_{0.17} There is no significant association between age and the levels of affective Commitment of special school teachers in Kerala

Table 4.21

Chi-square test for association between age and the levels of affective commitment of special school teachers in Kerala

Age	Level of affective Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	15 (31.3%)	21 (43.8%)	12 (25.0%)	48 (100%)	8.45	0.207 ^{NS}
30 to 40	84 (35.0%)	69 (28.7%)	87 (36.3%)	240 (100%)		
40 to 50	105 (37.2%)	90 (31.9%)	87 (30.9%)	282 (100%)		
Above 50	18 (50.0%)	9 (25.0%)	9 (25.0%)	36 (100%)		
Total	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

The table 4.21 shows the association between age and levels of affective commitment among special school teachers in Kerala. The Chi-square test results for the association between age and levels of affective commitment among special

school teachers in Kerala specify no significant relationship, with a Chi-square value of 8.45 and a p-value of 0.207, which exceeds the significance threshold. Therefore, the null hypothesis stating that there is no significant association between age and levels of affective commitment, is accepted. Overall, the results clarify that age does not play a significant role in determining affective commitment among these educators.

H_{0.18} There is no significant association between marital status and the levels of affective commitment of special school teachers in Kerala

Table 4.22

Chi-square test for association between marital status and the levels of affective commitment of special school teachers in Kerala

Marital Status	Level of affective Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	141 (35.9%)	111 (28.2%)	141 (35.9%)	393 (100%)	8.03	0.018*
Single	81 (38.0%)	78 (36.6%)	54 (25.4%)	213 (100%)		
Total	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)		

Source: Primary Data

* Denotes Significant at 5% level

The above table 4.22 showing the association between marital status and affective commitment of special school teachers in Kerala. The results of the chi-square test display a significant association between marital status and the levels of affective commitment among special school teachers in Kerala. The chi-square value is 8.03, with a P-value of 0.018, which is below the significance level of 0.05. Hence, it leads to the rejection of the null hypothesis, which stated that there is significant association between marital status and affective commitment levels. The data explains that among married teachers, 35.9 percent report a low level of affective commitment, 28.2 percent a moderate level, and 35.9 percent a high level. Regarding

single category teachers, 38 percent have a low level, 36.6 percent moderate level, and 25.4 percent have a high level of affective commitment. These percentages indicate the variations in affective commitment based on marital status among the teachers.

H_{0.19} There is no significant association between educational qualification and the levels of affective commitment of special school teachers in Kerala

Table 4.23

Chi-square test for association between educational qualification and the levels of affective commitment of special school teachers in Kerala

Educational Qualification	Level of affective Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	153 (37.2%)	129 (31.4%)	129 (31.4%)	411 (100%)	0.387	0.824 ^{NS}
B.Ed.	69 (35.4%)	60 (30.8%)	66 (33.8%)	195 (100%)		
Total	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

The above table 4.23 showing the association between educational qualification and affective commitment of special school teachers in Kerala. The chi-square test was performed to examine the association between educational qualification and levels of affective commitment among special school teachers in Kerala. The results reported a chi-square value (0.387) reflecting no significant association, with a P-value of 0.824. This entitles that there is no meaningful relationship between the educational qualifications of teachers (whether they have a Diploma in Special Education or a B.Ed.) and their levels of affective commitment. So, the null hypothesis is accepted, suggesting that educational qualifications do not significantly impact affective commitment among these teachers.

H_{0.20} There is no significant association between experience and the levels of affective commitment of special school teachers in Kerala

Table 4.24

Chi-square test for association between experience and the levels of affective commitment of special school teachers in Kerala

Experience	Level of affective Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	99 (41.8%)	66 (27.8%)	72 (30.4%)	237 (100%)		
5 to 10 years	36 (24.5%)	51 (34.7%)	60 (40.8%)	147 (100%)		
11 to 15 years	36 (42.9%)	30 (35.7%)	18 (21.4%)	84 (100%)	17.19	0.009**
Above 15 years	51 (37.0%)	42 (30.4%)	45 (32.6%)	138 (100%)		
Total	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

The above table 4.24 showing the association between experience and affective commitment of special school teachers in Kerala. The chi-square test was performed to determine the association between experience and levels of affective commitment. The results show a chi-square value of 17.19 with a P-value of 0.009, indicating a statistically significant association at the 1% level. Considering the teachers with less than 5 years of experience, 41.8 percent reported low levels of affective commitment, 27.8 percent indicated moderate levels, and 30.4 percent expressed high levels. In contrast, those with 5 to 10 years of experience showed 24.5 percent low, 34.7 percent moderate, and 40.8 percent high commitment. For teachers with 11 to 15 years of experience, 42.9 percent expressed low, 35.7 percent moderate, and 21.4 percent high affective commitment, while among those with over 15 years, 37 percent reported low, 30.4 percent moderate, and 32.6 percent high

affective commitment. These findings realized that experience significantly influences levels of affective commitment, leading to the rejection of the null hypothesis.

H_{0.21} There is no significant association between monthly income and the levels of affective commitment of special school teachers in Kerala

Table 4.25

Chi-square test for association between monthly income and the levels of affective commitment of special school teachers in Kerala

Monthly Income	Level of affective commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	138 (33.3%)	132 (31.9%)	144 (34.8%)	414 (100%)	35.78	<0.001**
20000 to 30000	69 (50.0%)	48 (34.8%)	21 (15.2%)	138 (100%)		
30001 to 40000	15 (27.8%)	9 (16.7%)	30 (55.6%)	54 (100%)		
Total	222 (36.6%)	189 (31.2%)	195 (32.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

The above table 4.25 showing the association between monthly income and affective commitment of special school teachers in Kerala. The chi-square test conducted to explore the association between monthly income and levels of affective commitment, revealed a chi-square value of 35.78 with a P-value less than 0.001. This suggests a significant association at the 1% level, leading to the rejection of the null hypothesis. Among teachers with monthly income of below 20,000, 33.3 percent reported low levels of affective commitment, while 31.9 percent reported moderate and 34.8 percent reported high levels. For those earning a monthly income between 20,000 and 30,000, 50 percent showed low levels of affective commitment, 34.8

percent moderate levels, and only 15.2 percent high levels. In the income range of 30,001 to 40,000, a notable 27.8 percent disclosed low levels, 16.7 percent moderate, and 55.6 per cent high levels of affective commitment.

4.6.2 Socio-demographic comparison of normative commitment of special school teachers in Kerala

H_{0.22} There is no significant association between gender and the levels of normative commitment of special school teachers in Kerala

Table 4.26

Chi-square test for association between gender and the levels of normative commitment of special school teachers in Kerala

Gender	Level of normative Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	21 (22.6%)	39 (41.9%)	33 (35.5%)	93 (100%)	4.30	0.116 ^{NS}
Female	132 (25.7%)	252 (49.1%)	129 (25.1%)	513 (100%)		
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes not significant

The table 4.26 examines the association between gender and levels of normative commitment among special school teachers in Kerala, expressing no significant association between male and female teachers, leads to accept the null hypothesis. The statistical analysis, with a chi-square value of 4.30 and a P-value of 0.116, clarifies that gender does not significantly influence normative commitment, suggesting that strategies aimed at improving normative commitment can be uniformly applied to all teachers, regardless of gender.

H_{0.23} There is no significant association between age and the levels of normative commitment of special school teachers in Kerala

Table 4.27

Chi-square test for association between age and the levels of normative commitment of special school teachers in Kerala

Age	Level of normative Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	18 (37.5%)	24 (50.0%)	6 (12.5%)	48 (100%)	17.90	0.006**
30 to 40	45 (18.8%)	132 (55.0%)	63 (26.3%)	240 (100%)		
41 to 50	81 (28.7%)	117 (41.5%)	84 (29.8%)	282 (100%)		
Above 50	9 (25.0%)	18 (50.0%)	9 (25.0%)	36 (100%)		
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

The table 4.27 showing the association between age and normative commitment of special school teachers in Kerala. The Chi-square test results exhibit a significant relationship, with a Chi-square value of 17.90 and a P-value of 0.006, which is below the significance threshold of 1% which leads to reject the null hypothesis. This suggests that age does influence levels of normative commitment. Specifically, teachers below 30 exhibit 37.5 percent at low normative commitment, 50 percent at moderate normative commitment, and 12.5 percent at high normative commitment. Teachers aged 30 to 40 exhibit 18.8 percent at low, 55 percent at moderate, and 26.3 percent at high normative commitment. The 41 to 50 age group demonstrate 28.7 percent at low, 41.5 percent at moderate, and 29.8 percent at high

levels. Teachers above 50 have 25 percent at low, 50 percent at moderate, and 25 percent at high normative commitment.

H_{0.24} There is no significant association between marital status and the levels of normative commitment of special school teachers in Kerala

Table 4.28

Chi-square test for association between marital status and the levels of normative commitment of special school teachers in Kerala

Marital Status	Level of normative Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	72 (18.3%)	204 (51.9%)	117 (29.8%)	393 (100%)	28.63	<0.001**
Single	81 (38.0%)	87 (40.8%)	45 (21.1%)	213 (100%)		
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.28 showing the association between marital status and the levels of normative commitment of special school teachers in Kerala. The chi-square test was conducted to evaluate the association between marital status and levels of normative commitment. The analysis yielded a chi-square value of 28.63 with a P-value of less than 0.001, stipulate a statistically significant association at the 1% level. Among married teachers, 18.3 percent shows low levels of normative commitment, 51.9 percent reported moderate levels, and 29.8 percent indicated high levels of normative commitment. In comparison, among single category teachers, 38 percent revealed low levels, 40.8 percent had moderate levels, and 21.1 percent exhibited high levels of commitment. These results suggest that marital status significantly influences the levels of normative commitment, leading to the rejection of the null hypothesis.

H_{0.25} There is no significant association between educational qualification and the levels of normative commitment of special school teachers in Kerala

Table 4.29

Chi-square test for association between educational qualification and the levels of normative commitment of special school teachers in Kerala

Educational Qualification	Level of normative Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	96 (23.4%)	204 (49.6%)	111 (27.0%)	411 (100%)		
B.Ed.	57 (29.2%)	87 (44.6%)	51 (26.2%)	195 (100%)	2.53	0.281 ^{NS}
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.29 showing the association between educational qualification and the levels of normative commitment of special school teachers in Kerala. The chi-square test was conducted to examine the association between educational qualification and levels of normative commitment. The analysis produces a chi-square value (2.53) indicating no significant association, with a P-value of 0.281. This propounds that there is no meaningful association between the educational qualifications of teachers (whether they hold a Diploma in Special Education or a B.Ed.) and their levels of normative commitment. However, the null hypothesis is accepted, indicating that educational qualifications do not significantly influence normative commitment among these teachers.

H_{0.26} There is no significant association between experience and the levels of normative commitment of special school teachers in Kerala

Table 4.30

Chi-square test for association between experience and the levels of normative commitment of special school teachers in Kerala

Experience	Level of normative Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	72 (30.4%)	99 (41.8%)	66 (27.8%)	237 (100%)	29.82	<0.001**
5 to 10 years	24 (16.3%)	78 (53.1%)	45 (30.6%)	147 (100%)		
11 to 15 years	27 (32.1%)	51 (60.7%)	6 (7.1%)	84 (100%)		
Above 15 years	30 (21.7%)	63 (45.7%)	45 (32.6%)	138 (100%)		
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

Table 4.30 showing the association between experience and the levels of normative commitment of special school teachers in Kerala. The chi-square test was conducted to check the association between experience and levels of normative commitment. The results reported a chi-square value of 29.82 with a P-value of less than 0.001, indicating a statistically significant association at the 1% level. Regarding the teachers with less than 5 years of experience, 30.4 percent reported low levels of normative commitment, 41.8 percent indicated moderate levels, and 27.8 percent expressed high levels. Considering those with 5 to 10 years of experience, 16.3 percent reported low, 53.1 percent moderate, and 30.6 percent high commitment. Teachers with 11 to 15 years of experience exhibited 32.1 percent low,

60.7 per cent moderate, and only 7.1 percent high commitment. Finally, those with over 15 years of experience had 21.7 percent low, 45.7 percent moderate, and 32.6 percent high normative commitment. These findings lead to the rejection of the null hypothesis recommending that experience significantly influences levels of normative commitment.

H_{0.27} There is no significant association between monthly income and the levels of normative commitment of special school teachers in Kerala

Table 4.31

Chi-square test for association between monthly income and the levels of normative commitment of special school teachers in Kerala

Monthly Income	Level of normative commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	120 (29.0%)	177 (42.8%)	117 (28.3%)	414 (100%)	25.10	<0.001**
20000 to 30000	27 (19.6%)	87 (63.0%)	24 (17.4%)	138 (100%)		
30001 to 40000	6 (11.1%)	27 (50.0%)	21 (38.9%)	54 (100%)		
Total	153 (25.2%)	291 (48.0%)	162 (26.7%)	606 (100%)		

Source: Primary Data

*** denotes significant at 1% level*

Table 4.31 showing the association between monthly income and the levels of normative commitment of special school teachers in Kerala. The chi-square test results specify a significant association between monthly income and levels of normative commitment among special school teachers in Kerala, with a chi-square value of 25.10 and a P-value of less than 0.001. This allows us to reject the null hypothesis. Among teachers earning below 20,000, 29 percent reported low levels of normative commitment, 42.8 percent reported moderate levels, and 28.3 percent

reported high levels. In contrast, for those earning between 20,000 and 30,000, only 19.6 percent had low levels of commitment, while a substantial 63 percent reported moderate levels, and 17.4 percent reported high levels. For teachers in the 30,001 to 40,000 income range, 11.1 percent reported low levels, 50 percent reported moderate levels, and 38.9 percent reported high levels.

4.6.3 Socio-demographic comparison of continuance commitment of special school teachers in Kerala

H_{0.28} There is no significant association between gender and the levels of continuance commitment of special school teachers in Kerala

Table 4.32

Chi-square test for association between gender and the levels of continuance commitment of special school teachers in Kerala

Gender	Level of continuance Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	20 (21.5%)	43 (46.2%)	30 (32.3%)	93 (100%)	6.92	0.031*
Female	129 (25.1%)	258 (50.3%)	126 (24.6%)	513 (100%)		
Total	149 (13.4%)	301 (49.6%)	156 (25.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 5% level*

Table 4.32 showing the association between gender and the levels of continuance commitment of special school teachers in Kerala. The Chi-square test results show a significant association between gender and levels of continuance commitment among special school teachers in Kerala, with a Chi-square value of 6.92 and a P-value of 0.031. Since the P-value is below the significant level of 0.05, we reject the null hypothesis, which asserts that there is association between gender

and commitment levels. The data states that among male teachers, 21.5 percent report low commitment, 46.2 percent moderate commitment, and 32.3 percent high commitment. In contrast, among female teachers, 25.1 percent report low commitment, 50.3 percent moderate commitment, and 24.6 percent high commitment. This indicates a relationship between gender and commitment levels in this educational context.

H_{0.29} There is no significant association between age and the levels of continuance commitment of special school teachers in Kerala

Table 4.33

Chi-square test for association between age and the levels of continuance commitment of special school teachers in Kerala

Age	Level of continuance Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	12 (25.0%)	30 (62.5%)	6 (12.5%)	48 (100%)	16.99	0.009**
30 to 40	57 (23.8%)	111 (46.3%)	72 (30.0%)	240 (100%)		
41 to 50	87 (30.9%)	129 (45.7%)	66 (23.4%)	282 (100%)		
Above 50	3 (8.3%)	21 (58.3%)	12 (33.3%)	36 (100%)		
Total	159 (26.2%)	291 (48.0%)	156 (25.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.33 showing the association between the age and the levels of continuance commitment of special school teachers in Kerala. The Chi-square test results for the association between age and levels of continuance commitment among special school teachers in Kerala exhibit a significant relationship, with a Chi-square

value of 16.99 and a P-value of 0.009, which is below the 1% significance threshold. Thus, the null hypothesis stating that there is no significant association between age and continuance commitment is rejected. This means that age influences on the levels of continuance commitment among teachers. Especially, teachers below 30 demonstrate 25 percent at low continuance commitment, 62.5 percent at moderate continuance commitment, and 12.5 percent at high continuance commitment. Those aged 30 to 40 display 23.8 percent at low, 46.3 percent at moderate, and 30 percent at high continuance commitment. The 41 to 50 age group shows 30.9 percent at low, 45.7 percent at moderate, and 23.4 percent at high levels. Finally, teachers above 50 have 8.3 percent at low, 58.3 percent at moderate, and 33.3 percent at high commitment. This designates that age influences how committed teachers feel about staying in their roles.

H_{0.30} There is no significant association between marital status and the levels of continuance commitment of special school teachers in Kerala

Table 4.34

Chi-square test for association between marital status and the levels of continuance commitment of special school teachers in Kerala

Marital Status	Level of continuance Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	84 (21.4%)	198 (50.4%)	111 (28.2%)	393 (100%)	14.09	0.001**
Single	75 (35.2%)	93 (43.7%)	45 (21.1%)	213 (100%)		
Total	159 (26.2%)	291 (48.0%)	156 (25.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.34 showing the association between marital status and the levels of continuance commitment of special school teachers in Kerala. The chi-square test

was performed to assess the association between marital status and levels of continuance commitment among special school teachers in Kerala. The results specified a chi-square value of 14.09 and a P-value of 0.001, signifying a statistically significant association at the 1% level. In detail, among married teachers, 21.4 percent showed low levels of continuance commitment, 50.4 percent exhibited moderate levels, and 28.2 percent demonstrated high levels of commitment. However, among teachers who were single, 35.2 percent expressed low levels of commitment, 43.7 percent displayed moderate levels, and 21.1 percent showed high levels. The null hypothesis is rejected in light of these data, which reflect that marital status has a considerable impact on levels of continuance commitment.

H_{0.31} There is no significant association between educational qualification and the levels of continuance commitment of special school teachers in Kerala

Table 4.35

Chi-square test for association between educational qualification and the levels of continuance commitment of special school teachers in Kerala

Educational Qualification	Level of continuance Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	99 (24.1%)	195 (47.4%)	117 (28.5%)	411 (100%)		
B.Ed	60 (30.8%)	96 (49.2%)	39 (20.0%)	195 (100%)	6.02	0.049*
Total	159 (26.2%)	291 (48.0%)	156 (25.7%)	606 (100%)		

Source: Primary Data

** Denotes Significant at 5% level*

Table 4.35 showing the association between educational qualification and the levels of continuance commitment of special school teachers in Kerala. The chi-square test was conducted to analyze the association between educational qualification and levels of continuance commitment. The results displayed a chi-

square value of 6.02 and a P-value of 0.049, indicating a statistically significant association at the 5% level. However, it can be state that educational qualification significantly influences levels of continuance commitment, leading to the rejection of the null hypothesis which means that there is significant association between educational qualification and continuance commitment. Considering the teachers with a Diploma in special education, 24.1 percent reported low levels of continuance commitment, 47.4 percent indicated moderate levels, and 28.5 percent expressed high levels of continuance commitment. Among teachers holding a B.Ed., 30.8 percent reported low levels of continuance commitment, 49.2 percent indicated moderate levels, and 20 percent reported high levels.

H_{0.32} There is no significant association between experience and the levels of continuance Commitment of special school teachers in Kerala

Table 4.36

Chi-square test for association between experience and the levels of continuance Commitment of special school teachers in Kerala

Experience	Level of continuance Commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	81 (34.2%)	111 (46.8%)	45 (19.0%)	237 (100%)	38.11	<0.001**
5 to 10 years	27 (18.4%)	75 (51%)	45 (30.6%)	147 (100%)		
11 to 15 years	15 (17.9%)	57 (67.9%)	12 (14.3%)	84 (100%)		
Above 15 years	36 (26.1%)	54 (39.1%)	48 (34.8%)	138 (100%)		
Total	159 (26.2%)	297 (49%)	150 (24.7%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

Table 4.36 showing the association between the experience and the levels of continuance Commitment of special school teachers in Kerala. The chi-square test conducted to determine the relationship between experience and levels of continuance commitment among special school teachers in Kerala with a chi-square value of 38.11 and a P-value of less than 0.001, indicating a significant association at the 1% level. Among teachers with less than 5 years of experience, 34.2 percent remarked low levels of continuance commitment, while 46.8 percent indicated moderate levels and 19 percent high levels. In case of teachers with 5 to 10 years of experience, the percentages were 18.4 percent low, 51 per cent moderate, and 30.6 percent high. Teachers with 11 to 15 years of experience had 17.9 percent low, 67.9 percent moderate, and 14.3 percent high levels of per cent commitment, while those with over 15 years reported 26.1 per cent low, 39.1 per cent moderate, and 34.8 percent high. The result of analysis leads to the rejection of the null hypothesis, attributing a clear impact of experience on continuance commitment levels.

H_{0.33} There is no significant association between monthly income and the levels of continuance commitment of special school teachers in Kerala

Table 4.37

Chi-square test for association between monthly income and the levels of continuance commitment of special school teachers in Kerala

Monthly Income	Level of continuance commitment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	126 (30.4%)	174 (42.0%)	114 (27.5%)	414 (100%)	25.88	<0.001**
20000 to 30000	24 (17.4%)	90 (65.2%)	24 (17.4%)	138 (100%)		
30001 to 40000	9 (16.7%)	27 (50.0%)	18 (33.3%)	54 (100%)		
Total	159 (26.2%)	291 (48.0%)	156 (25.7%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.37 showing the association between monthly income and the levels of continuance commitment of special school teachers in Kerala. The Chi-square test was applied to examine the association between monthly income and the levels of continuance commitment. The analysis yielded a Chi-square value of 25.88 with a P-value of less than 0.001, expressing significance at the 1% level. Therefore, we reject the null hypothesis that asserts there is significant association between monthly income and levels of continuance commitment. The findings exhibit that among teachers earning below 20,000, 30.4 percent had low continuance commitment, 42 percent reported moderate commitment, and 27.5 percent had high commitment. In the income range of 20,000 to 30,000, 17.4 percent demonstrated low commitment, 65.2 percent were moderately committed, and 17.4 percent reported high commitment. For those earning between 30,001 and 40,000, 16.7 percent were at a low level, 50 percent at a moderate level, and 33.3 percent at a high level.

4.6.4 Socio-demographic comparison of job satisfaction of special school teachers in Kerala

H_{0.34} There is no significant association between gender and the levels of job satisfaction of special school teachers in Kerala

Table 4.38

Chi-square test for association between gender and the levels of job satisfaction of special school teachers in Kerala

Gender	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	24 (25.8%)	9 (9.7%)	60 (64.5%)	93 (100%)	12.34	0.002**
Female	162 (31.6%)	114 (22.2%)	237 (46.2%)	513 (100%)		
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.38 exhibits the association between gender and the levels of job satisfaction of special school teachers in Kerala. The Chi-square test results show a significant association between gender and levels of job satisfaction among special school teachers in Kerala, with a Chi-square value of 12.34 and a P-value of 0.002. Since the P-value is below the 0.01 level, we reject the null hypothesis, which posits that there is significant association between gender and job satisfaction levels. The data demonstrates that among male teachers, 25.8 percent report low job satisfaction, 9.7 percent moderate satisfaction, and a substantial 64.5 percent high satisfaction. Among female teachers, 31.6 percent reporting low satisfaction, 22.2 percent moderate satisfaction, and 46.2 percent high satisfaction. This shows a clear distinction in job satisfaction levels based on gender.

H_{0.35} There is no significant association between age and the levels job satisfaction of special school teachers in Kerala

Table 4.39

Chi-square test for association between age and the levels of job satisfaction of special school teachers in Kerala

Age	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	18 (37.5%)	9 (18.8%)	21 (43.8%)	48 (100%)	20.12	0.003**
30 to 40	60 (25.0%)	51 (21.3%)	129 (53.8%)	240 (100%)		
41 to 50	102 (36.2%)	48 (17.0%)	132 (46.8%)	282 (100%)		
Above 50	6 (16.7%)	15 (41.7%)	15 (41.7%)	36 (100%)		
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.39 showing the association between age and the levels of job satisfaction of special school teachers in Kerala. The chi-square test results point out a significant association between age and job satisfaction levels among special school teachers in Kerala, as evidenced by a chi-square value of 20.12 and a P-value of 0.003, which is below the alpha level of 0.01 leading to reject the null hypothesis. This propose that age is a statistically significant factor influencing job satisfaction levels. In detail, among teachers below 30, 43.8 percent report high job satisfaction, whereas 37.5 percent exhibit low satisfaction and 18.8 percent have moderate satisfaction. In the 30 to 40 age group, 53.8 percent express high satisfaction, 25 percent report low satisfaction, and 21.3 percent are moderately satisfied. For those aged 41 to 50, 46.8 percent report high satisfaction, 36.2 percent low satisfaction, and 17 percent moderate satisfaction. Finally, among teachers above 50, 41.7 percent experience moderate satisfaction, 41.7 percent high satisfaction, and 16.7 percent low satisfaction

H_{0.36} There is no significant association between marital status and the levels of job satisfaction of special school teachers in Kerala.

Table 4.40

Chi-square test for association between marital status and the levels of job satisfaction of special school teachers in Kerala

Marital Status	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	96 (24.4%)	87 (22.1%)	210 (53.4%)	393 (100%)	20.63	<0.001**
Single	90 (42.3%)	36 (16.9%)	87 (40.8%)	213 (100%)		
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.40 showing the association between marital status and the levels of job satisfaction of special school teachers in Kerala. The chi-square test was conducted to explore the association between marital status and levels of job satisfaction. The results showed a chi-square value of 20.63 and a P-value of less than 0.001, designating a statistically significant association at the 1% level. Particularly, among married teachers, 24.4 percent assessed low levels of job satisfaction, 22.1 percent indicated moderate levels, and 53.4 percent expressed high levels of satisfaction. In comparison, among single category teachers, 42.3 percent rated low satisfaction, 16.9 percent were moderately satisfied, and 40.8 percent indicated high levels of job satisfaction. These findings suggest that marital status significantly impacts job satisfaction levels, leading to the rejection of the null hypothesis.

H_{0.37} There is no significant association between educational qualification and the levels of job satisfaction of special school teachers in Kerala

Table 4.41

Chi-square test for association between educational qualification and the levels of job satisfaction of special school teachers in Kerala

Educational Qualification	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	108 (26.3%)	96 (23.4%)	207 (50.4%)	411 (100%)		
B.Ed.	78 (40.0%)	27 (13.8%)	90 (46.2%)	195 (100%)	14.48	0.001**
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

Table 4.41 showing the association between educational qualification and the levels of job satisfaction of special school teachers in Kerala. The chi-square test was conducted to analyzed the association between educational qualification and levels

of job satisfaction among special school teachers in Kerala. The results revealed a chi-square value of 14.48 and a P-value of 0.001, implying a statistically significant association at the 1% level. For teachers with a Diploma in special education, 26.3 percent reported low levels of job satisfaction, 23.4 per cent designated moderate levels, and 50.4 percent exhibited high levels of satisfaction. While considering the teachers holding a B.Ed., 40 percent reported low satisfaction, 13.8 percent were moderately satisfied, and 46.2 percent indicated high satisfaction. These findings suggest that educational qualification significantly impacts on job satisfaction levels, leading to the rejection of the null hypothesis.

H_{0.38} There is no significant association between experience and the levels of job satisfaction of special school teachers in Kerala

Table 4.42

Chi-square test for association between experience and the levels of job satisfaction of special school teachers in Kerala

Experience	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	87 (36.7%)	57 (24.1%)	93 (39.2%)	237 (100%)	62.46	<0.001**
5 to 10 years	24 (16.3%)	42 (28.6%)	81 (55.1%)	147 (100%)		
11 to 15 years	45 (53.6%)	3 (3.6%)	36 (42.9%)	84 (100%)		
Above 15 years	30 (21.7%)	21 (15.2%)	87 (63.0%)	138 (100%)		
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level.

Table 4.42 showing the association between experience and the levels of job satisfaction of special school teachers in Kerala. The chi-square test was performed to explore the association between experience and levels of job satisfaction among

special school teachers in Kerala. The results showed a chi-square value of 62.46, with a P-value of less than 0.001, remarking a statistically significant association at the 1% level. These results lead to the rejection of the null hypothesis, suggesting that experience has a significant impact on job satisfaction levels. Among teachers with less than 5 years of experience, 36.7 percent expressed low levels of job satisfaction, 24.1 percent indicated moderate levels, and 39.2 percent expressed high levels. For those with 5 to 10 years of experience, 16.3 percent reported low, 28.6 percent moderate, and 55.1 percent high level of job satisfaction. Teachers with 11 to 15 years of experience unveiled a high percentage of low satisfaction at 53.6 percent while only 3.6 percent reported moderate and 42.9 percent high satisfaction. Lastly, those with over 15 years of experience had 21.7 percent low, 15.2 percent moderate, and 63 percent high satisfaction.

H_{0.39} There is no significant association between monthly income and the levels of job satisfaction of special school teachers in Kerala

Table 4.43

Chi-square test for association between monthly income and the levels of job satisfaction of special school teachers in Kerala

Monthly Income	Level of job satisfaction			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	123 (29.7%)	102 (24.6%)	189 (45.7%)	414 (100%)	30.10	<0.001**
20000 to 30000	54 (39.1%)	18 (13.0%)	66 (47.8%)	138 (100%)		
30001 to 40000	9 (16.7%)	3 (5.6%)	42 (77.8%)	54 (100%)		
Total	186 (30.7%)	123 (20.3%)	297 (49.0%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.43 showing the association between monthly income and the levels of job satisfaction of special school teachers in Kerala. The Chi-square test was utilized

to explore the association between monthly income and levels of job satisfaction among special school teachers in Kerala. The results revealed a Chi-square value of 30.10 and a P-value of less than 0.001, presenting a significant relationship at the 1% level. However, we reject the null hypothesis that states there is significant association between monthly income and job satisfaction levels. In the income category below 20,000, 29.7 percent of teachers expressed low job satisfaction, 24.6 percent reported moderate satisfaction, and 45.7 percent reported high satisfaction. For those earning between 20,000 and 30,000, 39.1 percent were at a low satisfaction level, 13.0 percent at a moderate level, and 47.8 percent at a high level. Among teachers earning between 30,001 and 40,000, 16.7 percent declared low satisfaction, 5.6 per cent had moderate satisfaction, and a significant 77.8 percent reported high satisfaction.

4.6.5 Socio-demographic comparison of Organisational Citizenship Behaviour of special school teachers in Kerala

H_{0.40} There is no significant association between gender and the levels of Organisational Citizenship Behaviour of special school teachers in Kerala

Table 4.44

Chi-square test for association between gender and the levels of OCB of special school teachers in Kerala

Gender	Level of Organisational Citizenship Behaviour			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	27 (29.0%)	30 (32.3%)	36 (38.7%)	93 (100%)	2.51	0.284 ^{NS}
Female	126 (24.6%)	210 (40.9%)	177 (34.5%)	513 (100%)		
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.44 analyses the association between gender and the levels of organizational citizenship behavior (OCB) among special school teachers in Kerala,

reveals that there is no significant difference between male and female teachers in their levels of OCB, as indicated by a Chi-square value of 2.51 and a P-value of 0.284, so we accept the null hypothesis. In case of male teachers, 38.7 percent exhibits high level of Organisational citizenship behaviour, 32.3 percent exhibits moderate and 29 percent exhibits low level. Among female teachers, 40.9 percent exhibits moderate level, 34.5 percent exhibits high and 24.6 percent exhibits low level OCB. Overall, the distribution of OCB levels across genders expresses that gender does not seem to influence OCB among these teachers.

H_{0.41} There is no significant association between age and the levels of OCB of special school teachers in Kerala

Table 4.45

Chi-square test for association between age and the levels of OCB of special school teachers in Kerala

Age	Level of Organisational Citizenship Behaviour			Total	Chi- square Value	P value
	Low level	Moderate Level	High Level			
Below 30	9 (18.8%)	27 (56.3%)	12 (25.0%)	48 (100%)		
30 to 40	75 (31.3%)	87 (36.3%)	78 (32.5%)	240 (100%)		
41 to 50	66 (23.4%)	105 (37.2%)	111 (39.4%)	282 (100%)	19.65	0.003**
Above 50	3 (8.3%)	21 (58.3%)	12 (33.3%)	36 (100%)		
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

*** denotes significant at 1% level*

Table 4.45 showing the association between age and the levels of Organizational Citizenship Behavior of special school teachers in Kerala. The results from the chi-square test stipulate a significant association between age and the levels

of Organizational Citizenship Behavior (OCB) among special school teachers in Kerala. The chi-square value is 19.65, with a P-value of 0.003, which is below the conventional significance level of 0.05. This leads to the rejection of the null hypothesis, which states that there is significant association between age and OCB levels. The distribution of OCB levels across different age groups demonstrates that among teachers below 30, 18.8 percent have a low level, 56.3 percent a moderate level, and 25 percent a high level of OCB. In case of teachers aged 30 to 40, the percentages are 31.3 percent low, 36.3 per cent moderate, and 32.5 percent high. Those aged 41 to 50, 23.4 percent are low, 37.2 percent moderate, and 39.4 percent high. Lastly, for teachers above 50, 8.3 percent are low, 58.3 per cent moderate, and 33.3 percent high. These variations implies that the age of the teachers does influence their OCB levels. In conclusion, the findings show that the age of special school teachers in Kerala influences their participation in behaviors that benefit their schools. In particular, teachers aged 30 to 40 tend to have a lower level of organizational citizenship behavior (OCB), while those aged 41 to 50 show a higher level of OCB.

H_{0.42} There is no significant association between marital status and the levels of OCB of special school teachers in Kerala

Table 4.46

Chi-square test for association between marital status and the levels of OCB of special school teachers in Kerala

Marital Status	Level of Organisational Citizenship Behaviour			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	99 (25.2%)	144 (36.6%)	150 (38.2%)	393 (100%)		
Single	54 (25.4%)	96 (45.1%)	63 (29.6%)	213 (100%)	5.38	0.068 ^{NS}
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

^{NS} denotes not- significant

Table 4.46 showing the association between marital status and the levels of OCB of special school teachers in Kerala. The chi-square test was conducted to investigate the association between marital status and levels of organizational citizenship behavior (OCB). The results examined a chi-square value (5.38) indicating no significant association, with a P-value greater than 0.05. This examine that there is no meaningful relationship between whether teachers are married or single and their levels of OCB. Thus, the null hypothesis accepted, indicating that marital status does not seems to influence OCB among these teachers

H_{0.43} There is no significant association between educational qualification and the levels of OCB of special school teachers in Kerala

Table 4.47

Chi-square test for association between educational qualification and the levels of OCB of special school teachers in Kerala

Educational Qualification	Level of Organisational Citizenship Behaviour			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	114 (27.7%)	156 (38.0%)	141 (34.3%)	411 (100%)		
B.Ed.	39 (20.0%)	84 (43.1%)	72 (36.9%)	195 (100%)	4.26	0.118 ^{NS}
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.47 indicates the association between educational qualification and the levels of OCB of special school teachers in Kerala. The chi-square test was conducted to analyses the association between educational qualification and levels of organizational citizenship behavior (OCB) among special school teachers in Kerala. The results denoted a chi-square value of 4.26 reflecting no significant association, with a P-value of 0.118. This proposes that there is no meaningful

relationship between the educational qualifications of teachers (whether they hold a Diploma in special education or a B.Ed.) and their levels of OCB. Thus, the null hypothesis is accepted, indicating that educational qualifications do not significantly influence OCB among these teachers.

H_{0.44} There is no significant association between experience and the levels of OCB of special school teachers in Kerala

Table 4.48

Chi-square test for association between experience and the levels of OCB of special school teachers in Kerala

Experience	Level of Organisational Citizenship Behaviour			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	66 (27.8%)	108 (45.6%)	63 (26.6%)	237 (100%)	46.38	<0.001**
5 to 10 years	24 (16.3%)	48 (32.7%)	75 (51.0%)	147 (100%)		
11 to 15 years	36 (42.9%)	18 (21.4%)	30 (35.7%)	84 (100%)		
Above 15 years	27 (19.6%)	66 (47.8%)	45 (32.6%)	138 (100%)		
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

*** denotes Significant at 1% level*

Table 4.48 indicates the association between experience and the levels of OCB of special school teachers in Kerala. The chi-square test was conducted to analyse the association between the experience of special school teachers and their levels of organizational citizenship behavior (OCB). The analysis provides a chi-square value of 46.38, with a P-value of less than 0.001, indicating a significant association at the

1% level. Among teachers with less than 5 years of experience, 27.8 percent reported low levels of OCB, 45.6 percent indicated moderate levels, and 26.6 percent expressed high levels. Teachers with 5 to 10 years of experience, the percentages were 16.3 percent low, 32.7 per cent moderate, and 51 percent high. In the 11 to 15 years category, 42.9 percent reported low, 21.4 percent moderate, and 35.7 percent high levels of OCB. Finally, teachers with over 15 years of experience showed 19.6 percent low, 47.8 percent moderate, and 32.6 percent high OCB. These findings support the rejection of the null hypothesis proposing that experience significantly influences OCB levels.

H_{0.45} There is no significant association between monthly income and the levels OCB of special school teachers in Kerala

Table 4.49

Chi-square test for association between monthly income and the levels of OCB of special school teachers in Kerala

Monthly Income	Level of Organisational Citizenship Behaviour			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	96 (23.2%)	156 (37.7%)	162 (39.1%)	414 (100%)	10.11	0.039*
20000 to 30000	39 (28.3%)	60 (43.5%)	39 (28.3%)	138 (100%)		
30001 to 40000	18 (33.3%)	24 (44.4%)	12 (22.2%)	54 (100%)		
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

* denotes significant at 5% level

Table 4.48 showing the association between monthly income and the levels OCB of special school teachers in Kerala. The Chi-square test was conducted to present the association between monthly income and levels of organizational

citizenship behavior (OCB). The results bring out a Chi-square value of 10.11 and a P-value of 0.039, indicating significance at the 5% level. So, we reject the null hypothesis which states that there is significant association between monthly income and levels of OCB. Among teachers earning below 20,000, 23.2 percent described low levels of OCB, 37.7 percent reported moderate levels, and 39.1 percent reported high levels. In the income range of 20,000 to 30,000, 28.3 percent expressed low OCB, 43.5 percent conveyed moderate OCB, and another 28.3 percent reported high OCB. For those earning between 30,001 and 40,000, 33.3 percent reported low OCB, 44.4 percent expressed moderate OCB, and 22.2 percent reported high OCB. Overall, 25.2 percent of teachers showed low OCB, 39.6 percent exhibited moderate OCB, and 35.1 percent showed high OCB across all income levels.

4.6.7 Socio-demographic comparison of work engagement of special school teachers in Kerala

H_{0.46} There is no significant association between gender and the levels of work engagement of special school teachers in Kerala

Table 4.50

Chi-square test for association between gender and the levels of work engagement of special school teachers in Kerala

Gender	Level of work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	54 (58.1%)	15 (16.1%)	24 (25.8%)	93 (100%)	11.03	0.004**
Female	213 (41.5%)	159 (31.0%)	141 (27.5%)	513 (100%)		
Total	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.50 showing the association between gender and the levels of work engagement of special school teachers in Kerala. The results of the Chi-square test for the association between gender and the levels of work engagement among special school teachers in Kerala suggest a significant relationship. The Chi-square value is 11.03, with a P-value of 0.004, which is below the threshold for significance at 1% level, leading to reject the null hypothesis. This indicates that gender does influence the levels of work engagement. Especially, 58.1 percent of male teachers fall into the low engagement category, while 16.1 percent are classified as having moderate engagement, and 25.8 percent have high engagement. Conversely, 41.5 percent of female teachers are at low engagement, 31 percent at moderate engagement, and 27.5 percent at high engagement levels.

H_{0.47} There is no significant association between age and the levels of work engagement of special school teachers in Kerala

Table 4.51

Chi-square test for association between age and the levels of work engagement of special school teachers in Kerala

Age	Level of work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	30 (62.5%)	12 (25.0%)	6 (12.5%)	48 (100%)		
30 to 40	123 (51.2%)	54 (22.5%)	63 (26.3%)	240 (100%)		
41 to 50	102 (36.2%)	93 (33.0%)	87 (30.9%)	282 (100%)	24.12	<0.001**
Above 50	12 (33.3%)	15 (41.7%)	9 (25.0%)	36 (100%)		
Total	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.51 depicts the association between age and the levels of work engagement of special school teachers in Kerala. The results of the chi-square test display a significant association between age and the levels of work engagement among special school teachers in Kerala. The chi-square value is 24.12, with a P-value of less than 0.001. Hence the null hypothesis is rejected at 1% level, which proposed that there is significant association between age and work engagement levels. The data shows that among teachers below 30, 62.5 percent have a low level of work engagement, whereas 25 percent have a moderate level and 12.5 per cent a high level. In case of teachers aged 30 to 40, 51.2 percent are low, 22.5 percent moderate, and 26.3 percent high. For teachers aged 41 to 50, 36.2 percent have a low level, 33 percent moderate, and 30.9 percent high. Finally, for teachers above 50, 33.3 percent are low, 41.7 per cent moderate, and 25 percent have high levels of engagement. These percentages indicate the varying levels of engagement across different age groups.

H_{0.48} There is no significant association between marital status and the levels Work of engagement of special school teachers in Kerala

Table 4.52

Chi-square test for association between marital status and the levels of work engagement of special school teachers in Kerala

Marital Status	Level of Work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	168 (42.7%)	111 (28.2%)	114 (29.0%)	393 (100%)	1.82	0.402 ^{NS}
Single	99 (46.5%)	63 (29.6%)	51 (23.9%)	213 (100%)		
Total	153 (25.2%)	240 (39.6%)	213 (35.1%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.52 showing the association between marital status and the levels of work engagement of special school teachers in Kerala. The chi-square test was conducted to determine the association between marital status and levels of work engagement. The results displayed a chi-square value indicating no significant association, with a P-value greater than 0.05. This indicates that there is no meaningful relationship between whether teachers are married or single and their levels of work engagement. Therefore, the null hypothesis is accepted, indicating that marital status does not significantly influence work engagement among these teachers.

H_{0.49} There is no significant association between educational qualification and the levels of work engagement of special school teachers in Kerala

Table 4.53

Chi-square test for association between educational qualification and the levels of work engagement of special school teachers in Kerala

Educational Qualification	Level of work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	189 (46.0%)	111 (27.0%)	111 (27.0%)	411 (100%)		
B.Ed.	78 (40.0%)	63 (32.3%)	54 (27.7%)	195 (100%)	2.39	0.302 ^{NS}
Total	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.53 indicates the association between educational qualification and the levels of work engagement of special school teachers in Kerala. The chi-square test was conducted to analyses the association between educational qualification and levels of work engagement among special school teachers in Kerala. The results indicated a chi-square value (2.39) exhibiting no significant association, with a P-

value of 0.302. This suggests that there is no meaningful relationship between the educational qualifications of teachers (whether they hold a Diploma in special education or a B.Ed.) and their levels of work engagement. So, the null hypothesis is accepted, indicating that educational qualifications do not significantly influence work engagement among these teachers.

H_{0.50} There is no significant association between experience and the levels of work engagement of special school teachers in Kerala

Table 4.54

Chi-square test for association between experience and the levels of work engagement of special school teachers in Kerala

Experience	Level of work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	141 (59.5%)	42 (17.7%)	54 (22.8%)	237 (100%)	43.52	<0.001**
5 to 10 years	42 (28.6%)	57 (38.8%)	48 (32.7%)	147 (100%)		
11 to 15 years	33 (39.3%)	27 (32.1%)	24 (28.6%)	84 (100%)		
Above 15 years	51 (37.0%)	48 (34.8%)	39 (28.3%)	138 (100%)		
Total	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

Table 4.54 represents the association between experience and the levels of work engagement of special school teachers in Kerala. The chi-square test was performed to explore the relationship between the experience of special school teachers and their levels of work engagement in Kerala. The results indicated a chi-square value of 43.52 and a P-value of less than 0.001, implying a significant

association at the 1% level. Considering teachers with less than 5 years of experience, 59.5 percent reported low levels of work engagement, while only 17.7 percent indicated moderate levels and 22.8 percent high levels. Regarding, teachers with 5 to 10 years of experience displayed more balanced engagement, with 28.6 percent low, 38.8 percent moderate, and 32.7 percent high. Teachers with 11 to 15 years had 39.3 percent low, 32.1 percent moderate, and 28.6 percent high engagement, while those with over 15 years showed 37 percent low, 34.8 percent moderate, and 28.3 percent high. The findings lead to the rejection of the null hypothesis indicating that experience significantly influences work engagement levels.

H_{0.51} There is no significant association between monthly income and the levels work engagement of special school teachers in Kerala

Table 4.55

Chi-square test for association between monthly income and the levels of work engagement of special school teachers in Kerala

Monthly Income	Level of work engagement			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	162 (39.1%)	120 (29.0%)	132 (31.9%)	414 (100%)	23.82	<0.001**
20000 to 30000	69 (50.0%)	39 (28.3%)	30 (21.7%)	138 (100%)		
30001 to 40000	36 (66.7%)	15 (27.8%)	3 (5.6%)	54 (100%)		
Total	267 (44.1%)	174 (28.7%)	165 (27.2%)	606 (100%)		

Source: Primary Data

**denotes significant at 1% level

Table 4.55 represents the association between monthly income and the levels work engagement of special school teachers in Kerala. The Chi-square test was conducted to investigate the association between monthly income and levels of work

engagement among special school teachers in Kerala. The study yielded a Chi-square value of 23.82 and a P-value of less than 0.001, indicating a significant association at the 1% level. Thus, we reject the null hypothesis (H₀) which posits that there is significant association between monthly income and levels of work engagement. Among the teachers earning below 20,000, 39.1 percent reported low levels of work engagement, 29 percent reported moderate levels, and 31.9 percent reported high levels. In the income bracket of 20,000 to 30,000, 50 percent exhibited low engagement, 28.3 percent expressed moderate engagement, and 21.7 percent reported high engagement. For those earning between 30,001 and 40,000, a substantial 66.7 percent reported low engagement, whereas only 27.8 percent were moderately engaged and 5.6 per cent reported high engagement.

4.6.8 Socio-demographic comparison of supportive work environment of special school teachers in Kerala

H_{0.52} There is no significant association between gender and the levels of supportive work environment of special school teachers in Kerala

Table 4.56

Chi-square test for association between gender and the levels of supportive work environment of special school teachers in Kerala

Gender	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	20 (21.5%)	37 (39.7%)	36 (38.7%)	93 (100%)	7.92	0.019*
Female	192 (37.4%)	156 (30.4%)	165 (32.2%)	513 (100%)		
Total	212 (34.9%)	193 (31.8%)	201 (33.2%)	606 (100%)		

Source: Primary Data

* Denotes significant at 5% level

Table 4.56 indicates the association between gender and the levels of supportive work environment of special school teachers in Kerala. The Chi-square test results for the association between gender and the levels of supportive work environment among special school teachers in Kerala express a significant relationship. The Chi-square value is 7.92, with a P-value of 0.019, which is below the 5% significance level. This suggests that gender does have an impact on perceptions of a supportive work environment. Among male teachers, 21.5 percent show a low level of support, while 39.7 percent fall into the moderate level and 38.7 percent into the high level. In case of female teachers, 37.4 percent fall into low level, 30.4 percent at moderate support and 32.2 percent at high level.

H_{0.53} There is no significant association between age and the levels of supportive work environment of special school teachers in Kerala

Table 4.57

Chi-square test for association between age and the levels of supportive work environment of special school teachers in Kerala

Age	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	9 (18.8%)	30 (62.5%)	9 (18.8%)	48 (100%)		
30 to 40	108 (45.0%)	51 (21.3%)	81 (33.8%)	240 (100%)		
41 to 50	102 (36.2%)	81 (28.7%)	99 (35.1%)	282 (100%)	35.59	<0.001**
Above 50	15 (41.7%)	9 (25.0%)	12 (33.3%)	36 (100%)		
Total	234 (38.6%)	171 (28.2%)	201 (33.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.57 showing the association between age and the levels of supportive work environment of special school teachers in Kerala. The results of the chi-square test disclose a significant association between age and the levels of supportive work environment among special school teachers in Kerala. The chi-square value is 35.59, with a P-value of less than 0.001, which is well below the conventional significance level of 0.05. This leads to the rejection of the null hypothesis at 1% level which asserted that there is significant association between age and the supportive work environment levels. The data demonstrates that among teachers below 30, 18.8 percent report a low level of supportive work environment, 62.5m per cent report a moderate level, and 18.8 percent a high level. In case of teachers aged 30 to 40, 45 percent have a low level, 21.3 percent a moderate level, and 33.8 percent a high level. For teachers aged 41 to 50, 36.2 percent are at a low level, 28.7 percent at a moderate level, and 35.1 percent at a high level. Finally, for teachers above 50, 41.7 percent report a low level, 25 percent a moderate level, and 33.3 percent a high level. These percentages stipulate the varying perceptions of supportive work environments across different age groups.

H_{0.54} There is no significant association between marital status and the levels of supportive work environment of special school teachers in Kerala

Table 4.58

Chi-square test for association between marital status and the levels of supportive work environment of special school teachers in Kerala

Marital Status	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	162 (41.2%)	93 (23.7%)	138 (35.1%)	393 (100%)	11.46	0.003**
Single	100 (46.9%)	50 (23.4%)	63 (29.6%)	213 (100%)		
Total	262 (43.2%)	143 (23.59%)	201 (33.2%)	606 (100%)		

Source: Primary Data

** denotes significant at 1% level

Table 4.58 represents the association between marital status and the levels of supportive work environment of special school teachers in Kerala. The chi-square test was conducted to test the association between marital status and levels of a supportive work environment among special school teachers in Kerala. The results indicated a chi-square value of 11.46 with a P-value of 0.003, disclosing a statistically significant association at the 1% level. For married teachers, 41.2 percent reported low levels of a supportive work environment, 23.7 percent indicated moderate levels, and 35.1 percent reported high levels. In case of single category teachers, 46.9 percent experienced low levels, 23.4 percent reported moderate levels, and 29.6 percent indicated high levels. These findings examine that marital status significantly impacts perceptions of a supportive work environment, leading to the rejection of the null hypothesis.

H_{0.55} There is no significant association between educational qualification and the levels of supportive work environment of special school teachers in Kerala

Table 4.59

Chi-square test for association between educational qualification and the levels of supportive work environment of special school teachers in Kerala

Educational Qualification	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	153 (37.2%)	108 (26.3%)	150 (36.5%)	411 (100%)		
B.Ed	81 (41.5%)	63 (32.3%)	51 (26.2%)	195 (100%)	6.60	0.037*
Total	234 (38.6%)	171 (28.2%)	201 (33.2%)	606 (100%)		

Source: Primary Data

*Denotes Significant at 5% level

Table 4.59 represents the association between educational qualification and the levels of supportive work environment of special school teachers in Kerala. The chi-

square test was performed to identify the association between educational qualification and levels of supportive work environment among special school teachers in Kerala. The results disclosed a chi-square value of 6.60 with a P-value of 0.037, indicating a statistically significant association at the 5% level. In case of teachers with a Diploma in special education, 37.2 percent reported low levels of supportive work environment, 26.3 percent indicated moderate levels, and 36.5 percent expressed high levels. In case of teachers holding a B.Ed., 41.5 percent reported they feel low support from the institution, 32.3 per cent indicated moderate levels, and 26.2 percent reported high levels. These findings reveal that educational qualification significantly influences levels of supportive work environment, leading to the rejection of the null hypothesis which states that, there is significant association between educational qualification and supportive work environment.

H_{0.56} There is no significant association between experience and the levels of supportive work environment of special school teachers in Kerala

Table 4.60

Chi-square test for association between experience and the levels of supportive work environment of special school teachers in Kerala

Experience	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	120 (50.6%)	63 (26.6%)	54 (22.8%)	237 (100%)		
5 to 10 years	51 (34.7%)	45 (30.6%)	51 (34.7%)	147 (100%)		
11 to 15 years	15 (17.9%)	33 (39.3%)	36 (42.9%)	84 (100%)	40.17	<0.001**
Above 15 years	48 (34.8%)	30 (21.7%)	60 (43.5%)	138 (100%)		
Total	234 (38.6%)	171 (28.2%)	201 (33.2%)	606 (100%)		

Source: Primary Data

** denotes Significant at 1% level

Table 4.60 depicts the association between experience and the levels of supportive work environment of special school teachers in Kerala. The chi-square test conducted to analyse the relationship between experience and levels of supportive work environment among special school teachers in Kerala, revealed a chi-square value of 40.17 and a P-value of less than 0.001, referring a significant association at the 1% level. In case of teachers with less than 5 years of experience, 50.6 percent reported a low level of supportive work environment, whereas 26.6 percent attributing a moderate level and 22.8 percent a high level. For teachers with 5 to 10 years of experience, the distribution was 34.7 percent low, 30.6 percent moderate, and 34.7 percent high. In the 11 to 15 years category, 17.9 percent reported low levels, 39.3 percent moderate, and 42.9 percent high levels. Lastly, among those with over 15 years of experience, 34.8 percent reported low levels, 21.7 percent moderate, and 43.5 percent high levels. This data leads to the rejection of the null hypothesis implying that experience significantly influences perceptions of a supportive work environment.

H_{0.57} There is no significant association between monthly income and the levels supportive work environment of special school teachers in Kerala

Table 4.61

Chi-square test for association between monthly income and the levels of supportive work environment of special school teachers in Kerala

Monthly Income	Level of supportive work environment			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	159 (38.4%)	111 (26.8%)	144 (34.8%)	414 (100%)	18.34	<0.001**
20000 to 30000	45 (32.6%)	54 (39.1%)	39 (28.3%)	138 (100%)		
30001 to 40000	30 (55.6%)	6 (11.1%)	18 (33.3%)	54 (100%)		
Total	234 (38.6%)	171 (28.2%)	201 (33.2%)	606 (100%)		

Source: Primary Data

**denotes significant at 1% level

Table 4.61 showing the association between monthly income and the levels supportive work environment of special school teachers in Kerala. The Chi-square test was performed to examine the association between monthly income and levels of a supportive work environment among special school teachers in Kerala. The analysis resulted in a Chi-square value of 18.34 with a P-value of less than 0.001, reporting a significant relationship at the 1% level. As a result, we reject the null hypothesis which states that there is significant association between monthly income and the levels of a supportive work environment. In terms of teachers earning below 20,000, 38.4 percent reported low levels of support, 26.8 percent reported moderate levels, and 34.8 percent reported high levels. For teachers earning between 20,000 and 30,000, 32.6 percent exhibited low support, 39.1 percent reported moderate support, and 28.3 percent reported high support. In the income range of 30,001 to 40,000, a significant 55.6 percent reported low support, while only 11.1 percent reported moderate support and 33.3 percent reported high support.

4.6.9 Socio-demographic comparison of job performance of special school teachers in Kerala

H_{0.58} There is no significant association between gender and the levels of job performance of special school teachers in Kerala

Table 4.62

Chi-square test for association between gender and the levels of job performance of special school teachers in Kerala

Gender	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Male	45 (48.4%)	24 (25.8%)	24 (25.8%)	93 (100%)	3.87	0.144 ^{NS}
Female	195 (38.0%)	174 (33.9%)	144 (28.1%)	513 (100%)		
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

Table 4.62 represents the association between gender and the levels of job performance of special school teachers in Kerala. The Chi-square test results analyzing the association between gender and levels of job performance among special school teachers in Kerala indicate no significant relationship so, we accept the null hypothesis with a Chi-square value of 3.87 and P-value of 0.144 that exceed the threshold for significance, the findings indicate that gender does not impact on job performance levels.

H_{0.59} There is no significant association between age and the levels of job performance of special school teachers in Kerala

Table 4.63

Chi-square test for association between age and the levels of job performance of special school teachers in Kerala

Age	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 30	12 (25.0%)	24 (50.0%)	12 (25.0%)	48 (100%)	11.90	0.064 ^{NS}
30 to 40	93 (38.8%)	78 (32.5%)	69 (28.7%)	240 (100%)		
41 to 50	117 (41.5%)	90 (31.9%)	75 (26.6%)	282 (100%)		
Above 50	18 (50.0%)	6 (16.7%)	12 (33.3%)	36 (100%)		
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes not significant

Table 4.63 indicates the association between age and the levels of job performance of special school teachers in Kerala. The chi-square test results identify that there is no significant association between age and the levels of job performance

among special school teachers in Kerala. With a chi-square value of 11.90 and a P-value of 0.064, the results suggest that age does not play a significant role in determining job performance levels, as the P-value exceeds the conventional significance threshold of 0.05. Therefore, the null hypothesis stating that there is no significant association between age and job performance is accepted. This signifies that job performance among special school teachers is relatively consistent across different age groups.

H_{0.60} There is no significant association between marital status and the levels of job performance of special school teachers in Kerala

Table 4.64

Chi-square test for association between marital status and the levels of job performance of special school teachers in Kerala

Marital Status	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Married	150 (38.2%)	126 (32.1%)	117 (29.8%)	393 (100%)	2.40	0.301 ^{NS}
Single	90 (42.3%)	72 (33.8%)	51 (23.9%)	213 (100%)		
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.64 depicts the association between marital status and the levels of job performance of special school teachers in Kerala. The chi-square test was conducted to analyse the association between marital status and levels of job performance among special school teachers in Kerala. The results reported a chi-square value of 2.40 showing no significant association, with a P-value greater than 0.05. This indicates that there is no meaningful relationship between whether teachers are married or single and their levels of job performance. The null hypothesis, which

states that there is no significant relationship between marital status and job performance, is therefore accepted, suggesting that marital status has no significant impact on this job performance of teachers.

H_{0.61} There is no significant association between educational qualification and the levels of job performance of special school teachers in Kerala

Table 4.65

Chi-square test for association between educational qualification and the levels of job performance of special school teachers in Kerala

Educational Qualification	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Diploma in special education	171 (41.6%)	135 (32.8%)	105 (25.5%)	411 (100%)		
B.Ed	69 (35.4%)	63 (32.3%)	63 (32.3%)	195 (100%)	3.48	0.175 ^{NS}
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.65 represents the association between educational qualification and the levels of job performance of special school teachers in Kerala. The chi-square test was conducted to identify the association between educational qualification and levels of job performance among special school teachers in Kerala. The results disclosed a chi-square value of 3.48, indicating no significant association, with a P-value of 0.175. This suggests that there is no meaningful relationship between the educational qualifications of teachers (whether they hold a Diploma in special education or a B.Ed.) and their levels of job performance. However, the null hypothesis is accepted, indicating that educational qualifications do not significantly influence job performance among these teachers.

H_{0.62} There is no significant association between experience and the levels of job performance of special school teachers in Kerala

Table 4.66

Chi-square test for association between experience and the levels of job performance of special school teachers in Kerala

Experience	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Less than 5 years	102 (43.0%)	78 (32.9%)	57 (24.1%)	237 (100%)		
5 to 10 years	30 (20.4%)	60 (40.8%)	57 (38.8%)	147 (100%)		
11 to 15 years	45 (53.6%)	24 (28.6%)	15 (17.9%)	84 (100%)	35.64	<0.001**
Above 15 years	63 (45.7%)	36 (26.1%)	39 (28.3%)	138 (100%)		
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

*** denotes Significant at 1% level*

Table 4.66 depicts the association between experience and the levels of job performance of special school teachers in Kerala. The chi-square test conducted to demonstrate the association between experience and levels of job performance among special school teachers in Kerala yielded a chi-square value of 35.64 and a P-value of less than 0.001, remarking a significant association at the 1% level. So, the null hypothesis is rejected. Among teachers with less than 5 years of experience, 43 percent reported a low level of job performance, whereas 32.9 percent indicated a moderate level and 24.1 percent a high level. In terms of teachers with 5 to 10 years of experience, 20.4 percent reported low levels, 40.8 per cent moderate levels, and 38.8 percent high levels. In the group with 11 to 15 years of experience, 53.6 percent reported lower level of job performance, 28.6 percent moderate, and 17.9 percent

high. Finally, among teachers with above 15 years of experience, 45.7 percent reported low levels, 26.1 percent moderate, and 28.3 percent high.

H_{0.63} There is no significant association between monthly income and the levels job performance of special school teachers in Kerala

Table 4.67

Chi-square test for association between monthly income and the levels of job performance of special school teachers in Kerala

Monthly Income	Level of job performance			Total	Chi-square Value	P value
	Low level	Moderate Level	High Level			
Below 20000	159 (38.4%)	135 (32.6%)	120 (29.0%)	414 (100%)	7.40	0.116 ^{NS}
20000 to 30000	51 (37.0%)	51 (37.0%)	36 (26.1%)	138 (100%)		
30001 to 40000	30 (55.6%)	12 (22.2%)	12 (22.2%)	54 (100%)		
Total	240 (39.6%)	198 (32.7%)	168 (27.7%)	606 (100%)		

Source: Primary Data

^{NS} denotes Not Significant

Table 4.67 showing the association between monthly income and the levels job performance of special school teachers in Kerala. The Chi-square test was performed to investigate the association between monthly income and levels of job performance among special school teachers in Kerala. The analysis produced a Chi-square value of 7.40 with a P-value of 0.116, reporting that the results are not statistically significant. So, we accept the null hypothesis which asserts that there is no significant association between monthly income and job performance levels. Overall, this suggests that variations in income do not significantly influence the job performance of special school teachers in this context.

4.7 Conclusion

This chapter has provided a comprehensive examination of the emotional intelligence and job effectiveness indicators of special school teachers in Kerala, highlighting its crucial role in fostering effective educational environments. By examining a wide range of personal competencies such as self-awareness, emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism as well as social competencies including empathy, organizational awareness, service orientation, inspirational leadership, teamwork, and communication, we have gained valuable insights into the emotional landscape of these special school teachers. Utilizing both descriptive and inferential statistical methods, including mean, standard deviation, quartile deviation, one-sample t-tests, independent t-tests, and one-way ANOVA with Tukey's HSD post hoc analysis, we have emphasised the influence of various socio-demographic factors gender, marital status, education, age, experience, and monthly income on emotional intelligence levels. This comprehensive analysis not only contributes to our understanding of the emotional strengths and challenges faced by special school teachers but also serves as a foundation for developing targeted strategies that can improve their professional effectiveness and support their critical role in the education of students with special needs.

The analysis of job effectiveness indicators among special school teachers in Kerala highlights the important roles of affective, normative, and continuance commitment, job satisfaction, organizational citizenship behavior (OCB), work engagement, supportive work environments, and job performance. Using descriptive statistical methods has provided valuable insights into these multifaceted factors and their interplay. The assessment of socio-demographic factors such as gender, age, marital status, educational qualification, experience, and monthly income enriches our understanding of how these factors impact teacher effectiveness. This study underscores the importance of creating supportive conditions and targeted interventions to improve the professional experiences of special school teachers, ultimately leading to improved educational outcomes for students with special needs.

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Chapter 5

DEVELOPING AND VALIDATING EMPIRICAL RESEARCH MODEL FOR SPECIAL SCHOOL TEACHERS IN KERALA

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Chapter 5

DEVELOPING AND VALIDATING EMPIRICAL RESEARCH MODEL FOR SPECIAL SCHOOL TEACHERS IN KERALA

5.1 Introduction

This chapter examines the hypotheses underpinning the structural model aimed at understanding the relationship between emotional intelligence, job satisfaction, work engagement, job performance, and job commitment among special school teachers in Kerala. Emotional intelligence has emerged as a pivotal factor in various professional settings, significantly influencing employees' emotional regulation, interpersonal relationships, and overall workplace dynamics. The seven hypotheses (SM.H1 to SM.H7) formulated for this study aim to investigate how emotional intelligence impacts various aspects of teachers' professional lives, ultimately shaping their effectiveness and satisfaction within their roles. The structural equation model (SEM) employed in this research not only establishes the relationships among these constructs but also highlights the underlying mechanisms driving teacher performance in a specialized educational context. Understanding these dynamics assists in identifying key areas for intervention and development, thereby promoting a more supportive and effective teaching environment.

Section I

Objective 3: To explore the effects of emotional intelligence on the employee outcomes of the special school teachers in Kerala.

This objective has been attained by testing Co-variance Based Confirmatory Factor Analysis (CB-CFA) and Co-variance Based Structural Equation Modelling (CB-SEM) techniques with the help of the IBM SPSS AMOS 22 software package.

This covariance-based SEM is desirable, when the researcher tries to test and confirm the proposed model under consideration. The SEM technique is practiced to test the study hypotheses because of different reasons. Firstly, the constructs

proposed in this study is measured by applying multiple questions, and therefore the constructs are latent in nature. In this case, SEM technique is more desirable than other techniques, because the objective is to analyze the interrelationship between the constructs under consideration. Secondly, in the hypothesis formulation section, the researcher proposed different relationships, which involved the interrelationship between various variables, in a simultaneous fashion. Finally, it is also recommended by experts, that SEM is more useful in case of latent variables with multiple items, where the researcher used it to identify item-wise error rate.

5.2 Co-Variance Based Confirmatory Factor Analysis (CB-CFA)

In statistics, Confirmatory Factor Analysis is most commonly used tool in social research to confirm or reject the measurement theory. It is used to test whether measures of a construct are consistent with a researcher's understanding of the nature of that construct. Confirmatory factor analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. CFA and exploratory factor analysis (EFA) are similar techniques, but in exploratory factor analysis (EFA), data is simply explored and it provides information about the numbers of factors required to represent the data. In exploratory factor analysis, all measured variables are related to every latent variable. But in CFA, researchers can specify the number of factors required in the data and which measured variable is related to which latent variable.

5.2.1 Assessment Criteria of the CB-CFA Models for Final Reliability and Validity

While doing CFA, it is necessary to establish Construct validity (convergent and discriminant validity) as well as reliability (Composite reliability). It enables the researcher to test the hypothesis showing relationship between the observed variables and their existence of underlying latent constructs (Suhr, 2009). The factors have to demonstrate adequate validity and reliability. The following tools are employed for the assessment of the measurement model:

1) Composite Reliability (CR)

2) Construct validity (CV)

a) Convergent Validity

b) Discriminant Validity

1) Composite Reliability

It is used to measure the overall reliability of a construct. The values vary between 0 and 1. Values of composite reliability of greater than 0.7 are good (Hair et al., 2010). Values less than 0.6 indicate lack of internal consistency.

2) Construct validity

Construct validity can be measured in two ways viz, convergent validity and discriminant validity.

a) Convergent validity

Convergent validity measures whether the constructs that theoretically should be related to each other. It is a measure which is used to examine the latent variable from observed variables. Hair et al. (2010), if there are convergent validity issues in the validity examination, then it indicates that the latent factor is not well explained by the observed variables. Malhotra et al. (2001) observe that Average Variance Extracted (AVE) is a strict measure of convergent validity even more conservative than CR. The researcher has used AVE for measuring convergent validity for this study. The value of AVE is calculated by using standardized factor loadings. The threshold value of AVE is >0.5 (Hair et. al., 2010). Item factor loadings are also a measure to identify convergent validity (Hair et. al., 2010). The threshold value of standardized factor loading for establishing item validity is >0.5 for this study (Hair et. al., 2010). If the standardized factor loadings and AVE values are more than 0.5, it indicates adequate convergence.

In this study, the convergent validity is checked with three measures. The first measure used is CFA factor loadings. It was recommended that if the CFA factor loadings were above 0.50 and loaded high, then it indicates the evidence of convergent validity. Second measure used by researchers to confirm the convergent validity is Average Variance Extracted (AVE). If the AVE values were above 0.50

it also indicates the convergent validity of the scale measures. Finally, it is also suggested that if the CR values were above 0.50 it also informs the evidence of convergent validity. In the current study, the researcher used all these three measures for the purpose of checking the convergent validity.

b) Discriminant Validity

It assesses the extent to which measures of different constructs are distinct and not highly correlated. If the discriminant validity examination does not yield the required results, it indicates that the variables correlate with variables of the other constructs to a large extent. The researcher has used the Fornell and Larcker (1981) criterion which is a conservative method of assessing discriminant validity. It compares the square root of AVE with the latent variable correlations. The square root of AVE of each construct should be greater than its latent variable correlation with any other constructs. Thus, the various scale measures used for this study to differentiate the dimensions were confirmed by the adequate level of discriminant validity.

5.2.2 Confirmatory Factor Analysis (CFA) of personal competence factors of emotional intelligence of special school teachers in Kerala

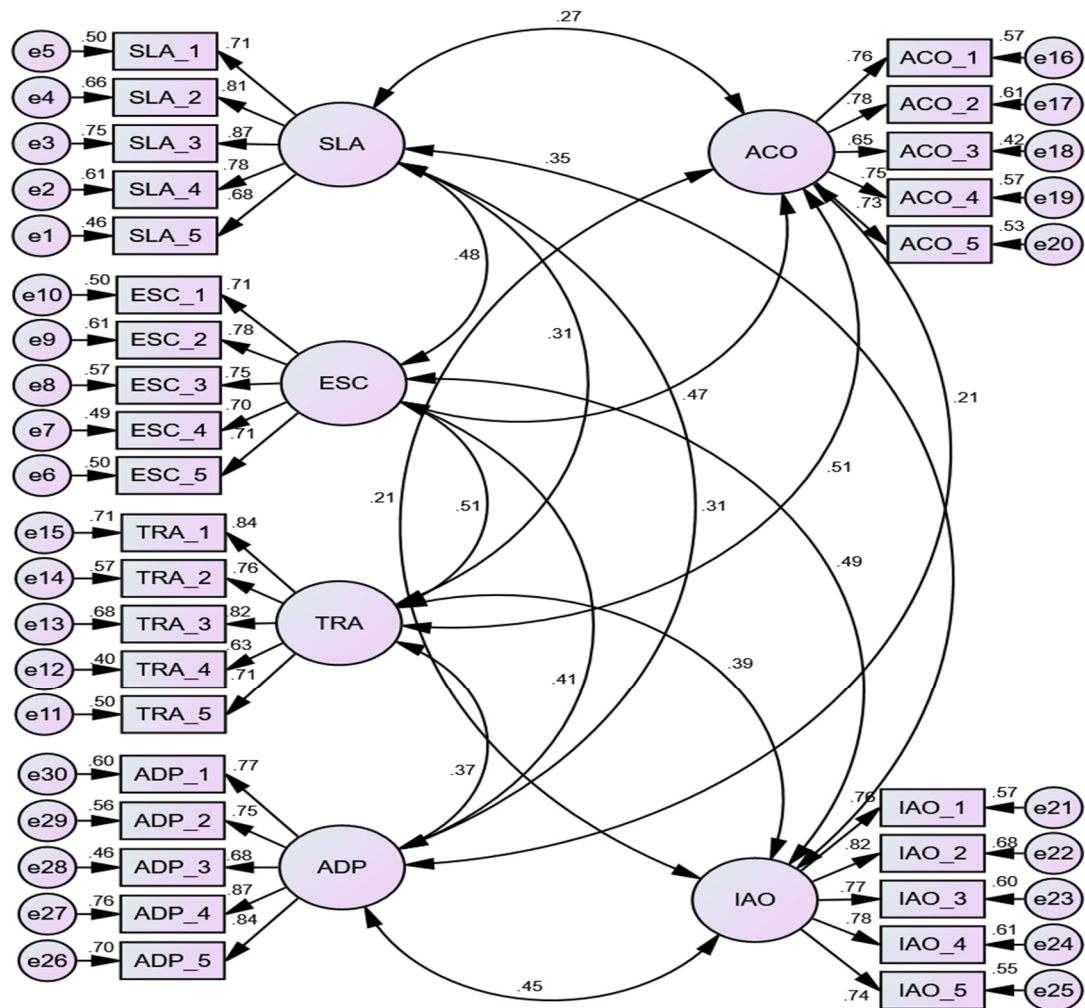
This section explains the result of measurement model conducted to confirm the validity and reliability of a scale measure. CFA is used to measure the validity and reliability of the model by testing the hypothesised relationship between observed variables and underlying latent constructs. The measurement model consisted of six unobserved variables, thirty observed variables and thirty error elements (e1 to e30). The unobserved variables are the following

- 1) Self-Awareness (SLA)
- 2) Emotional Self Control (ESC)
- 3) Transparency (TRA)
- 4) Adaptability (ADA)
- 5) Achievement Orientation (ACO)
- 6) Initiation and Optimism (IAO).

Figure 5.1

CFA model for personal competence factors

CO-VARIANCE BASED CONFIRMATORY FACTOR ANALYSIS FOR THE RELIABILITY AND VALIDITY



The above figure shows the results of beta coefficients of all the factors, indicating strong factor loadings. The factor loadings reported that all the items measuring its respective dimensions have high factor loadings, and it indicate that the model with six constructs and its variables was suggested a good fit.

Table 5.1*Model fit indices of the CFA model for personal competence factors*

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.081	0.000	0.966	0.949	0.981	0.063
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

Note: the model fit indices reported here were generated from the CFA

Table 5.1 represents the model fit indices for the Confirmatory Factor Analysis (CFA) of personal competence factors. It indicates a strong overall fit, particularly highlighted by the Comparative Fit Index (CFI) of 0.981 and the Goodness-of-Fit Index (GFI) of 0.966, both exceeding the recommended threshold of 0.90. Additionally, the Root Mean Square Error of Approximation (RMSEA) stands at 0.063, which falls below the acceptable limit of 0.08, suggesting a close fit to the data. Although the CMIN/DF value of 4.081 is within the ideal range. Thus, the model is a good fit and can be considered for further analysis.

Table 5.2

Confirmatory Factor Analysis for the personal competence factors

Constructs of personal competence	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Self-Awareness (SLA)	SLA1	0.71**	0.85	0.60	0.88
	SLA2	0.81**			
	SLA3	0.87**			
	SLA4	0.78**			
	SLA5	0.68**			
Emotional Self Control (ESC)	ESC1	0.71**	0.84	0.53	0.85
	ESC2	0.78**			
	ESC3	0.75**			
	ESC4	0.70**			
	ESC5	0.71**			
Transparency (TRA)	TRA1	0.84**	0.81	0.57	0.87
	TRA2	0.76**			
	TRA3	0.82**			
	TRA4	0.63**			
	TRA5	0.71**			
Adaptability (ADP)	ADP1	0.77**	0.87	0.62	0.89
	ADP2	0.75**			
	ADP3	0.68**			
	ADP4	0.87**			
	ADP5	0.84**			
Achievement Orientation (ACO)	ACO1	0.76**	0.84	0.54	0.85
	ACO2	0.78**			
	ACO3	0.65**			
	ACO4	0.75**			
	ACO5	0.73**			
Initiative And Optimism (IAO)	IAO1	0.76**	0.87	0.60	0.88
	IAO2	0.82**			
	IAO3	0.77**			
	IAO4	0.78**			
	IAO5	0.74**			

Source: Primary data

***denotes significant at 1% level*

The results of the Confirmatory Factor Analysis for personal competence factors reveal a robust structure, with all constructs exhibiting strong factor loadings and satisfactory reliability metrics. The Self-Awareness (SLA) construct shows factor loadings ranging from 0.68 to 0.87, with a Cronbach's Alpha of 0.85, indicating that it is a reliable measure of self-awareness. Similarly, Emotional Self-Control (ESC) demonstrates good internal consistency, reflected in its Cronbach's Alpha of 0.84 and factor loadings between 0.70 and 0.78. Transparency (TRA) and Adaptability (ADP) also exhibit strong factor loadings and acceptable reliability values, suggesting that these constructs are well-defined and effectively measured. The metrics for Achievement Orientation (ACO) and Initiative and Optimism (IAO) further reinforce the overall reliability of these personal competence factors, as indicated by their Cronbach's Alpha scores and factor loading values.

Moreover, the Composite Reliability and Average Variance Extracted (AVE) values for all constructs exceed the recommended thresholds, validating the constructs' convergent validity. The significance of the factor loadings at the 1% level emphasizes the constructs' robustness, further confirming their relevance in understanding and evaluating personal competencies in relation to emotional intelligence.

Table 5.3

Discriminant Validity among personal competence factors

Constructs	SLA	ESC	TRA	ADP	ACO	IAO
SLA	(0.77)					
ESC	0.48	(0.73)				
TRA	0.31	0.51	(0.75)			
ADP	0.31	0.41	0.37	(0.79)		
ACO	0.27	0.47	0.51	0.21	(0.73)	
IAO	0.35	0.49	0.39	0.45	0.21	(0.77)

Source: Primary Data

Table 5.3 depicts the Discriminant Validity analysis for the personal competence factors, reveals that the constructs are sufficiently distinct from one another, as evidenced by the correlation values presented. Each diagonal value represents the square root of the Average Variance Extracted (AVE) for the respective construct, and these values 0.77 for Self-Awareness [SLA], 0.73 for Emotional Self-Control [ESC], 0.75 for Transparency [TRA], 0.79 for Adaptability [ADP], 0.73 for Achievement Orientation [ACO], and 0.77 for Initiative and Optimism [IAO]) exceed the inter-construct correlations, which range from 0.21 to 0.51. This indicates that each factor is capturing a unique construct of personal competence, thereby affirming their discriminant validity.

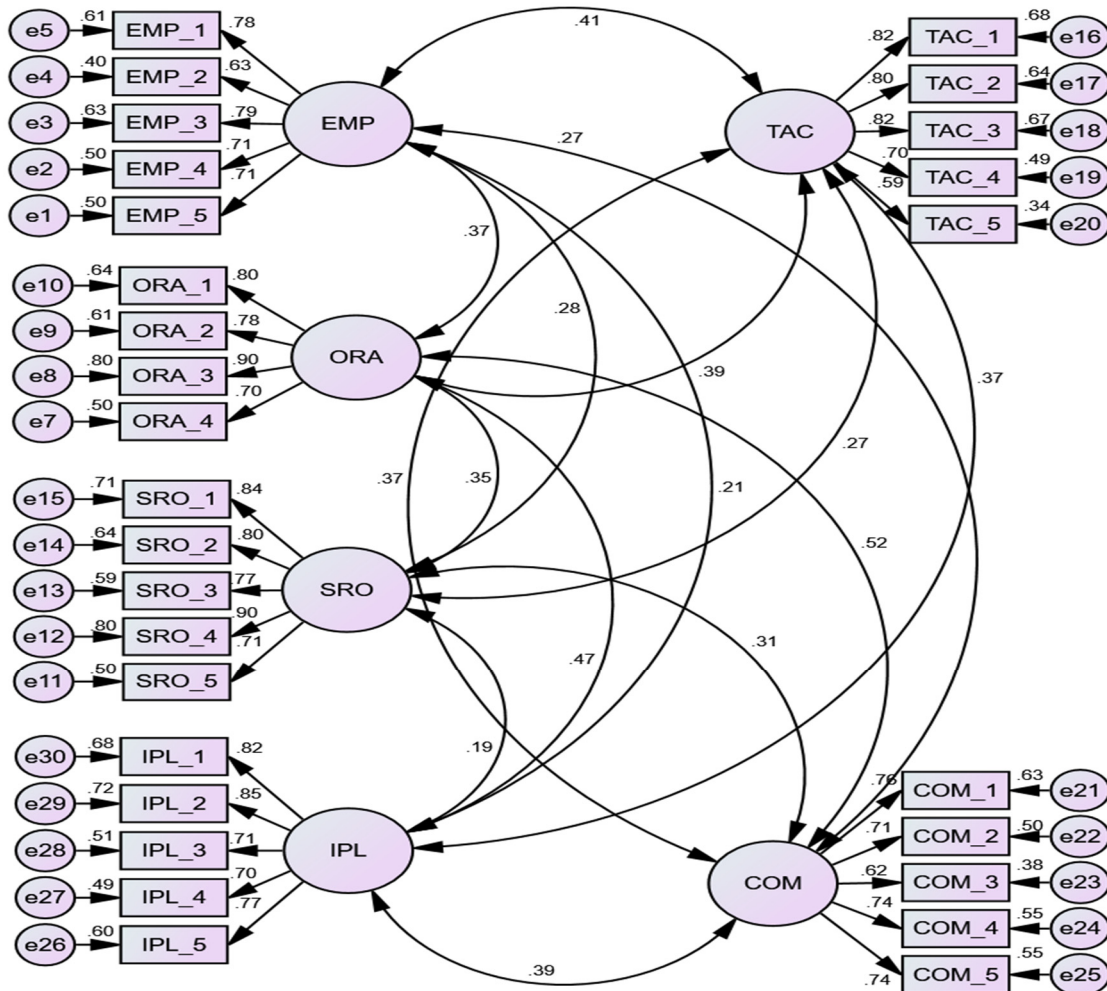
5.2.3 Confirmatory Factor Analysis (CFA) of social competence factors of emotional intelligence of special school teachers in Kerala

It explains the CFA of social competence factors of emotional intelligence of special school teachers in Kerala. The measurement model consisted of six unobserved variables, thirty observed variables and thirty error elements. The unobserved variables are the following

- 1) Empathy (EMP)
- 2) Organisational Awareness (ORA)
- 3) Service Orientation (SRO)
- 4) Inspirational Leadership (IPL)
- 5) Teamwork and Collaboration (TAC)
- 6) Communication (COM)

Figure 5.2

Confirmatory Factor Analysis for the constructs of social competence



The above figure shows the results of beta coefficients of factors of social competence factors of emotional intelligence, indicating strong factor loadings among items in each factor.

Table 5.4

Model fit indices of the CFA model for the constructs of social competence

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.217	0.000	0.957	0.939	0.975	0.074
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Note: the model fit indices reported here were generated from the CFA

Table 5.4 shows the model fit indices for the Confirmatory Factor Analysis (CFA) of the social competence constructs of emotional intelligence, indicate a good fit. The Comparative Fit Index (CFI) is notably high at 0.975, while the Goodness-of-Fit Index (GFI) and Adjusted Goodness-of-Fit Index (AGFI) are 0.957 and 0.939, respectively, both surpassing the desired threshold of 0.90. The CMIN/DF value of 4.217 is within the ideal range. The Root Mean Square Error of Approximation (RMSEA) is at 0.074, falling within the acceptable limit of less than 0.08. Collectively, these indices suggest that the model adequately represents the underlying structure of social competence constructs.

Table 5.5

Confirmatory Factor Analysis for the constructs of social competence

Constructs of social competence	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Empathy (EMP)	EMP1	0.78**	0.85	0.53	0.85
	EMP2	0.63**			
	EMP3	0.79**			
	EMP4	0.71**			
	EMP5	0.71**			
Organizational Awareness (ORA)	ORA1	0.80**	0.84	0.64	0.87
	ORA2	0.78**			
	ORA3	0.90**			
	ORA4	0.70**			

Constructs of social competence	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Service Orientation (SRO)	SRO1	0.84**			
	SRO2	0.80**			
	SRO3	0.77**	0.87	0.65	0.90
	SRO4	0.90**			
	SRO5	0.71**			
Inspirational Leadership (IPL)	IPL1	0.82**			
	IPL2	0.85**			
	IPL3	0.71**	0.85	0.60	0.88
	IPL4	0.70**			
	IPL5	0.77**			
Teamwork And Collaboration (TAC)	TAC1	0.82**			
	TAC2	0.80**			
	TAC3	0.82**	0.84	0.56	0.87
	TAC4	0.70**			
	TAC5	0.59**			
Communication (COM)	COM1	0.76**			
	COM2	0.71**			
	COM3	0.62**	0.82	0.51	0.84
	COM4	0.74**			
	COM5	0.74**			

Source: Primary Data

**denotes significant at 1% level

The results of the Confirmatory Factor Analysis (CFA) for the constructs of social competence demonstrate strong reliability and validity across the various factors. Here, all the factor loadings are above the threshold level of 0.5 which establish the validity of constructs. For Empathy (EMP), the factor loadings range from 0.63 to 0.79 with a Cronbach's Alpha of 0.85, confirming that this construct is a reliable measure of empathy. Organizational Awareness (ORA) shows an impressive range of

factor loadings from 0.70 to 0.90, achieving a high Cronbach’s Alpha of 0.84, which further validates its robustness. Additionally, Service Orientation (SRO) exhibits exceptional reliability with a Cronbach’s Alpha of 0.87 and factor loadings between 0.71 and 0.90. These findings reinforce the notion that the constructs are well-founded in capturing distinct dimensions of social competence.

Furthermore, the remaining constructs, such as Inspirational Leadership (IPL), Teamwork and Collaboration (TAC), and Communication (COM), display strong factor loadings and acceptable reliability indices. For instance, Inspirational Leadership has factor loadings ranging from 0.70 to 0.85, with a Cronbach’s Alpha of 0.85, emphasizing its significance in the model. Teamwork and Collaboration reflect a similar reliability, boasting a Cronbach’s Alpha of 0.84. Overall, the reliability and strength of the factor loadings across all constructs substantiate the framework of social competence, indicating that these constructs effectively encompass the diverse skills and attributes vital for social interaction and collaboration.

Table 5.6

Discriminant Validity among constructs of social competence

Constructs	EMP	ORA	SRO	IPL	TAC	COM
EMP	(0.73)					
ORA	0.37	(0.80)				
SRO	0.28	0.35	(0.81)			
IPL	0.21	0.47	0.19	(0.77)		
TAC	0.41	0.39	0.27	0.37	(0.75)	
COM	0.27	0.52	0.31	0.39	0.37	(0.71)

Source: primary Data

The Discriminant Validity analysis for the constructs of social competence shows that each construct effectively captures a distinct aspect, with diagonal values representing the square root of the Average Variance Extracted (AVE) ranging from 0.71 to 0.81. These values exceed the inter-construct correlations, such as the correlation of 0.37 between Empathy (EMP) and Organizational Awareness (ORA), confirming the constructs' separation and thus establishing their discriminant validity.

5.2.4 Confirmatory Factor Analysis for the factors of job commitment

Figure 5.3

Confirmatory Factor Analysis for the factors of job commitment

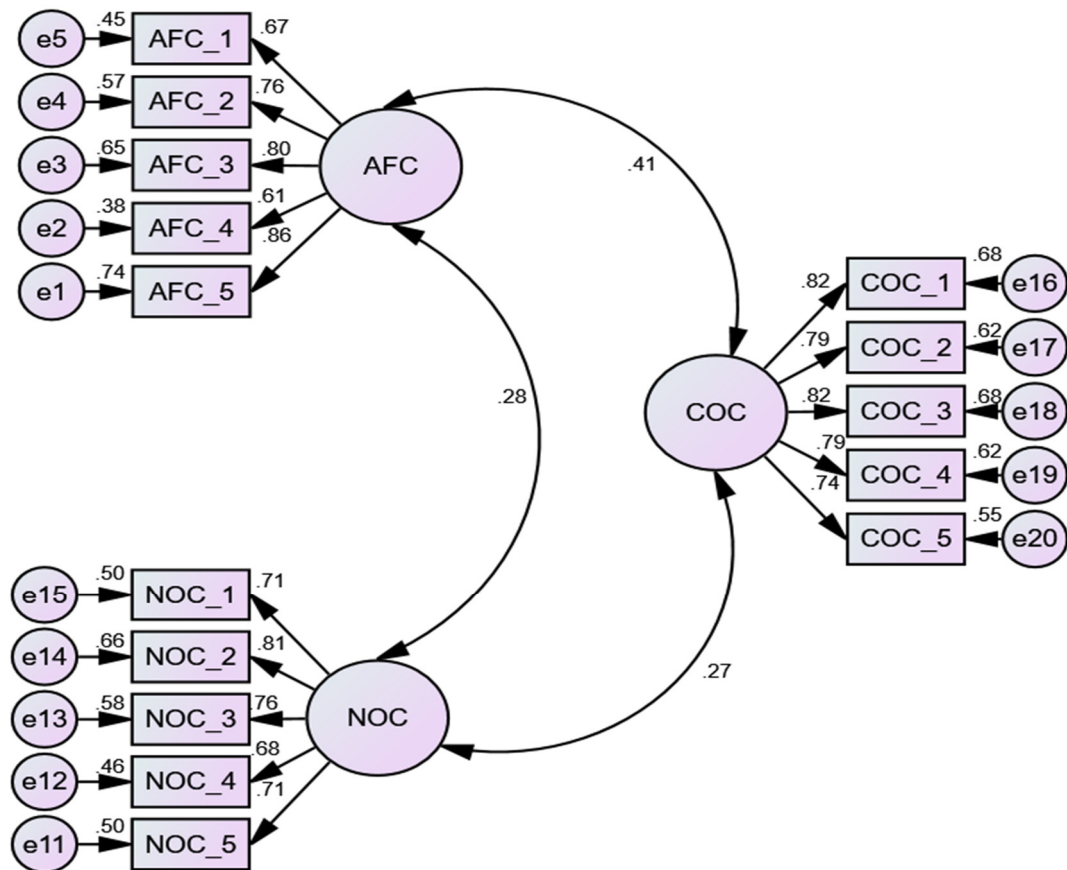


Figure 5.3 depicts the CFA of various factors of job commitment. It shows the results of beta coefficients of factors of job commitment, indicating strong factor loadings among items in each factor.

Table 5.7

Model fit indices of the CFA model for the factors of job commitment

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	2.314	0.000	0.992	0.987	0.997	0.037
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Note: the model fit indices reported here were generated from the CFA

The model fit indices for the Confirmatory Factor Analysis (CFA) of the job commitment factors demonstrate excellent fit quality. The Comparative Fit Index (CFI) is notably high at 0.997, while both the Goodness-of-Fit Index (GFI) and the Adjusted Goodness-of-Fit Index (AGFI) are impressive at 0.992 and 0.987, respectively, all well above the recommended threshold of 0.90. Additionally, the Root Mean Square Error of Approximation (RMSEA) stands at 0.037, comfortably below the acceptable limit of 0.08, suggesting a close fit. The CMIN/DF value of 2.314, indicates statistical significance, reinforcing the robustness of the job commitment model.

Table 5.8

Confirmatory Factor Analysis for the factors of job commitment

Constructs of job commitment	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Affective Commitment (AFC)	AFC1	0.67**	0.85	0.56	0.86
	AFC2	0.76**			
	AFC3	0.80**			
	AFC4	0.61**			
	AFC5	0.86**			
Normative Commitment (NOC)	NOC1	0.71**	0.82	0.54	0.85
	NOC2	0.81**			
	NOC3	0.76**			
	NOC4	0.68**			
	NOC5	0.71**			
Continuance Commitment (COC)	COC1	0.82**	0.88	0.63	0.89
	COC2	0.79**			
	COC3	0.82**			
	COC4	0.79**			
	COC5	0.74**			

Source: Primary Data

***denotes significant at 1% level*

The Confirmatory Factor Analysis (CFA) results for the factors of job commitment demonstrate strong reliability and construct validity. Affective Commitment (AFC) shows factor loadings ranging from 0.61 to 0.86, with a Cronbach's Alpha of 0.85, indicating solid internal consistency. The Average Variance Extracted (AVE) for AFC is 0.56, suggesting that this construct effectively captures its intended dimension of job commitment. Similarly, Normative Commitment (NOC) exhibits factor loadings between 0.68 and 0.81, along with a Cronbach's Alpha of 0.82 and an AVE of 0.54, reinforcing the construct's reliability. These metrics collectively highlight Affective and Normative Commitment as adequately measured components of overall job commitment.

Continuance Commitment (COC) further strengthens the model, with factor loadings ranging from 0.74 to 0.82 and a higher Cronbach's Alpha of 0.88, indicating excellent reliability. The AVE for COC is 0.63, which is above the recommended threshold, confirming that the construct reliably captures its respective dimension of commitment. Together, these findings indicate that all three constructs Affective, Normative, and Continuance Commitment are well-defined and contribute meaningfully to the understanding of job commitment. The significant factor loadings across all items (denoted at the 1% level) underscore the validity of these constructs within the model.

Table 5.9

Discriminant Validity among the factors of job commitment

Constructs of job commitment	AFC	NOC	COC
AFC	(0.75)		
NOC	0.28	(0.73)	
COC	0.41	0.27	(0.79)

Source: Primary Data

The discriminant validity assessment of job commitment constructs (Affective Commitment, Normative Commitment, and Continuance Commitment) shows that the square roots of the Average Variance Extracted (AVE) for each construct (AFC: 0.75, NOC: 0.73, COC: 0.79) exceed the inter-construct correlations. Thus, the

analysis establishes sufficient discriminant validity among the factors of job commitment.

5.2.5 Confirmatory Factor Analysis for the factors of employee outcomes of special school teachers in kerala

Figure 5.4

Confirmatory Factor Analysis for the factors of employee outcomes

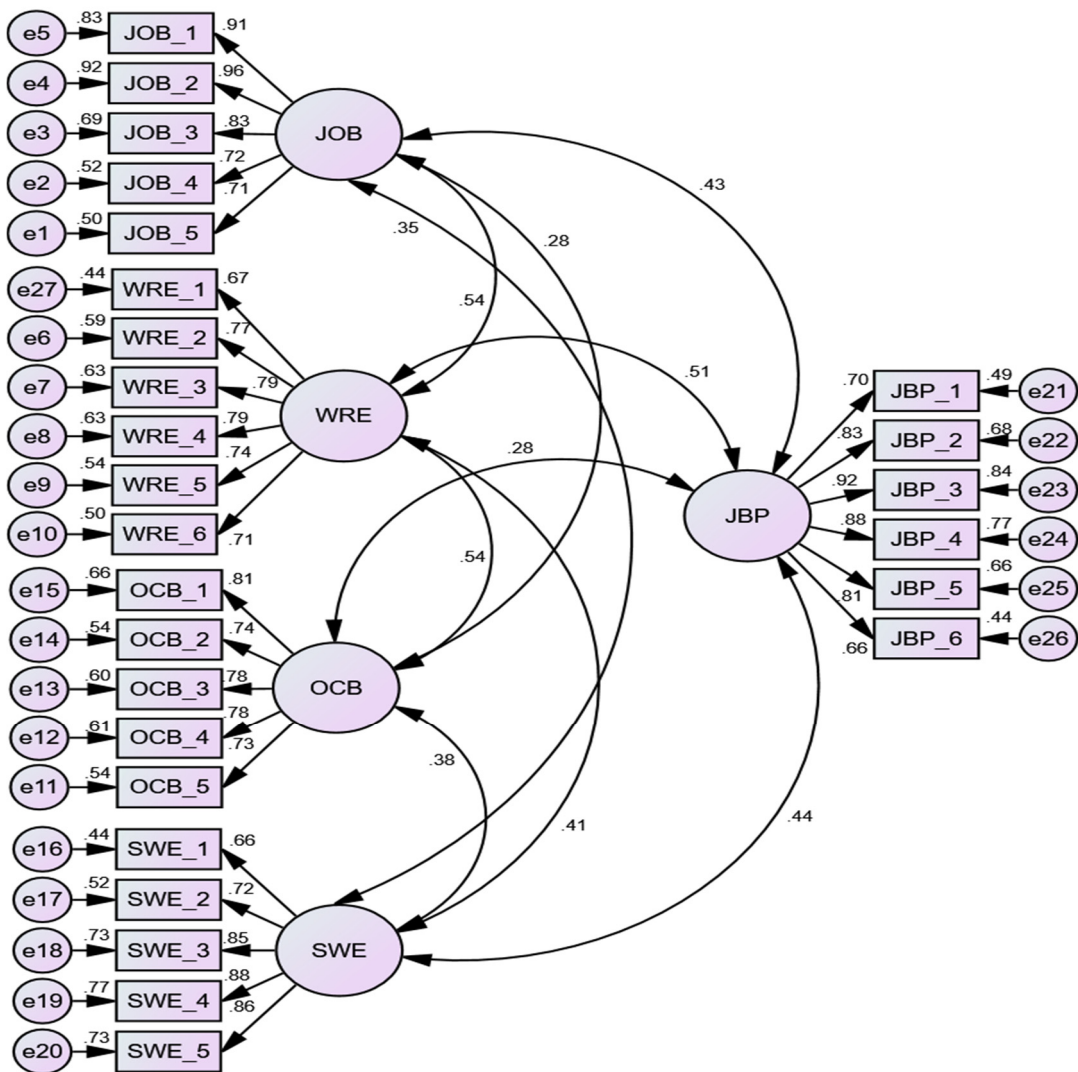


Table 5.10*Model fit indices of the CFA model for the factors of employee outcomes*

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	2.314	0.000	0.992	0.987	0.997	0.037
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Note: the model fit indices reported here were generated from the CFA

Table 5.10 exhibits the model fit indices for the Confirmatory Factor Analysis (CFA) of the job commitment factors, demonstrate excellent fit quality. The Comparative Fit Index (CFI) is notably high at 0.997, while both the Goodness-of-Fit Index (GFI) and the Adjusted Goodness-of-Fit Index (AGFI) are impressive at 0.992 and 0.987, respectively, all well above the recommended threshold of 0.90. Additionally, the Root Mean Square Error of Approximation (RMSEA) stands at 0.037, comfortably below the acceptable limit of 0.08, suggesting a close fit. The CMIN/DF value of 2.314, indicates statistical significance, reinforcing the goodness of the job commitment model.

Table 5.11*Confirmatory Factor Analysis for the factors of employee outcomes*

Constructs of employee outcomes	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Job Satisfaction (JOB)	JOB1	0.91**	0.90	0.69	0.92
	JOB2	0.96**			
	JOB3	0.83**			
	JOB4	0.72**			
	JOB5	0.71**			
Organizational Citizenship Behaviour (OCB)	OCB1	0.81**	0.84	0.59	0.88
	OCB2	0.74**			
	OCB3	0.78**			
	OCB4	0.78**			
	OCB5	0.73**			

Constructs of employee outcomes	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Work Engagement (WRE)	WRE1	0.67**	0.87	0.56	0.88
	WRE2	0.77**			
	WRE3	0.79**			
	WRE4	0.79**			
	WRE5	0.74**			
	WRE6	0.71**			
Job Performance (JBP)	JBP1	0.70**	0.90	0.65	0.92
	JBP2	0.83**			
	JBP3	0.92**			
	JBP4	0.88**			
	JBP5	0.81**			
	JBP6	0.66**			
Supportive Work Environment (SWE)	SWE1	0.66**	0.87	0.64	0.90
	SWE2	0.72**			
	SWE3	0.85**			
	SWE4	0.88**			
	SWE5	0.86**			

Source: Primary Data

***denotes significant at 1% level*

The Confirmatory Factor Analysis (CFA) results for the factors of employee outcomes indicate strong reliability and construct validity across the various dimensions. Job Satisfaction (JOB) demonstrates particularly high factor loadings, with values ranging from 0.71 to 0.96, and a Cronbach's Alpha of 0.90, indicating robust internal consistency. The Average Variance Extracted (AVE) for JBS is 0.69, confirming that this construct effectively captures the intended dimension of job satisfaction. Similarly, Organizational Citizenship Behaviour (OCB) shows solid reliability, with factor loadings from 0.73 to 0.81, a Cronbach's Alpha of 0.84, and an AVE of 0.59, further validating its role as a distinct factor within work-related outcomes.

The constructs of Work Engagement (WRE), Job Performance (JBP), and Supportive Work Environment (SWE) also exhibit favorable metrics. WRE has factor loadings ranging from 0.67 to 0.79, with a Cronbach's Alpha of 0.87 and an AVE of 0.56, indicating its reliability as a measure of employee engagement. Job Performance demonstrates strong factor loadings between 0.66 and 0.92, accompanied by a higher Cronbach's Alpha of 0.90 and an AVE of 0.65, exhibits its significance within the model. Lastly, SWE shows factor loadings ranging from 0.66 to 0.88, a Cronbach's Alpha of 0.87, and a favorable AVE of 0.64. Overall, the significant factor loadings across all constructs (denoted at the 1% level) underscore the validity and helps in understanding work-related outcomes effectively.

Table 5.12

Discriminant Validity among the factors of employee outcomes

Constructs	JOB	WRE	OCB	SWE	JBP
JOB	(0.83)				
WRE	0.54	(0.74)			
OCB	0.28	0.54	(0.77)		
SWE	0.35	0.41	0.38	(0.80)	
JBP	0.43	0.51	0.28	0.44	(0.81)

The table 5.12 assesses the discriminant validity among the factors of employee outcomes. It ensures that all the constructs are different from each other. The square roots of the Average Variance Extracted (AVE) for each construct (diagonal values) are higher than the inter-construct correlations, confirming discriminant validity. This confirms that the constructs are distinct and sufficiently validated.

Section **II**

5.3 Structural Equation Model for Special School Teachers in Kerala

SEM is a statistical methodology that investigates a confirmatory approach to the analysis based on structural theory set according to some phenomenon (Byrne, 2001). It is a statistical technique used to analyse the complex relationship between variables. It uses various statistical methods to examine the direct and indirect effects among observed and unobserved (latent) variables. It tests all proposed relationships in the hypothesized model which confirms simultaneously the extent to which the model proposed in the study is consistent with the data. This section deals with the development of a structural equation model for special school teachers in Kerala regarding the role of emotional intelligence on work related outcomes. For this, the following Hypotheses are formulated and tested.

Table 5.13

Hypotheses for model building

Hypotheses No.	Hypotheses of model building
SM.H1	Emotional intelligence has a positive effect on job satisfaction
SM.H2	Emotional intelligence has a positive effect on work engagement
SM.H3	Emotional intelligence has a positive effect on job performance
SM.H4	Emotional intelligence has a positive effect on job commitment
SM.H5	Job satisfaction has a positive effect on job performance
SM.H6	Work engagement has a positive effect on job performance
SM.H7	Job commitment has a positive effect on job performance

SM.H1 to SM.H7 indicates Structural Model Hypotheses

Figure 5.5

Tested Structural Equation Model (SEM) for special school teachers in Kerala that captures the relationship between emotional intelligence, job satisfaction, work engagement, job performance and job commitment.

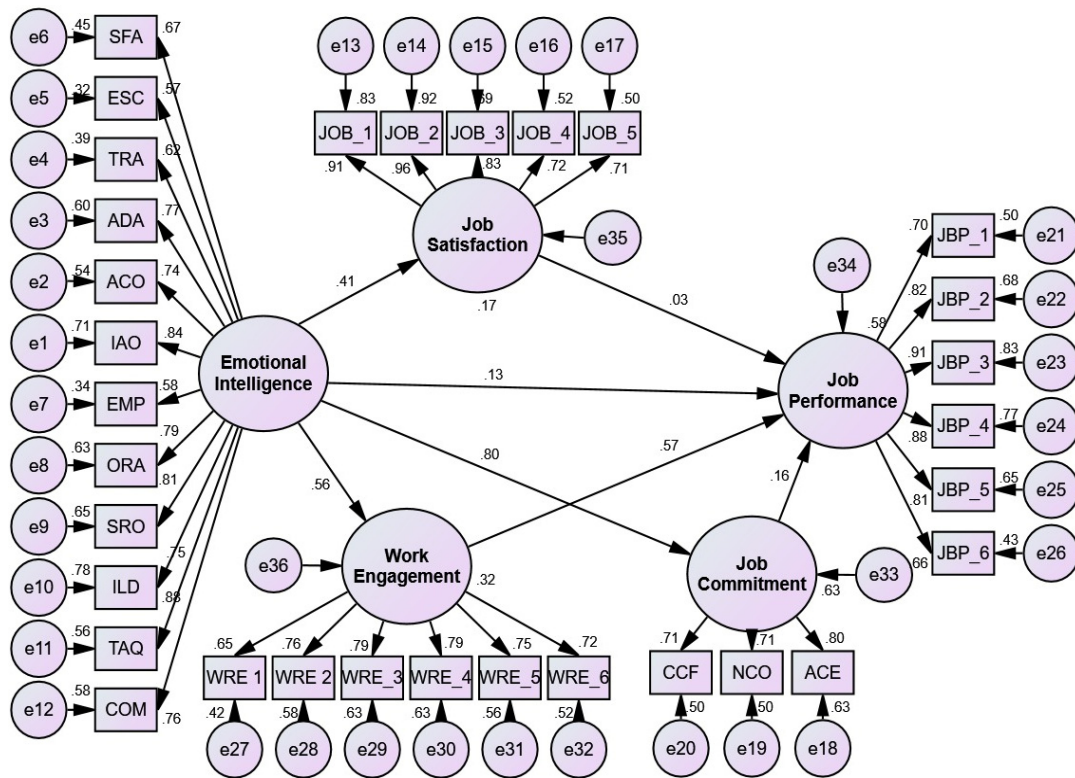


Table 5.14

Model fit indices for structural equation model for special school teachers in Kerala that shows the relationship between emotional intelligence, job satisfaction, work engagement, job performance and job commitment.

MODEL	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.851	0.000	0.919	0.905	0.973	0.070
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Note: the model fit indices reported here generated from SEM Model

The model fit indices for the structural equation model assessing the interplay between emotional intelligence, job satisfaction, work engagement, job performance, and job commitment among special school teachers in Kerala demonstrate an overall

acceptable fit. The CMIN/DF value is 4.851, within the acceptable range (1-5), though the p-value is less than 0.05, indicating statistical significance but not necessarily a poor fit. The goodness-of-fit indices (GFI = 0.919, AGFI = 0.905, and CFI = 0.973) all exceed the recommended threshold of 0.9, confirming good model fit. The RMSEA value of 0.070 is below the threshold of 0.08, further supporting acceptable model fit. These indices collectively validate the adequacy of the structural model in capturing the relationships among the constructs.

Table 5.15

Values of path analysis and R² for the SEM that shows the relationship between emotional intelligence, job satisfaction, work engagement, job performance and job commitment

Constructs path index			Standardized co-efficient (Beta)	R ² Value	Critical Ratio	P value
Emotional Intelligence	→ (+)	Job satisfaction	0.41	0.17	8.46	<0.001**
Emotional Intelligence	→ (+)	Work engagement	0.56	0.32	10.21	<0.001**
Emotional Intelligence	→ (+)	Job performance	0.13	0.58	3.07	<0.001**
Work engagement	→ (+)	Job performance	0.57		10.74	<0.001**
Job satisfaction	→ (+)	Job performance	0.03		1.347	0.297 ^{NS}
Job commitment	→ (+)	Job performance	0.16		3.47	<0.001**
Emotional intelligence	→ (+)	Job commitment	0.80	0.63	16.74	<0.001**

Source: Extracted from the SEM Model

*** denotes significant at 1% level*

NS indicates Non-Significant

Table 5.15 shows the path analysis results provide a comprehensive view of the direct relationship between emotional intelligence, job satisfaction, work engagement, job performance, and job commitment among special school teachers in Kerala.

SM.H1: Emotional intelligence has a positive effect on job satisfaction.

The standardized beta coefficient of emotional intelligence and job satisfaction is 0.41, reflecting a positive relationship, shows that increased emotional intelligence leads to improved job satisfaction. This relationship is further reinforced by the critical ratio of 8.46 and a p-value of less than 0.001, denoting high statistical significance. The estimated positive sign signifies the positive effect and job satisfaction would increase by 0.41 for every unit of standard deviation increase in emotional intelligence and this coefficient value is significant at 1% level.

SM.H2: Emotional intelligence has a positive effect on work engagement.

The standardized beta coefficient of emotional intelligence on work engagement is 0.56 which shows the positive relationship. The estimated positive sign signifies that if the work engagement is increases by 0.56 for every unit of standard deviation increase in emotional intelligence supported by a critical ratio of 10.21 and a p-value below 0.001 and this coefficient value is significant at 1% level. Emotional intelligence also shows a strong positive influence on work engagement with a coefficient of 0.56.

SM.H3: Emotional intelligence has a positive effect on job performance.

The study reveals that the emotional intelligence has a positive effect on job performance of special school teachers in Kerala. The standardized beta coefficient of emotional intelligence on job performance is 0.13 which means that such effect is positive and job performance would increase by 0.13 for every unit of standard deviation increase in emotional intelligence and this coefficient value is significant at 1% level. The critical ratio of 3.07 and P-value below 0.001 for this interaction indicate a connection, highlighting the essential role emotional intelligence plays in strengthening teachers' performance to their work.

SM.H4: Emotional intelligence has a positive effect on job commitment.

The study implies that the emotional intelligence has a positive effect on job commitment of special school teachers in Kerala. The standardized

beta coefficient of emotional intelligence on job commitment is 0.80 which shows a perfect positive relationship. The estimated positive value signifies that such effect is positive and job commitment would increase by 0.80 for every unit increase in standard deviation of emotional intelligence at 1% level with a critical value of 16.74 and P value <0.001**.

SM.H5: Job satisfaction has a positive effect on job performance.

The study shows that job satisfaction has a minimal effect on job performance (0.03) with a critical ratio of 1.347 and a non-significant p-value of 0.297, suggesting that factors other than job satisfaction may drive performance among these educators.

SM.H6: Work engagement has a positive effect on job performance.

The study reveals that the work engagement has a positive effect on job performance of special school teachers in Kerala. The standardized beta coefficient of work engagement on job performance is 0.57. The estimated positive value discloses that such effect is positive and job performance would increase by 0.57 for every unit of standard deviation increase in work engagement and this coefficient value is significant at 1% level with a critical ratio of 10.74 and a significant p-value less than 0.001.

SM.H7: Job commitment has a positive effect on job performance.

Job commitment has a positive influence on job performance of special school in Kerala with a standardized coefficient of 0.16, further reinforced by a critical ratio of 3.47 and significance at the 1% level. The estimated positive value depicts that job performance would increase by 0.16 for every unit of standard deviation increase in job commitment and this coefficient value is significant at 1% level.

5.3.1 Interpretations of R² values

The R-squared (R²) values derived from the path analysis provide important insights into the explanatory power of various constructs measured within the study of special school teachers in Kerala. A detailed examination of each R² value, their

priority order, relative strengths, shortcomings, and avenues for further research are given.

1. Emotional Intelligence → Job Commitment ($R^2 = 0.63$)

The co-efficient of determination of job commitment, R^2 is 0.63. This R^2 value indicates that 63% of the variance in job commitment among teachers can be explained by their emotional intelligence. This substantial predictive capability highlights the importance of emotional intelligence as a driver of commitment. While 37% of the variance is attributed to other unexamined factors, indicating a need for identification of additional variables influencing job commitment.

2. Emotional Intelligence, job satisfaction, work engagement, job commitment → Job Performance ($R^2 = 0.58$)

The coefficient of determination of job performance, R^2 is 0.58. This value suggests that 58% of job performance variance can be explained by emotional intelligence, work engagement and job commitment indicating a critical link between these constructs. The remaining 42% indicates significant other influences on job performance, such as environmental factors, teaching resources, or individual skills.

3. Emotional Intelligence → Work Engagement ($R^2 = 0.32$)

The coefficient of determination of work engagement, R^2 is 0.32 indicates that 32% of the variance in work engagement can be explained by emotional intelligence. This value leads to the fact that there are other independent variables that are necessary for predicting work engagement other than emotional intelligence i.e., the remaining 68% suggests many other elements influence work engagement, potentially including personal characteristics, external motivation, and workload.

4. Emotional intelligence → Job Satisfaction ($R^2 = 0.17$)

The coefficient of determination of job satisfaction, R^2 is 0.17, depicts that only 17% of the variance in job satisfaction can be explained by emotional intelligence. The fact that 73% of job satisfaction remains unexplained indicates a need for deeper investigation into additional motivators that enhance job satisfaction.

Table 5.16

Result summary of Hypothesis testing

Hypotheses No.	Hypotheses for model developed	Result of Hypotheses testing
SM.H1	Emotional intelligence has a positive effect on job satisfaction	<i>Supported</i>
SM.H2	Emotional intelligence has a positive effect on work engagement	<i>Supported</i>
SM.H3	Emotional intelligence has a positive effect on job performance	<i>Supported</i>
SM.H4	Emotional intelligence has a positive effect on job commitment	<i>Supported</i>
SM.H5	Job satisfaction has a positive effect on job performance	<i>Not Supported</i>
SM.H6	Work engagement has a positive effect on job performance	<i>Supported</i>
SM.H7	Job commitment has a positive effect on job performance	<i>Supported</i>

SM.H1 to SM.H7. 1 indicates Structural Model Hypotheses

5.4 Conclusion

This chapter examined the critical role of emotional intelligence in enhancing job satisfaction, work engagement, job performance, and job commitment among special school teachers in Kerala. The analysis reveals that emotional intelligence is significantly linked to these constructs, particularly highlighting its strong influence on job commitment and work engagement. The researcher identifies that while job satisfaction is traditionally viewed as a predictor of performance, in the context of special education, its influence may be moderated by various contextual factors inherent to this field.

The significant R-squared values derived from the path analysis further reinforce the predictive power of emotional intelligence, particularly its capacity to account for a substantial proportion of variance in job commitment and performance. Hence, fostering emotional intelligence among teachers not only enhances their professional experiences but also translates into improved educational outcomes for their students.

The study advocates for the implementation of targeted interventions aimed at developing emotional intelligence, addressing external performance factors, and enhancing work engagement initiatives within special schools. By establishing a

supportive work environment, the potential for improved teacher retention and effectiveness rises, ultimately benefiting both educators and students alike. Future research could further explore additional variables influencing job performance like teaching strategies, student interactions, social and family factors providing a comprehensive understanding of this evolving educational landscape.

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Chapter 6

EMOTIONAL INTELLIGENCE ON EMPLOYEE OUTCOMES OF SPECIAL SCHOOL TEACHERS IN KERALA – MEDIATION AND MODERATION ANALYSIS

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Chapter 6

EMOTIONAL INTELLIGENCE ON EMPLOYEE OUTCOMES OF SPECIAL SCHOOL TEACHERS IN KERALA – MEDIATION AND MODERATION ANALYSIS

Section I

Objective IV: To examine the mediating role of job satisfaction in the relationship between Emotional Intelligence and Job Commitment of special school teachers in Kerala

6.1 Mediation Analysis

This section aims to examine the mediating role of job satisfaction in the relationship between emotional intelligence and job commitment, specifically among special school teachers in Kerala. Understanding the influences emotional intelligence on job commitment through job satisfaction can provide valuable insights into the unique challenges and dynamics faced by educators in special education settings. To analyse this complex relationship, Structural Equation Modelling (SEM) is employed, allowing for the testing of both direct and indirect effects. Additionally, bootstrapping techniques are used to validate the mediation model to assess the significance of indirect paths and ensuring the reliability of the results. This approach provides a comprehensive understanding of how emotional intelligence impacts job commitment, mediated by job satisfaction, within the context of special school teachers.

The researcher employed the bootstrapping technique to evaluate the statistical significance of the model's mediation function. The mediation model was constructed with covariance-based structural equation modeling (CB-SEM) and the IBM SPSS AMOS software.

The following hypotheses were tested under mediation model

SM.H1: Emotional intelligence has a positive and direct effect on job commitment.

SM.H2: Emotional intelligence has a positive and direct effect on job satisfaction.

SM.H3: Job satisfaction has a positive and direct effect on job commitment.

ME.H1: Job satisfaction mediates the relationship between emotional intelligence and job commitment (Job Satisfaction as a Mediator)

Note SM.H1 to SM.H3 denotes Direct SEM hypotheses; ME.H1 denotes Indirect (Mediation) Hypothesis

Figure. 6.1

Mediation model reflects the job satisfaction mediates the relationship between emotional intelligence and job commitment of special school teachers in Kerala

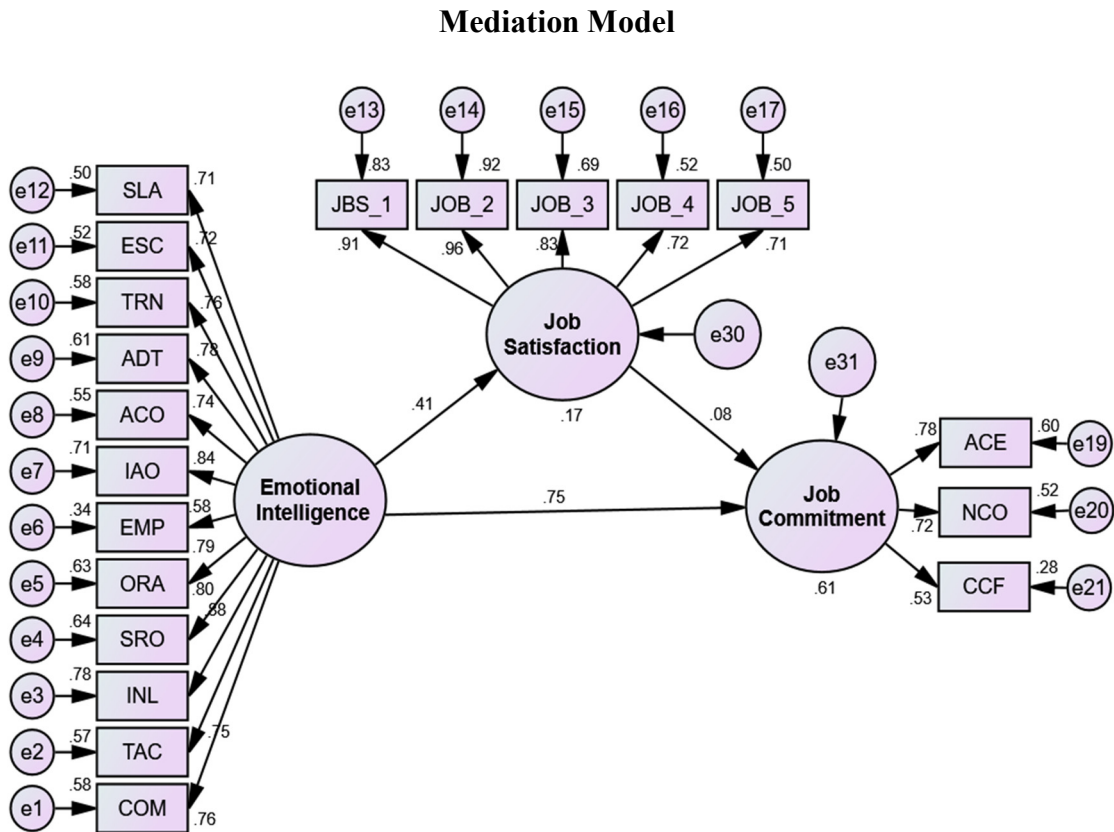


Table 6.1

The fit indicators used in the evaluation of mediation model testing

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	3.047	0.000	0.995	0.990	0.998	0.028
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

Extracted from mediation model

The table 6.1 depicts the CFA model fit indices to assess the overall model fit. The value of chi-square to the degrees of freedom ratio for an acceptable model

should be less than 5. In this case, the value is 3.047 which is very well within the suggested maximum value. The **GFI**, **AGFI**, and **CFI** all exceed the recommended threshold of 0.9, suggesting excellent model fit. The **RMSEA** value of 0.028 is well below the acceptable threshold of 0.08, indicating a good fit.

Table 6.2

Path values of direct effects in the mediation model

Construct	Path	Construct	Estimate	S.E	C. R	P-value	Result
Job Commitment	←	Emotional Intelligence	0.75	0.031	14.85	<0.001**	Significant
Job Satisfaction	←	Emotional Intelligence	0.41	0.028	10.54	<0.001**	Significant
Job Commitment	←	Job Satisfaction	0.08	0.027	1.854	0.055 ^{NS}	Not Significant

Source: Extracted from mediation model

*** denotes significant at 1% level; NS denotes Not Significant*

Table 6.2 depicts the direct relationship between emotional intelligence and job commitment, emotional intelligence and job satisfaction, and job satisfaction and job commitment. Mediation model of direct effects shows that Emotional Intelligence has a significant and strong effect on Job Commitment (estimate = 0.75, C.R. = 14.85, P-value < 0.001), indicating a highly positive relationship between emotional intelligence and job commitment among special school teachers in Kerala. Similarly, Emotional Intelligence significantly influences Job Satisfaction (estimate = 0.41, C.R. = 10.54, P-value < 0.001), with a positive and strong effect for this group. However, the path from Job Satisfaction to Job Commitment (estimate = 0.08, C.R. = 1.854, P-value = 0.055) shows that job satisfaction has an insignificant direct effect on job commitment, as the P-value exceeds the conventional 0.05 threshold for significance. This suggests that, in the context of special school teachers in Kerala, job satisfaction does not significantly impact job commitment in this model.

The results imply that emotional intelligence is a strong predictor of both job satisfaction and job commitment for these teachers, with significant direct effects. However, the insignificant relationship between job satisfaction and job commitment

indicates that job satisfaction does not act as a direct predictor of job commitment within this specific professional context. This highlights the unique dynamics of special school teachers' roles, where emotional intelligence likely plays a more direct and critical role in driving commitment than job satisfaction.

Table 6.3

A summary of the hypothesis testing conducted for a mediation model, specifically focusing on the examination of direct effects.

Construct	Path	Construct	Hypotheses	Result
Job Commitment	←	Emotional Intelligence	Emotional intelligence has a positive and direct effect on job commitment.	Supported
Job Satisfaction	←	Emotional Intelligence	Emotional intelligence has a positive and direct effect on job satisfaction	Supported
Job Commitment	←	Job Satisfaction	Job satisfaction has a positive and direct effect on job commitment	Not Supported

Table 6.4

Bootstrapping techniques to examine the direct and indirect effects pathways of the model in mediating testing

Independent Construct	Mediation construct	Dependent construct	Direct effect	Indirect effect (Mediation effect)	Result of hypothesis testing
Emotional Intelligence	Job Satisfaction	Job Commitment	0.75**	0.08 ^{NS}	No Mediation

Source: Extracted from mediation model

NS: Not Significant

*** denotes 1 % significant level, Indirect effect values are computed through bootstrapping procedure*

Table 6.4 depicts the bootstrapping results for the mediation model, reveal a significant direct effect of Emotional Intelligence on Job Commitment (0.75, significant at the 1% level, indicated by**), confirming a strong positive relationship between emotional intelligence and job commitment among special school teachers

in Kerala. The indirect effect, however, is not significant (0.08, P-value not significant), indicating that Job Satisfaction does not mediate the relationship between emotional intelligence and job commitment in this context. This suggests that while emotional intelligence directly influences job commitment, job satisfaction does not significantly act as a bridge between the two.

These findings align with previous research that highlights the direct influence of emotional intelligence on job commitment, such as Goleman (1995), who emphasized emotional intelligence as a key driver of workplace behaviours and outcomes. However, the lack of a significant mediation effect of job satisfaction contradicts some earlier studies (e.g., Bakker & Demerouti, 2007), which proposed that job satisfaction could mediate the relationship between emotional intelligence and job commitment. For special school teachers in Kerala, this result indicates that factors beyond job satisfaction may explain how emotional intelligence impacts job commitment, or that job satisfaction may mediate this relationship only under specific conditions not captured in this model. Further exploration of alternative mediators could provide deeper insights into the mechanisms at play for this unique teaching population.

Job satisfaction may not play a mediating role in the relationship between emotional intelligence and job commitment for these teachers for several reasons, despite studies suggesting its potential mediation. Theoretically, emotional intelligence (EI), a construct encompassing self-awareness, self-regulation, motivation, empathy, and social skills, directly impacts workplace behaviors and attitudes (Goleman, 1995). Teachers with higher EI may exhibit better emotional regulation and social adaptability, allowing them to remain committed to their roles, even in challenging environments like special education, without relying on job satisfaction as an intermediary.

Section II

Objective V: To examine the moderating effect of supportive work environment on the effect of work engagement, on job performance and organisational citizenship behaviour

6.2 Moderation Analysis

The variable that moderates the effects of an independent variable on its dependent variable is called moderating variable. The moderator act as an “interfere” in the relationship between independent variable and its interrelated dependent variable. Before introducing a moderator into the model, it is necessary to ensure the existence and significant effect of independent variable on its dependent variable. Thus, when a moderating variable enters in to the model, the causal effects would change due to some “interaction effect” between independent variable and moderator variable. As a result, the “effects” of independent variable on its dependent variable could either increase or decrease. In other words, the effect of the independent variable on its dependent variable would depend on the level of the moderator variable. (Zainudin, 2012). The introduction of moderating variable changes the direction or strength of an effect between independent variable and dependent variable.

This section shows the moderation analysis to test how the interaction between work engagement (Independent Variable) and the supportive work environment (moderator) influences job performance(Dependent Variable) and organisational citizenship behaviour (Dependent Variable). The analysis highlights how workplace factors, such as support structures, play a critical role in determining the effectiveness of work engagement, offering valuable insights for organizations to optimize employee outcomes. Work engagement, characterized by energy, dedication, and absorption, is identified as a key predictor of positive employee outcomes. The dependent variables job performance, which measures an individual’s effectiveness in fulfilling job responsibilities, and OCB, which captures voluntary behaviours that

benefit the organization are influenced by the level of work engagement exhibited by employees.

In the present study, the **moderating effect of supportive work environment** on the relationship between **work engagement** (independent variable, IV) and two critical dependent variables (DVs): **job performance** and **organizational citizenship behavior (OCB)** is measured using IBM SPSS AMOS software package.

The following hypotheses were tested under moderation model

SM. H1: Work engagement has a positive effect on job performance

SM.H1: Work engagement has a positive effect on organizational citizenship behaviour

SM.H1: Supportive work environment has a positive effect on job performance

SM.H1: Supportive work environment has a positive effect on organizational citizenship behaviour.

MO.H1: Supportive work environment has a moderating effect on the relationship between work engagement and job performance

MO.H1: Supportive work environment has a moderating effect on the relationship between work engagement and organizational citizenship behavior

(SM.H1 to SM.H4 denotes Direct SEM hypotheses; MO.H1 Indirect (Moderation) Hypothesis)

Figure 6.2

Unstandardized Regression Coefficients-based Interaction Moderation Model

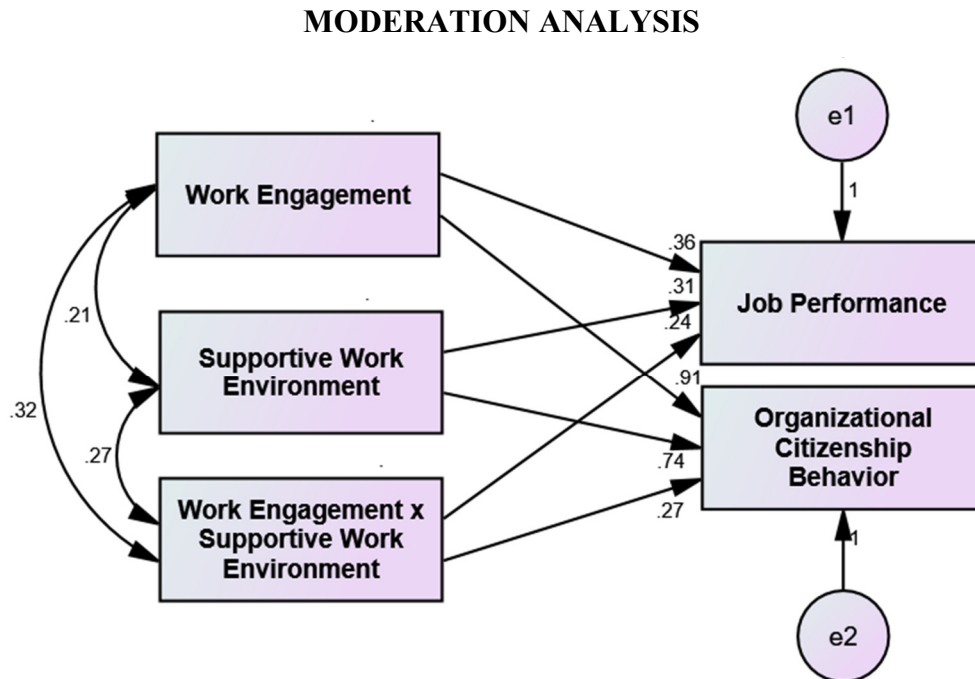


Table 6.5

Model fit indices for analyzing the impact of independent variable X on dependent variable Y with the influence of moderating variable W.

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	3.127	0.000	0.989	0.978	0.993	0.029
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

Source: Extracted from moderation model

X is independent variable- work engagement, Y is dependent variable- job performance and Organisational Citizenship Behaviour, W is moderating variable- Supportive work environment

Table 6.5 depicts that the model fit indices indicate a strong overall fit for examining the effect of X on Y through the moderating variable W, with CMIN/DF (3.127), GFI (0.989), AGFI (0.978), CFI (0.993), and RMSEA (0.029) all meeting

or exceeding recommended thresholds. However, the p-value of 0.000, which is below the acceptable threshold of 0.05, suggests a statistically significant discrepancy between the observed and model-implied covariance matrices. This issue is likely due to the sensitivity of the Chi-square test to large sample sizes, where even minimal differences can lead to significant p-values. Despite this, the excellent performance of alternative fit indices confirms that the model provides a close fit to the data, justifying its validity and the interpretation of the moderating effect of moderating variables.

In the present study Work Engagement is the Independent variable and job performance and Organisational Citizenship Behaviour are the dependent variables and Supportive work environment is the moderating variable

Table 6.6

Summary of estimates of the direct effect in the moderation model

Construct	Path	Construct	Estimate	S.E	C. R	P-value
Job Performance	←	Work Engagement	0.36	0.031	9.48	<0.001**
Organisational Citizenship Behaviour	←	Work Engagement	0.91	0.033	18.97	<0.001**
Job Performance	←	Supportive Work Environment	0.31	0.028	8.14	<0.001**
Organisational Citizenship Behaviour	←	Supportive Work Environment	0.74	0.041	15.68	<0.001**

Source: Extracted from mediation model

*** denotes 1% significance level*

Table 6.6 shows the direct relationship of work engagement with job performance and organisational citizenship behaviours, and supportive work environment with job performance and organisational citizenship behaviour. The analysis shows that the relationships between job performance, organizational citizenship behavior (OCB), work engagement, and supportive work environment are all statistically significant. Specifically, the direct effect of work engagement on job performance is estimated

at 0.36 with a standard error (S.E.) of 0.031, yielding a critical ratio (C.R.) of 9.48, which is significant at the 1% level ($p < 0.001$). Similarly, the effect of work engagement on organizational citizenship behavior is much stronger at 0.91 (S.E. = 0.033, C.R. = 18.97), also significant at the 1% level. The supportive work environment also shows positive effects on both job performance (0.31, S.E. = 0.028, C.R. = 8.14) and organizational citizenship behavior (0.74, S.E. = 0.041, C.R. = 15.68), both with p-values less than 0.001, indicating that these relationships are highly significant.

In simple terms, the results suggest that work engagement positively influences both job performance and organizational citizenship behavior (OCB) among special school teachers in Kerala, with a stronger impact on OCB. Additionally, a supportive work environment plays a crucial role in improving both job performance and OCB. These findings indicate that fostering an environment where special school teachers are engaged and supported leads to better work outcomes and greater contributions to the school and students, highlighting the importance of creating a positive and encouraging workplace for teacher success in Kerala.

Table 6.7

Summary of moderation effect – I

Construct names			Unstandardized Regression Coefficients		
Independent construct	Moderator	Dependent construct	Independent construct	Moderator	Interaction
Work Engagement	Supportive Work Environment	Job Performance	0.36**	0.31**	0.24**

Source: Extracted from mediation model

*** denotes 1% significance level*

The moderation analysis examines how the supportive work environment influences the relationships between work engagement and the outcomes of job performance and organizational citizenship behaviour (OCB).

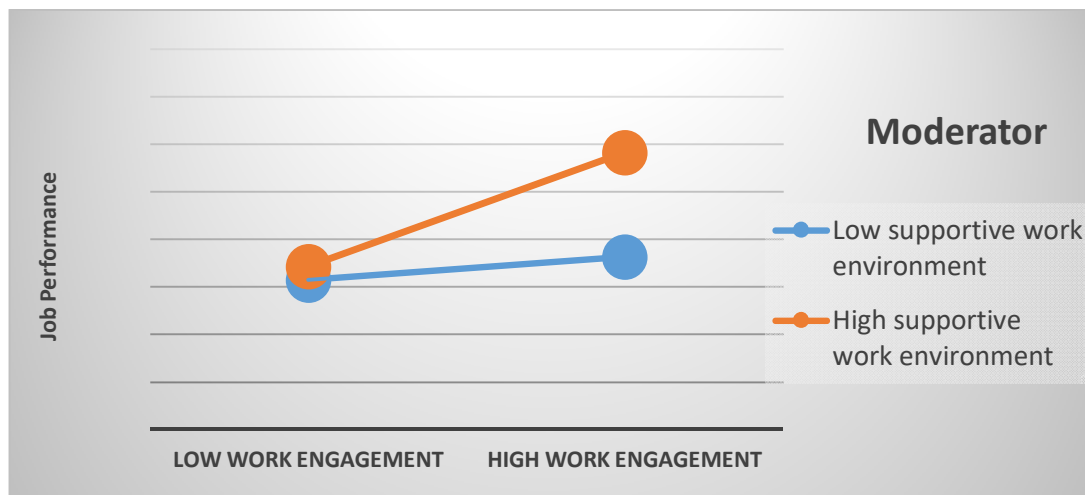
The above table 6.7 shows that the strength of relationship between work engagement and job performance is positively and significantly moderated by supportive work environment. The coefficient for work engagement is 0.36, meaning that work engagement has a positive effect on job performance. The coefficient for the supportive work environment is 0.31, indicating that a supportive work environment also positively influences job performance. The interaction term between work engagement and supportive work environment has a coefficient of 0.24, which suggests that the effect of work engagement on job performance becomes stronger when the supportive work environment is present. The significant interaction indicates that the relationship between work engagement and job performance depends on the level of support in the work environment.

It denotes that special school teachers in Kerala who are more engaged at work are likely to perform better, and this effect is even stronger when they work in a supportive environment. The combination of being engaged in one’s job and having a supportive work environment amplifies job performance.

Simple slop test of two-way interaction effect for unstandardized variables for moderation effect– I

Figure 6.3

Interaction of work engagement and supportive work environment to predict job performance



The simple slope test for the two-way interaction effect between work engagement and supportive work environment on job performance shows that all the unstandardized regression coefficients are statistically significant means supportive work environment (moderator) strengthen the relationship between work engagement (independent variable) and job performance (dependent variable).

Table 6.8

Summary of moderation effect – II

Construct names			Unstandardized Regression Coefficients		
Independent construct	Moderator	Dependent construct	Independent construct	Moderator	Interaction
Work Engagement	Supportive Work Environment	Organisational Citizenship Behaviour	0.91**	0.74**	0.27**

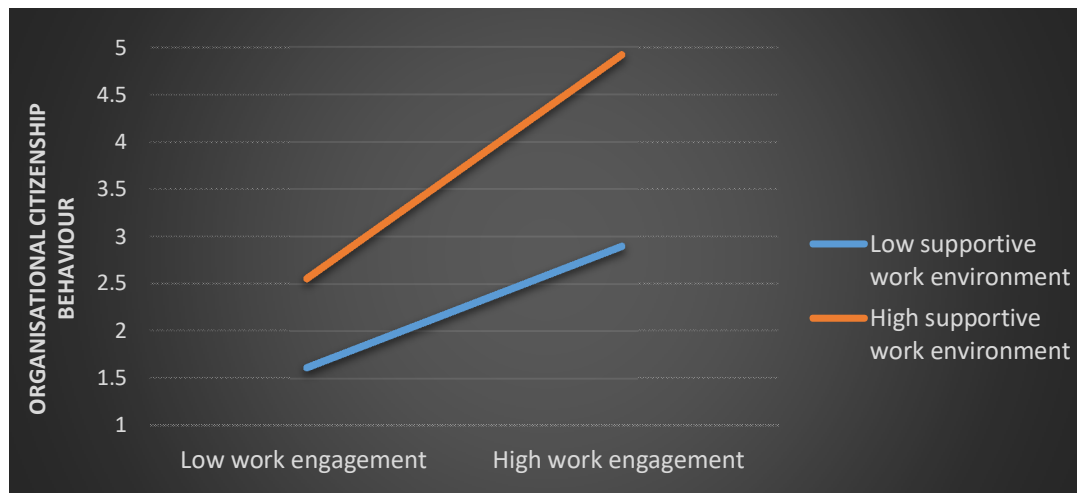
Source: Extracted from mediation model

*** denotes 1% significance level*

The table 6.8 shows that the strength of the relationship between work engagement and organisational citizenship behaviour is positively and significantly moderated by supportive work environment. The coefficient for work engagement is 0.91, meaning that work engagement has a perfect positive effect on organisational citizenship behaviour. The coefficient for the supportive work environment is 0.74, indicating that a supportive work environment also positively influences organisational citizenship behaviour. The interaction term between work engagement and supportive work environment has a coefficient of 0.27, which shows that the effect of work engagement on organisational citizenship behaviour becomes stronger when the supportive work environment is present. The significant interaction indicates that the relationship between work engagement and organisational citizenship behaviour depends on the level of support in the work.

Figure 6.4

Simple slope test plots of two-way interaction effect for unstandardized variables for moderation effect– II



The simple slope test for the two-way interaction effect between work engagement and supportive work environment on organizational citizenship behaviour (OCB) reveals that all unstandardized regression coefficients are significant. The coefficient for work engagement is 0.91, indicating that work engagement has a strong positive effect on OCB. The coefficient for the supportive work environment is 0.74, suggesting that a supportive environment also positively influences OCB. The interaction term has a coefficient of 0.27, which shows that the impact of work engagement on OCB is amplified when the supportive work environment is present. The significant interaction effect indicates that the relationship between work engagement and OCB is stronger in a supportive environment.

6.3 Conclusion

This chapter examined the mediating role of job satisfaction in between emotional intelligence and job commitment of special school teachers in Kerala. The mediation model shows that emotional intelligence (EI) has a strong and direct impact on job commitment, meaning that teachers who are good at understanding and managing their emotions are more likely to stay dedicated to their work. EI also positively influences job satisfaction, showing that emotionally intelligent teachers

tend to feel happier and more fulfilled in their roles. However, the study found that job satisfaction does not act as a bridge between EI and job commitment. In simpler terms, while satisfied teachers are important, emotional intelligence by itself is a stronger driver of commitment, independent of how satisfied the teachers feel.

The moderation effects examined in this chapter highlight the critical role of a supportive work environment in enhancing the impact of work engagement on both job performance and organizational citizenship behaviour (OCB) among special school teachers in Kerala. The results indicate that work engagement positively influences job performance and OCB, with a stronger effect when teachers work in a supportive environment. Specifically, the interaction between work engagement and a supportive work environment significantly amplifies both job performance and OCB, emphasizing that a positive and supportive workplace fosters greater teacher contribution and productivity.

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Chapter 7

FINDINGS, RECOMMENDATIONS AND CONCLUSION

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Chapter 7

FINDINGS, RECOMMENDATIONS AND CONCLUSION

7.1 Introduction

This chapter covers the main part of the thesis of findings, recommendations and final concluding remarks of the study. Findings are presented on the basis of objectives of the study.

7.2 Summary of Findings

Based on the data analysis of primary data from special school teachers in Kerala, the study made some valuable findings which are stated below

Objective 1: To examine the emotional intelligence of special school teachers working in Kerala

- Special school teachers in Kerala exhibit exceptionally high levels of emotional intelligence, both in personal and social competencies. Special school teachers possess high levels of personal competence of emotional intelligence. The study show that special school teachers are very aware of their emotions and are good at controlling their reactions (emotional self-control). They adapt well to changes and are driven to achieve their goals with an optimistic attitude. Their honesty and openness are also strong points, as well as their initiative and determination to improve. These teachers have strong emotional capabilities that help them to manage their personal lives and professional challenges effectively, making them resilient and successful in their roles (all P values 0.001)
- Special school teachers in Kerala are highly skilled in areas of social competence. They excel at understanding and responding to the needs of others (empathy) and are deeply committed to helping their students and colleagues (service-orientation). Their leadership abilities (inspirational leadership) are strong, as they inspire and motivate those around them. Teachers are also

highly aware of their surroundings and the dynamics of their organizations (organizational awareness). They work well with others, collaborating effectively as a team (teamwork and collaboration), and they communicate clearly and efficiently (communication).

- The study found that there are gender differences on factors of emotional intelligence. Female special school teachers excel more than male in areas like leading teams, working well with others, and communicating effectively.
- Marital status plays a significant role on emotional intelligence level of special school teachers in Kerala. Married teachers show higher adaptability and communication skills than single category teachers indicating that they better navigate changes and challenges and exhibit improved effectiveness in expressing ideas and interacting with others.
- It is observed from the analysis that, the insignificant P values across various factors of emotional intelligence such as self-awareness, transparency, achievement orientation, initiative and optimism, organisational awareness, service orientation, inspirational leadership and collaboration indicate that marital status does not have a meaningful influence on emotional intelligence. Both the groups manage these skills similarly.
- The study found that education is a significant factor which affect the emotional intelligence skill of teachers. Teachers with B.Ed. degree reveals higher mean score in self-awareness (mean 4.34), teamwork and collaboration (4.37) and initiative and optimism (4.34) compared to their diploma counterparts, indicate that they are more self-aware and optimistic and might be better to work in a team and collaborate effectively with others.
- However, for other important skills, regarding emotional self-control, transparency, adaptability, achievement orientation, empathy, organisational awareness, service orientation, inspirational leadership and communication both groups perform at same level and equally strong across these skills.

- The study revealed that there exists a significant difference between various age groups regarding self-awareness, adaptability, achievement orientation, teamwork and collaboration factors of emotional intelligence. Teachers in the age group above 50 found more difficult to manage the above-mentioned skills of emotional intelligence compared to other age groups indicate that older teachers are less adaptable to new teaching methods, students' behaviours and facing career stagnation leads them difficult to manage the emotions.
- From the post hoc analysis, it is found that there is increasing trends in emotional intelligence among special school teachers across different age groups. Specifically, self-awareness scores are greater for teachers below 30 compared to those above 50, indicating that younger educators possess a greater level of self-perception and insight into their emotions at this stage of their careers. When analysing achievement orientation, the age group of 41 to 50 shows significantly higher scores than their counterparts above 50. This indicates that mid-career educators are more driven and focused on achieving their professional goals, reflecting a peak in motivation and ambition during this period.
- The result of post hoc analysis found that there is significant difference between various age groups regarding teamwork and collaboration factor (P value 0.001**) of emotional intelligence. The younger (below 30) and mid-career educators (30 to 40 and 41 to 50) possess the ability to work in a group and they are adaptable and willing to engage in a team than old age (above 50) teachers.
- The study expresses that the teachers with below 30 and above 50 age group shows significant differences on adaptability and communication skills of emotional intelligence. Teachers with below 30 age are skilled in these areas, indicate that younger teachers are more adaptable and more familiar with modern communication tools and techniques
- The study revealed that emotional intelligence skills of special educators are increasing based on their experience. Teachers with more years of experience

demonstrated higher level of EI skills indicate that experienced teachers have confidence to handle the students and create a positive learning environment.

- ANOVA analysis shows significant differences in emotional self-control, transparency, achievement orientation, initiative and optimism, organisational awareness, service orientation, inspirational leadership and teamwork and collaboration factor of emotional intelligence with regard to monthly income, indicate that income level play a critical role in shaping the emotional intelligence competencies among special school teachers.
- The results post hoc analysis shows that, regarding emotional self-control, there exist a disparity among special school teacher between monthly income below 20000 and above 30000 (P value 0.016*) and between 20000 to 30000 and above 30000 (P value 0.150*). It indicates that teachers with monthly income above 30000 have high emotional self-control, they experience less financial stress, allowing them to concentrate more on managing the emotions in classroom.
- The study found that there exists significant difference between monthly income below 20000 and above 30000 (P value <0.001) and between 20000 to 30000 and above 30000 (P value <0.001) on transparency factor of emotional intelligence. The mean score indicate that the above 30000 income group have difficulty in transparency factor. Heavy work load and excessive responsibilities may be the reason for such difficulty.
- It is observed from the analysis that teachers above 30000 income find new ways to improve their performance (achievement orientation) and taking new responsibilities, indicate that high salaried teachers have less financial concern so they focus on their professional development. Conversely, teachers with below 20000 incomes exhibit less achievement orientation, because they may struggle with less salary and give importance to financial stability than professional growth.

- Regarding initiative and optimism, the study found that teachers with below 20000 incomes are more initiative and optimistic, indicate that they enter to this job as a part of affection and dedication rather than financial gain.
- The study found that teachers with monthly income below 20000 exhibit high service orientation, indicate that they give priority to students needs over personal and financial gain.

Objective 2: To analyse the job effectiveness indicators of special school teachers in Kerala

- It is observed from the analysis that the insignificant P value (P value 0.217^{NS}) indicate that all the special school teachers have emotional attachment towards their job.
- The study shows that the normative commitment of special school teachers in Kerala very significantly (P value 0.001**), indicating that many of the teachers (48%) feel a sense of obligation to their roles which could positively impact their performance.
- The analysis revealed that the continuance commitment of special school teachers is not uniform (P value 0.001**). Many teachers (48%) feel a moderate attachment to their job indicate that there may be less career advancement opportunities and financial benefits
- The analysis shows that the job satisfaction level of special school teachers very considerably (P value 0.001**). 49 percentage of special school teachers exhibit high level of satisfaction towards the job, represents teachers are experiencing positive aspect of their roles which can improve their satisfaction and performance.
- The study found that the levels of organisational citizenship behaviour among special school teachers in Kerala are not identical (P value 0.001**). Around 40 percentage of teachers shows moderate level organisational commitment indicate that they are attached and loyal towards the institution they are working.

- The study found that special school teachers in Kerala feel that they work in a low-support environment, which may negatively influence their teaching and job satisfaction
- The chi square value (9.83) revealed a statistically significant difference among special school teachers regarding their job performance.
- Male teachers show higher level of affective commitment than female teachers implies that gender may influence the emotional engagement and commitment towards their work.
- The study found that a teacher's marital status influences their affective commitment to their work. Single category teachers are more likely to have low levels of affective commitment, whereas married are more likely to have high levels of affective commitment. This observes that single category teachers may feel less emotionally attached to their roles compared to their married counterparts.
- The analysis revealed that there is no meaningful relationship between educational qualification of teachers and the levels of affective commitment.
- Teachers with 11 to 15 years of experiences exhibits low level of affective commitment and teachers with 5 to 10 years' experience exhibits high level of affective commitment towards the job.
- There are significant differences were found among special school teachers on affective commitment with regard to their monthly income
- Both male and female special school teachers in Kerala exhibits normative commitment towards job, means they have a sense of obligation to stay in this job.
- Age of special school teachers in Kerala influence normative commitment towards job. Teachers between the age group of 41-50 exhibits high level of normative commitment towards the job (29.8%) where as teachers below the age group of 30 expresses low level of normative commitment (37.5%) indicate that age enhances a sense of obligation to do the job.

- Marital status of special school teachers in Kerala influences the normative commitment. Married special school teachers express high level of normative commitment towards job (29.8%) compared to single counterparts (38%) indicate that married teachers might experiences a greater sense of obligation to their job because they have family responsibilities.
- Educational qualifications do not significantly influence normative commitment among special school teachers means all teachers have normative commitment to job irrespective of their educational qualification.
- Years of experience of special school teachers affect their sense of normative commitment, which reflects their obligation and attachment to their jobs. Special school teachers with above 15 years of experience exhibits high level of obligation to stay in the job (32.6%) and teachers with 11-15 years of experience exhibits low level of obligation (32.1%) indicate that long serving teachers may feel a moral duty to stay in the job .
- There is significant association between monthly income and normative commitment of special school teachers in Kerala. The low level of normative commitment more prevalent among teachers with monthly income of below 20,000 while, high level of normative commitment is more prominent among teachers with monthly income of 30,001 to 40,000.
- There is a notable difference between male and female special school teachers in Kerala regarding their continuance commitment to their jobs. Higher level of continuance commitment more prominent among male teachers (32.3%) while, low level of continuance commitment more prominent among female teachers (21.5%).
- There is association between age and the levels of continuance commitment of special school teachers in Kerala. Teachers above 50 years of age shows stronger sense of continuance commitment (33.3%) and teachers between 41-50 age group shows lower sense of continuance commitment towards job (30.9%).

- There is significant association between marital status and continuance commitment of special school teachers in Kerala. Married teachers are more likely to have a higher level of continuous commitment (28.2%) whereas single teachers are more likely to have a lower level (35.2%)
- Teachers' educational qualifications affect their feelings of continuance commitment to staying in their jobs at special schools in Kerala. Low level of continuance commitment is more prevalent among the teachers with qualification of B.E (20%) while high level continuance commitment more common among teachers qualified in Diploma in special education (30.8%).
- There is association between experience and the levels of continuance Commitment of special school teachers in Kerala. Teachers with less than five years of experience were more likely to have low levels of continuance commitment (34.2%) whereas teachers with more than fifteen years of experience were more likely to have high levels of continuance commitment (34.8).
- There is association between monthly income and the levels of continuance commitment of special school teachers in Kerala. Teachers with monthly incomes under 20,000 are more likely to have low levels of continues commitment (30.4%), whereas teachers with monthly incomes between 30,001 and 40,000 are more likely to have high levels of continued commitment (33.3%).
- There is significant difference in job satisfaction levels between male and female special school teachers in Kerala. Majority of male teachers were satisfied with their jobs (64.5%), compared to female teachers.
- There is significant association between age and the levels job satisfaction of special school teachers in Kerala. Teachers under 30 age tend to have lower job satisfaction (37.5%), whereas those between 30 and 40 report higher levels of satisfaction (53.8%).

- There is significant association between marital status and the levels of job satisfaction of special school teachers in Kerala. Married teachers tend to be more satisfied with their jobs, with over half (53.4%) expressing high levels of satisfaction. In contrast, a larger proportion of single teachers (42.3%) felt low satisfaction.
- There is significant association between experience and the levels of job satisfaction of special school teachers in Kerala. Low level of job satisfaction more prevalent among teachers with experience of 11 to 15 years (53.6%) while, high level of job satisfaction is more prominent among teachers with experience of above 15 years (63%).
- There is significant association between monthly income and the levels of job satisfaction of special school teachers in Kerala. Teachers earning between 30,001 and 40,000, reported high satisfaction (77.8) and teachers earning between 20,000 to 30,000 reported low level of job satisfaction a (39.1%) with their job.
- Both male and female teachers have Organisational Citizenship Behaviour means that they have voluntarily contributes to their organization beyond their job requirements.
- Age of special school teachers in Kerala influences their participation in behaviors that benefit their schools. Teachers aged 30 to 40 tend to have a lower level of organizational citizenship behavior (31.3%) while those aged 41 to 50 show a higher level of OCB (39.4%).
- Special school teachers in Kerala have organisational citizenship behavior towards the school irrespective of marital status. All the teachers exhibit cooperation and they work for the success of the school.
- There is no significant association between educational qualification and the levels of OCB of special school teachers in Kerala.
- Experience of special school teachers affects their organizational citizenship behavior (OCB) in Kerala. Teachers with 5 to 10 years of experience presented

the highest levels of OCB (51%) and teachers with 11 to 15 years of experience reporting low levels of OCB (42.9%), suggesting that their willingness to go beyond basic job requirements may diminish during this period.

- There is relationship between the income of special school teachers in Kerala and their willingness to engage in behaviors that support their organization. Teachers earning below 20,000 exhibited high OCB, with 39.1% and teachers earning between 30,001 and 40,000 reported low OCB (33.3%).
- There is significant association between gender and the levels of work engagement of special school teachers in Kerala. Male teachers exhibit low work engagement (58.2%) compared to female teachers.
- Age of special school teachers in Kerala affects work engagement. Teachers under 30 years are more likely to have low levels of work engagement (62.5%), while those between 41 and 50 years old are more likely to have high levels of work engagement (30.9%). It indicates that teachers gain more experience and maturity, their commitment and involvement in their work tend to increase.
- There is no significant association between marital status and the levels of work engagement of special school teachers in Kerala.
- There is no significant association between educational qualification and the levels of work engagement of special school teachers in Kerala, means educational qualifications do not significantly influence work engagement among these teachers.
- There is association between experience and the levels of work engagement of special school teachers in Kerala. Teachers with experience of less than 5 years exhibits low level of engagement and enthusiasm towards job (59.6%), while teachers with experience of 5 to 10 years shows high level of proud and engagement to perform the job (32.7%).
- There is significant association between monthly income and the levels work engagement of special school teachers in Kerala. Teachers with monthly income between 30,000 and 40,000 are more likely to have low levels of work

engagement (66.7%), whereas teachers with monthly incomes below 20,000 are more likely to have high levels of work engagement (31.9%).

- The study found that teachers perceive their supportive work environment differently. Male teachers experience high levels of support from the institution (38.7%) whereas a larger percentage of female teachers report low levels of support (37.4%) which could affect their job satisfaction.
- The result of the study reveals an association between age and the levels of supportive work environment of special school teachers in Kerala. Teachers between 30 to 40 years old are more likely to have low levels of supportive work environment (45%), whereas those between 41 and 50 years old are more likely to have high levels of supportive work environment (35.1%) means older teachers may feel a greater sense of support in their work environments.
- The study shows significant association between marital status and the levels of supportive work environment of special school teachers in Kerala. Married teachers tend to express higher levels of support (35.1%) while single category teachers are more likely to perceive their work environment as less supportive (46.9%).
- The study found that educational qualification significantly influences the levels of supportive work environment of special school teachers in Kerala. High levels of work engagement are comparatively higher among teachers with a Diploma in special education (36.5%), while lower levels of work engagement were more prevalent among teachers with a B.Ed. (41.5%).
- The study reveals a significant association between experience and the perception of supportive work environment of special school teachers in Kerala. Teachers with experience of less than 5 years (50.6%) feel less support from the institution while, high level of supportive work environment is more prominent among teachers with experience of above 15 years (43.5%). Newer teachers struggle with institutional policies and school culture making them feel less supported.

- The study found significant association between monthly income and the levels supportive work environment of special school teachers in Kerala. The low level of supportive work environment is more common among teachers earning 30,001 to 40000 and high level of supportive work environment is more common among teachers earning below 20,000, indicate that non-monetary factors like support from colleagues play a crucial role in job satisfaction.
- Both male and female special school teachers in Kerala focused at work. They exhibit high level of job performance.
- There is no significant association between age and job performance level of special school teachers in Kerala. The teachers of all age categories perform their job positively.
- There is no meaningful relationship between marital status whether teachers are married or single and their levels of job performance.
- There is significant association between experience and the levels of job performance of special school teachers in Kerala. Low level of job performance more prevalent among teachers with experience of 11 to 15 years (53.6%), while, high level of job performance is more prominent among teachers with experience of 5 to 10 years (38.8%).
- There is no significant association between monthly income and the levels job performance of special school teachers in Kerala.

Objective 3: To examine the effects of emotional intelligence on the employee outcomes of special school teachers in Kerala

- Emotional intelligence has a positive effect on job satisfaction. The standardized beta coefficient of emotional intelligence and job satisfaction is 0.41, reflecting a positive relationship. Higher emotional intelligence enhances teachers' ability to cope with stress and fosters a positive work environment, leading to increased job satisfaction.

- The standardized beta coefficient of emotional intelligence on work engagement is 0.56 which shows that emotionally intelligent teachers are more engaged in their work. The capacity to understand and manage emotions fosters a deeper commitment to teaching, enriching their interactions with students.
- The study reveals that the emotional intelligence has a positive effect on job performance of special school teachers in Kerala.
- The study implies that the emotional intelligence has a positive effect on job commitment of special school teachers in Kerala. The standardized beta coefficient of emotional intelligence on job commitment is 0.80 which shows a perfect positive relationship, highlighting that boosting emotional intelligence substantially enhances teachers' commitment to their roles, leading to better retention and effectiveness.
- The study found that job satisfaction has a minimal effect on job performance. Contrary to theoretical expectations, job satisfaction does not significantly predict job performance in this study. This finding suggests that in high-stress environments like special education, job satisfaction alone may not lead to increased performance.
- Work engagement is a strong predictor of job performance. Engaged teachers are likely to deliver better educational outcomes, illustrating the importance of sustained motivation and focus in the teaching profession.
- Job commitment has a positive influence on job performance of special school teachers in Kerala with a standardized coefficient of 0.16. Teachers who are committed to their roles are more likely to put forth greater effort and achieve better performance outcomes.
- The co-efficient of determination of job commitment, R^2 is 0.63. This R^2 value indicates that 63% of the variance in job commitment among special school teachers can be explained by their emotional intelligence.

- The coefficient of determination of job performance, R^2 is 0.58. This value suggests that 58% of job performance variance among special school teachers can be explained by emotional intelligence, work engagement and job commitment.
- The coefficient of determination of work engagement, R^2 is 0.32 indicates that 32% of the variance in work engagement among special school teachers can be explained by emotional intelligence.
- The coefficient of determination of job satisfaction, R^2 is 0.17, depicts that only 17% of the variance in job satisfaction among special school teachers can be explained by emotional intelligence

Objective 4: To examine the mediating role of job satisfaction in the relationship between emotional intelligence and job commitment of special school teachers in Kerala.

- The mediation model revealed that there is a positive and direct effect between emotional intelligence and job commitment but Job Satisfaction does not mediate the relationship between emotional intelligence and job commitment (P value 0.08, Not Significant at 1%), indicating that teachers with high level emotional intelligence can manage the workplace stresses and interpersonal challenges effectively, leading to direct job commitment regardless of their satisfaction levels.
- Teachers with higher EI may exhibit better emotional regulation and social adaptability, allowing them to remain committed to their roles, even in challenging environments like special education, without relying on job satisfaction as an intermediary.

Objective 5: To examine the moderating effect of supportive work environment on the effect of work engagement on job performance and organisational citizenship behaviour

- The moderation model shows that work engagement has a positive and significant direct effect on the job performance and organisational citizenship

behaviour of special school teachers in Kerala. Similarly, supportive work environment (the moderating variable) has a positive and significant effect on the job performance and organisational citizenship behaviour of special school teachers in Kerala.

- The interaction term between work engagement and supportive work environment has a coefficient of 0.24, which suggests that the effect of work engagement on job performance becomes stronger when the supportive work environment is present. The significant interaction indicates that the relationship between work engagement and job performance of special school teachers depends on the level of support in the work environment in the schools.
- The interaction term between work engagement and supportive work environment has a coefficient of 0.27, which shows that the effect of work engagement on job performance and organisational citizenship behaviour becomes stronger when the supportive work environment is present. The significant interaction indicates that the relationship between work engagement and organisational citizenship behaviour depends on the level of support in the work.

7.3 Discussion of the Findings

The purpose of this study was to examine the role of emotional intelligence on employee outcomes of special school teachers in Kerala and also to validate a conceptual model developed under the study explaining the relationship between these constructs. The study recognizes the importance of emotional intelligence skills among special school teachers who handle intellectually impaired students in Kerala to determine their various employee outcomes. For this purpose, the researcher identified various emotional intelligence skills of special school teachers and factors of employee outcomes. These factors are used to determine whether the special school teachers have emotional intelligence skills and if they have such skills whether it effect on employee outcomes. The results of the study shows that all the special school teachers in Kerala who handle intellectually impaired students

exhibit significantly above average level of emotional intelligence skills highlighting their ability to identify, understand and manage the emotions of ourselves and others. Among service orientation is the most important EI skill found among teachers indicate that they are anticipating, recognizing, and meeting the needs of students.

The study also analysed the job effectiveness of special school teachers through various employee outcomes such as job commitment, job satisfaction, organisational citizenship behaviour and job performance. The result of the study shows that all the special school teachers have affective commitment towards their job and exhibit job satisfaction. A considerable number of teachers exhibits moderate level of organisational commitment (organisational citizenship behaviour) and lower level of job performance. 38.6 % of special school teachers opined that they work in low support work environment which affect their job satisfaction.

The researcher developed an Emotional intelligence-employee outcomes model which provide valuable insight for the policy makers and schools authorities to understand the effects of emotional intelligence on employee outcomes such as job commitment, job satisfaction, job performance and organisational citizenship behaviour of special school teachers in Kerala using SEM and tested mediation and moderation model. The results of the model disclosed that emotional intelligence is an inevitable quality of special school teachers that act as a triggering force towards various employee outcomes. The results of the moderation model shows that work engagement has a positive and significant direct effect on the job performance and organisational citizenship behaviour of special school teachers in Kerala. As a moderator, supportive work environment strengthens the positive relationship between work engagement with job performance and organisational citizenship behaviour of special school teachers in Kerala. Therefore, a good supportive work environment is very much essential to improve the job performance of teachers.

7.4 Implications of the Study

The study emphasizes the critical role of emotional intelligence in the educational landscape, particularly among special school teachers in Kerala. It reveals that enhancing emotional intelligence can significantly improve job satisfaction, work engagement, and commitment, thereby directly influencing job performance. Understanding these dynamics offers a pathway for targeted interventions to foster a more supportive and effective teaching environment, ultimately benefiting both educators and students. So, Policymakers and school administrators should prioritize initiatives to foster EI development through structured programs and workshops. Additionally, while job satisfaction is important, schools should explore other potential factors (such as work engagement or intrinsic motivation) that might further strengthen teachers' commitment to their roles. By focusing on emotional intelligence, schools can not only improve teacher retention but also enhance the quality of education provided to special needs students.

The findings suggest that fostering a supportive work environment for special school teachers in Kerala can lead to improved job performance and greater organizational citizenship behaviour (OCB). These results have several implications for educational institutions and policymakers. First, schools should recognize that work engagement is not only influenced by the individual teacher's motivation but also by the environmental factors within the school. A supportive and positive work culture can significantly enhance the impact of teacher engagement, leading to better teaching outcomes, stronger collaboration, and more proactive behaviour in contributing to the school's success. Furthermore, the findings highlight the need for school management to focus on creating an environment where teachers feel valued, respected, and encouraged to engage in behaviours that go beyond their formal responsibilities (OCB), such as mentoring students and contributing to the school community

7.5 Recommendations

Based on the above findings researcher has arrived the following recommendations

- Special schools should implement structured emotional intelligence training programs for teachers for developing skills such as empathy, emotional regulation, and interpersonal communication. Teachers can benefit from training programs that help them manage stress, improve empathy, and build stronger relationships with students and colleagues.
- Efforts should be taken to create teacher support networks where teachers Sharing challenges and best practices with other teachers can create a sense of community, reducing stress and fostering commitment.
- Acknowledging teachers for their contributions beyond regular teaching duties can motivate them to continue engaging in behaviours that benefit the school community. Rewards, incentives, and recognition can be effective ways to encourage job satisfaction and Organisational Citizenship Behaviour. Schools should recognise and rewarding emotionally intelligent behaviours of teachers, it can foster higher motivation and job satisfaction.
- Organising skill enhancement programmes on handling children with intellectual impairments, behaviour management and alternative teaching methods to widen their professional knowledge can improve job satisfaction and job commitment.
- Special school teachers handling intellectually impaired students in Kerala receive low salary compared to mainstream teachers. So, the Government and school authorities ensure fair compensation and salary hikes.
- Offering medical insurance, pension plans and financial security can improve job satisfaction.
- Special school teachers handling intellectually impaired students work on temporary employment. Policy makers should take proper measures to give aided status to these schools and permanent appointment to qualified teachers can improve job satisfaction and performance.

- Provide additional allowances for teachers handling students with severe disabilities, which can improve their performance and job satisfaction.
- Efforts should be taken to upgrade special school facilities with modern teaching aids and assisting technologies, will enhance their professional development
- Schools should implement initiatives to enhance teacher motivation and involvement. This could include professional development opportunities, collaborative planning sessions, and team-building activities that foster a sense of community and shared purpose among staff.
- Schools should invest in creating a more supportive work environment by offering professional development opportunities, providing resources for teachers, and fostering open communication. Recognizing teachers' efforts, offering emotional support, and creating a sense of community among staff can boost work engagement.
- To fully understand the dynamics affecting job performance, special schools should consider conducting further research to investigate additional variables, such as teaching strategies, student interactions, or parental involvement. This comprehensive approach can inform tailored interventions that enhance teacher effectiveness.

7.6 Conclusion

The chapter gives a detailed description of the results of the study. The study examined the level of emotional intelligence and employee outcomes among school teachers in Kerala. The proposed model developed in the study using relevant constructs were able to explain the relationship between emotional intelligence and various employee outcomes of special school teachers in Kerala offering valuable insights for schools and policy makers and to focus on strategies that improve emotional intelligence of teachers and job satisfaction.

7.7 Scope for Further Research

The present study gives new openings in the following topics which were found relevant for further research.

- 1) Impact of emotional intelligence on mental health and burnout of special school teachers.
- 2) A study on retention and turnover of special school teachers in Kerala
- 3) Evaluation of Government policies for special educators in Kerala
- 4) Challenges in implementing inclusive education in Kerala
- 5) Comparative study of special education policies across Indian states.
- 6) Effect of emotional intelligence on teacher stress management
- 7) Comparative study on job satisfaction of special school teachers with general education teachers in Kerala.

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APPENDIX

APPENDIX

QUESTIONNAIRE

Part -I Declaration of the Researcher

Dear sir/madam,

I am Femy O A, pursuing doctoral programme at Christ College (Autonomous), Irinjalakuda (A research Centre of University of Calicut). As part of my Ph.D. work, I need to conduct a survey among special school teachers in Kerala to know their Emotional Intelligence and employee outcomes. I will be grateful to you if you could spare some time for this work. It is assured that information received from you shall be used only for academic purpose. Also, this information shall not be disclosed to anyone and shall be kept confidential.

Your participation in this survey is strictly voluntary.

Thanking you,

Femy O A., Research Scholar, Research Department of Commerce, Christ College (Autonomous), Irinjalakuda and Assistant Professor, Sree Kerala Varma College, Thrissur.

Part II- General Information of Respondents

1. Email:
2. Name(optional):
3. Mobile Number:
4. Gender: Male Female Transgender
5. Marital Status: Married Single Separated
6. Educational Qualification: Diploma in special education
B.Ed. M.Ed. Ph.D.
7. Experience: Less than 5 years 5 to 10 years
10 to 15 years Above 15 years
8. Monthly Income: Below 20000 20000 to 30000 30000 to 40000
4000 to 50000 Above 50000
9. Family Type: Joint family Nuclear family
10. Region in which the institution is located: Rural Semi rural Urban

Part III- Emotional Intelligence Factors Special School Teachers

Please mark your opinion regarding the following statements on Emotional Intelligence and job commitment from Strongly Disagree (SDA) to Strongly Agree (SA)

SDA- Strongly Disagree, DA- Dis Agree, N-Neutral, A- Agree, SA- Strongly agree

1. SELF AWARENESS (SLA)

Item code	Statements	SDA	DA	N	A	SA
SLA 1	I always monitor myself.					
SLA 2	I am aware of my strength and weaknesses.					
SLA 3	I have better self-confidence					
SLA 4	I am always an open-minded person					
SLA 5	I consider myself as a worthy person.					

2. EMOTIONAL SELF CONTROL (ESC)

Item code	Statements	SDA	DA	N	A	SA
ESC1	I have enough self-control over my emotions					
ESC2	I can control myself from negative actions when others are provoked.					
ESC3	I always practice the strategy of removing myself with a smile from stressful situations.					
ESC4	I can control my instincts and intuitions.					
ESC5	I keep my emotions to myself					

3. TRANSPARENCY (TRA)

Item code	Statements	SDA	DA	N	A	SA
TRA1	I always express my feelings and ideas openly and directly.					
TRA2	I always wish to keep honesty and integrity even if it is difficult situations.					
TRA3	I always establish a healthy relationship with others.					
TRA4	I always exhibit positive behavior					
TRA5	I always acquire the trust of others by revealing that I have nothing to hide					

4. ADAPTABILITY (ADP)

Item code	Statements	SDA	DA	N	A	SA
ADP 1	I can easily adjust to different situations					
ADP 2	I am interested to accept new duties and responsibilities					
ADP 3	I have the power of resistance and understanding					
ADP 4	I have the ability to use my energy to build new things as part of my duty					
ADP 5	I always do my works more creatively					

5. ACHIEVEMENT ORIENTATION (ACO)

Item code	Statements	SDA	DA	N	A	SA
ACO 1	I always find new ways to improve my performance.					
ACO 2	I always take up new responsibilities.					
ACO 3	I always collect feedback from others regarding my performance.					
ACO 4	I have the passion to accomplish my goals.					
ACO 5	I always set standard performance and try to exceed it.					

6. INITIATIVE AND OPTIMISM (IAO)

Item code	Statements	SDA	DA	N	A	SA
IAO 1	I am always willing to do new and creative things in my school					
IAO 2	I have the mental ability to recover quickly from depression.					
IAO 3	I have clear cut determination in my job					
IAO 4	I have a positive outlook towards the future.					
IAO 5	I always trust in hope and confidence.					

7. EMPATHY (EMP)

Item code	Statements	SDA	DA	N	A	SA
EMP 1	I can understand the feelings of others.					
EMP 2	Most of the time I feel the emotions of others as my own					
EMP 3	I have the ability of perspective thinking.					
EMP 4	I always try to build up an emotional bond with others.					
EMP 5	I get a strong urge to help when I see someone who is in upset					

8. ORGANISATIONAL AWARENESS (ORA)

Item code	Statements	SDA	DA	N	A	SA
ORA 1	I have the ability to identify the feelings of a group.					
ORA 2	I always aware about the structure and culture of the organization.					
ORA 3	I know the goals, objectives and mission of my school well.					
ORA 4	I am highly aware of my school's interest.					
ORA 1	I have the ability to identify the feelings of a group.					

9. SERVICE ORIENTATION (SRO)

Item code	Statements	SDA	DA	N	A	SA
SRO 1	I always try to satisfy the needs and wants of students.					
SRO 2	I always show a positive attitude towards my students and their parents					
SRO 3	I have knowledge of the services required for students					
SRO 4	I like to give better service to the students					
SRO 5	I always try to establish a good relationship with students and parents					

10. INSPITATIONAL LEDERSHIP (IPL)

Item code	Statements	SDA	DA	N	A	SA
IPL 1	I always try to establish a safe and trust environment.					
IPL 2	I have the ability to inspire and influence students to reach their potential.					
IPL 3	I have a crystal-clear vision about future of the school					
IPL 4	I always express positivity towards challenges.					
IPL 5	I always truly listen to students and parents					

11. TEAMWORK AND COLLABORATION (TAC)

Item code	Statements	SDA	DA	N	A	SA
TAC 1	I have the ability to work in a group.					
TAC 2	I always support others.					
TAC 3	I always be honest while dealings with others.					
TAC 4	I always consider the expectations of others.					
TAC 5	I always try to cooperate and collaborate the students each other					

12. COMMUNICATION (COM)

Item code	Statements	SDA	DA	N	A	SA
COM 1	I have better listening skills					
COM 2	I have the ability of open communication.					
COM 3	I have the ability to understand the nonverbal communication					
COM 4	I can easily communicate the subject matter to my students					
COM 5	I always use normal tone of voice while dealing with students					

Part-IV Job effectiveness indicators (employee outcomes) of special school teachers**JOB COMMITMENT**

Item code	Statements	SDA	DA	N	A	SA
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13. AFFECTIVE COMMITMENT- AOC (EMOTION BASED)

ACO 1	I have emotional attachment towards my job.					
ACO 2	I am very happy to engage in my job					
ACO 3	I have a feeling that I am at home when I engage in job					
ACO 4	I don't want to leave the present job					
ACO 5	I feel to stay in the job as it is my dream job.					

14. NORMATIVE COMMITMENT- NOC (OBLIGATIONBASED)

NOC 1	I feel that I have a sense of obligation to stay in this job.					
NOC 2	I feel to stay in the job to satisfy my family needs.					
NOC 3	I have to stay in the job as it gave me a start in my career					
NOC 4	I feel guilty when I think to leave from this job					
NOC 5	I feel that I am loyal towards my job					

15. CONTINUANCE COMMITMENT- COC (FINANCE BASED)

Item code	Statements	SDA	DA	N	A	SA
COC 1	I feel that I would loss the seniority and roles when I leave the job.					
COC 2	I feel that I would loss salary and other benefits when I leave the job.					
COC 3	I feel that I have to stay in the job as I am invested my energy for a long period of time					
COC 4	I want to stay in this job as leaving this job would be hard					
COC 5	I want to stay in this job due to lack of work alternatives					

16 ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)

Item code	Statements	SDA	DA	N	A	SA
OCB 1	I am always helping others in my school without expecting any consideration					
OCB 2	I do my job efficiently without any compulsion from others.					
OCB 3	I am emotionally attached and loyal towards my school					
OCB 4	I am always trying to work hard for the success of my school					
OCB 5	I consider my school's growth and success as my own.					

17 WORK ENGAGEMENT (WRE)

Item code	Statements	SDA	DA	N	A	SA
WRE 1	It is difficult to detach myself from my job					
WRE 2	I am proud on the work that I do					
WRE 3	When I get up in the morning, I feel like going to work					
WRE 4	I am enthusiastic about my job					
WRE 5	When I am working, I forget everything else around me					
WRE 6	I feel happy when I am working intensely					

18 SUPPORTIVE WORK ENVIRONMENT (SWE)

Item code	Statements	SDA	DA	N	A	SA
SWE 1	I always get emotional support from my institution					
SWE 2	I have enough freedom and autonomy to do my job					
SWE 3	I feel a sense of social belongingness among the workforce of my school					
SWE 4	My school always recognize and appreciate my efforts					
SWE 5	My institution has a culture that is trusting, honest and fair to all employees					

19 JOB PERFORMANCE (JBP)

Item code	Statements	SDA	DA	N	A	SA
JBP 1	I am able to perform my teaching goal with minimal time and effort					
JBP 2	I keep on updating skills necessary for my job					
JBP 3	I am used to do my works entrusted to me in a very efficient manner					
JBP 4	I have taken maximum effort for the utilization of the available resources to achieve the goals					
JBP 5	I always give importance to the quality of my works					
JBP 6	I am always focused at work					

Please mark your opinion regarding the following statements on Job Satisfaction from Highly Dissatisfied (HDS) to Highly Satisfied (HS)

20 JOB SATISFACTION (JOB)

Item code	Statements	SDA	DA	N	A	SA
JOB 1	I am satisfied with the recognition that I received from with this job					
JOB 2	I am satisfied with the cooperation received from my workmates					
JOB 3	I am satisfied with monetary and nonmonetary benefits received from my job					
JOB 4	I am satisfied with the career advancement schemes related to my job					
JOB 5	I am very happy to spend my rest of career in this job					

Please give your valuable comments and suggestions (if any)

-----Thank you for your co-operation to this survey-----
