



CONCEPTUAL MODEL FIT FOR EMOTIONS ON JOB PERFORMANCE OF SELF FINANCING COLLEGE TEACHERS BY USING STRUCTURAL EQUATION MODEL

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Abstract

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

Keywords: Emotions, Work Environment, Job Performance, Satisfaction.

1.1 Introduction

The role of a teacher in today's world has become more complex and diverse (Williams & Burden, 2000). Teachers are directly responsible for educating future generation and shape the personality and life of a student. Schools have always focused on teacher's performance as Stronge et al. (2007) had identified an important relationship between competent teachers and student achievement. Hence, employ highly qualified teachers that obtain specified professional qualification from a university or college, appropriate credentialing, and have showed enthusiasm in their teaching assignments is a major focus among schools in the nation (Mosley, 2006). Teachers are important in their role in shaping students' intellectual, emotional, and social development. Many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Latham, 1998). For the past decade, the higher education sector has grown tremendously and aims to be a centre of educational excellence in the region. Due to their active roles, teachers constantly challenged by their working surrounding such as implementation of, disruptive students, heavy workload, hectic working environments, insensitive administrators, and parents' expectation (Ishak, Iskandar & Ramli, 2010). Such environments create psychological distress (Kokkinos, 2009 Malach-Pines, 2005: Skaalvik & Skaalvic, 2007), discontentment and emotional outburst or emotional fallout among teachers (Idris, 2003; Noriah et al., 2006; Ishak et.al. 2010), and choose early retirement (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005: Hakanen, Bakker, & Schaufeli, 2006).

Emotions are psychological and physiological episodes experienced toward an object, person or event that create a state of readiness (McShane & Glinow, 2005). Psychologists draw a Moderating Role of Job Characteristics distinction between felt and displayed emotions (Kreitner & Kinicki, 2004). For instance, a person may feel angry (felt emotion) toward a rude colleague but does not pass a severe remark in return (displayed emotions). Emotions is distinct from moods. Emotions are brief events or episodes directed toward someone or something and are felt both psychologically and physiologically, while moods are less intentional states that are not directed toward anything particular (McShane & Glinow, 2005). There are many different theories on how to categorize human emotions. We subscribe to both Ekman's (1999) and Izard et al. (2000) general ideas of basic discrete emotions, and the notion that human (and animal) emotions are largely evolutionary bounded, are universal and have different functions. Ekman argues that emotion's primary function is to mobilize the organism to deal quickly with important interpersonal encounters. An emotion is distinct from other emotions due to four aspects. 1) Distinctive universal signals - meaning that emotions signal to other people, without choice or consideration, what is occurring inside the person (plans, memories, physiological changes), what most likely occurred before to bring about that expression (antecedents), and what is most likely to occur next (immediate consequences. regulatory attempts, coping). 2) Emotion-specific physiology - meaning that different emotions provoke different physiological changes, which prepare the organism to respond. 3) Automatic appraisal mechanism - due to the fact that the interval between stimulus and emotional response is sometimes extraordinarily short, the appraisal mechanism must be capable of operating with great speed, and without cognition. 4) Universal antecedent events - meaning that there are some common elements in the contexts in which emotions are found to occur.

1.2 Scope of the Study

Teachers who are skilled at evaluating their own emotions are better in communicating their needs and they would be able to be more concern towards their own feelings in order to accomplish their goals resulting better performance (George, 2000;



Day & Carroll, 2004). They also tend to be more attentive to others' needs and provide emotional support to gain cooperation with others to achieve a common task and good performance. Previous studies have shown that teachers with high emotional intelligence demonstrate outstanding performance (Hayashi & Ewert, 2006; Arnold, 2005). Teachers are increasingly found to be no longer professional and discouraged in their works (Louis, 1998). Therefore, this study aims to provide an understanding about the linkage between Emotional reactions and teachers' job. In assessing the human factors at work in any leadership situation, the effect of emotions on individuals have always contributed to the possible outcomes. The positive potential inherent in this interaction of emotions, however, has not always been recognized as having a role in bringing about solutions to problems, or motivating others to perform some action or achieve a common goal or objectives. Rather, in many contexts, the prevailing philosophy has been one of mitigating or minimizing the role that emotions play in problem solving or decision making. Recently sociologists and psychologists begun to analyze the role that using emotions as part of the leadership process emotions can play in mitigating negative outcomes, or bringing about positive outcomes in any leadership situation. The bulk of this analysis can be found in the realm of this study as the implications of Emotions over the individual's performance.

1.3 Need for the Study

Teacher effectiveness constitutes one of the most important spheres of human behavior. The teacher plays a central role in the learning process of the pupil. Teacher effectiveness depends to a great extent on anxiety, stress and job satisfaction. Job satisfaction is indeed of great significance for efficient functioning of any teaching institution. Favorable and good performance brings job satisfaction to the teacher. Satisfied workers are the greatest asset to any organization. Thus, no institution can successfully achieve its goal unless and until those who constitute the organization are in their job and possess favorable perception of the job workers who are the greatest asset to an educational institution. Hence teachers play a key role.

Accumulating evidence portrays the individual's emotions to be associated with greater work satisfaction, increased ability to cope with stress, a better change orientation or propensity and stronger organizational commitment (Carmeli, 2003; Vakola et al., 2004). Though there are some studies being undertaken in the areas of teacher effectiveness, anxiety, stress and job satisfaction, still there is great need to take up more studies in the same area. The present study is modest effort in this direction. Many factors such as organizational factors, environmental factors, job nature and employee's characteristic influence on their emotions which reflects on the performance. Job performance, most commonly refers to the degree a person performs his job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of Campbell and colleagues (1970). Campbell describes job performance as an individual level variable that it is a person's behavior and something a single person does. Performance is not outcomes. Outcomes are the result of an individual's performance. This study is an attempt to identify the key factor which can be used by the educational institutions, to increase the employees' productivity and increase the satisfaction and commitment in the job.

1.4 Statement of the Problem

Moods And emotions have causes and consequences that are distinguishable from the causes of evaluative judgments. An evaluative judgment about objects is often influenced by general beliefs about objects and by contextual or situational influences (e.g. information from supervisor). This is opposed to moods and emotions, which typically comprise physiological components that can have many effects at the time they occur, and that are influenced by the person's emotional disposition. Consequently, it is argued that behaviors can be either judgment driven or emotionally driven. In addition, emotional experiences at work can influence their performance and job satisfaction over time. This study aims to show that satisfaction is an inappropriate construct for measuring employee performance because it is only related to the emotion or system of pleasure. Further, this study aims to show that each of the emotional reactions has a different feelings and impacts on Job Performance which is also an equally important function for organizational behavior. Thereby, a distinction between emotional reactions as positive and negative is valid in an organizational context.

1.5 Research Objectives

Following research objectives are in the present research study:

1. To analyze the demographic factors influencing the emotions of the teachers in self-financing colleges.
2. To identify the conceptual model for emotions on job performance of self financing college teachers by using structural equation model.

1.6 Limitations of the Study

The following are the limitations of the present study



1. The personal dispositions of the teachers may vary from individual to individual and is based on their opinion. There is a possibility to change their outlook and emotions in future. So the findings of the present study may not be applicable in future period.
2. The study covers the teachers of self-financing colleges alone.

1.7 Pilot Study

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

1.8 Sources of Data Used

Both types of data i.e., secondary and primary data have been used in the present study. The secondary data was collected at first from the text books, web sites, journals and other secondary sources. The primary data was collected from the sample respondents of Self-financing college teachers of Madurai district in Tamil Nadu and was put into reliability test accordingly.

1.9 Dimensions of the Study

The present study takes the following dimensions for its analysis.

- Socio-Economic Values of Self-financing college teachers
- Individual dispositions of teachers
- Opinion of teachers towards Work environment
- Emotional reactions (Positive and Negative).
- Job performance of the teachers
- Job satisfaction of the teachers

The dimensions were further split into various sub dimensions.

1.10 Population and Sampling Procedure

The Self-financing college teachers of various self-financing colleges in Madurai district are treated as the population of the study. The method of selecting the sample respondents was a random process. The population frame for the study is taken from all the self-financing colleges which accounts to 20 colleges out of the 37 colleges, where about 883 teachers of both the genders are employed in various departments under different designations. Therefore the population for this study consists of 883 teachers from which about 300 employees are considered as the sample respondents. The sampling unit is the basic unit containing the elements of target population and the sample units are selected using the sampling technique Stratified probability sampling. The sample size for the study is identified as 300 covering all age groups, income types, and experience in various departments considering the rationality of different factors.

1.11 Questionnaire

A structured questionnaire is constructed to get the primary data from the sample respondents. It includes demography of the teachers of self-financing colleges and all other dimensions of the study. It was pre tested among 120 respondents and appropriate modifications were made in the questionnaire.

1.12 Measurement Scale

The demographic information about the sample respondents who are the college teachers of self-financing colleges are analyzed with nominal scaling, whereas the teachers individual dispositions, work environment, emotional reactions and job performance are the dimensions that are measured with ordinal 5 point scaling such as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. Likewise the Job satisfaction is also measured by means of 5 point scale such as as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

1.13 Framework of Analysis

In the analysis section, the questions of the questionnaire have been taken for analysis in the chronological order. Responses of every question are tabulated and then analyzed. The analysis chapter has two major sections such as percentage analysis and statistical analysis. In the percentage analysis, responses for every question are analyzed with the help of percentages. The percentages are the common tools used for analyzing the data and the percentage is the appropriate tool to determine the



majority and minority classification in respect of the responses. By means of the percentage analysis, inferences can be made at a logical base (Davis, 1985). So, the percentage analysis was undertaken at first. The statistical analysis section consists of 70 testing of hypothesis. Chi square Test, Friedman test, Multiple Regression, Neural Network Model, Analysis of Variance (ANOVA) and Factor analysis were used as analytical tools.

1.14 Structural Equation Modeling

Structural Equation Modeling is a very general, very powerful multivariate analysis technique that includes specialized versions of a number of other analysis methods as special cases. We will assume that you are familiar with the basic logic of statistical reasoning as described in Elementary Concepts. Moreover, we will also assume that you are familiar with the concepts of variance, covariance, and correlation; if not, we advise that you read the Basic Statistics section at this point. Although it is not absolutely necessary, it is highly desirable that you have some background in factor analysis before attempting to use structural modeling.

1.15 Conceptual Model Fit For Emotions on Job Performance of Self Financing College Teachers by Using Structural Equation Model

Structural equation modeling, or SEM, is a very general, chiefly linear, chiefly cross-sectional statistical modeling technique. Factor analysis, path analysis and regression all represent special cases of SEM. SEM is a largely confirmatory, rather than exploratory, technique. That is, a researcher are more likely to use SEM to determine whether a certain model is valid., rather than using SEM to "find" a suitable model--although SEM analyses often involve a certain exploratory element. In SEM, interest usually focuses on latent constructs - abstract psychological variables like "intelligence" or "attitude toward the brand"--rather than on the manifest variables used to measure these constructs. Measurement is recognized as difficult and error-prone. By explicitly modeling measurement error, SEM users seek to derive unbiased estimates for the relations between latent constructs. To this end, SEM allows multiple measures to be associated with a single latent construct. A structural equation model implies a structure of the covariance matrix of the measures (hence an alternative name for this field, "analysis of covariance structures"). Once the model's parameters have been estimated, the resulting model-implied covariance matrix can then be compared to an empirical or data-based covariance matrix. If the two matrices are consistent with one another, then the structural equation model can be considered a plausible explanation for relations between the measures.

The variables used in the structural equation model are

Observed, endogenous variables

1. Teachers' opinion about individual depositions
2. Teachers' opinion about work environment
3. Emotional reactions' of the teachers
4. Job Performance of the Teachers
5. Overall satisfaction of the teachers

Observed, exogenous variables

1. Gender
2. Age
3. Marital Status
4. Educational qualification
5. Monthly income
6. Location of residence
7. Type of family status
8. Total Number of the Family members
9. Years of experience in this profession

Unobserved, exogenous variables

1. Error 1
2. Error 2
3. Error 3
4. Error 4
5. Error 5



Figure – 1,Structural equation model for emotions on job performance of self financing college teachers by using structural equation model

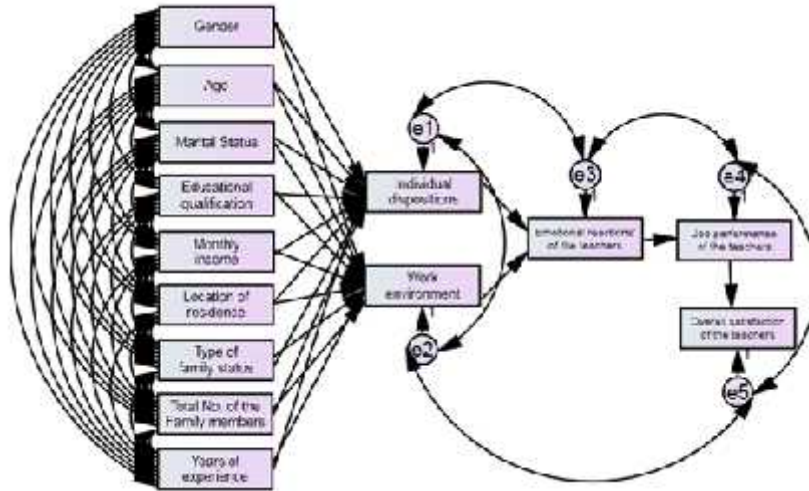


Table – 1,Summary of the variables used for the analysis

Number of variables in your model	19
Number of observed variables	14
Number of unobserved variables	5
Number of exogenous variables	14
Number of endogenous variables	5

Source: Output generated from Amos 20.

Table – 2,Regression weights for Structural Equation Model

Variables	Estimate	S.E.	C.R.	P
Teachers' opinion about individual depositions <--- Gender	-1.084	1.090	-.995	.320
Teachers' opinion about individual depositions <--- Age	-.585	.681	-.858	.391
Teachers' opinion about individual depositions <--- Marital Status	-.117	1.088	-.108	.914
Teachers' opinion about individual depositions <--- Educational qualification	.294	.685	.429	.668
Teachers' opinion about individual depositions <--- Monthly income	.384	.477	.805	.421
Teachers' opinion about individual depositions <--- Location of residence	-2.138	.783	-2.729	.006
Teachers' opinion about individual depositions <--- Type of family status	.051	1.086	.047	.963
Teachers' opinion about individual depositions <--- Total Number of the Family members	.626	.775	.807	.420
Teachers' opinion about individual depositions <--- Years of experience in this profession	-.851	.597	-1.426	.154
Teachers' opinion about work environment <--- Gender	.490	.284	1.724	.085
Teachers' opinion about work environment <--- Age	.178	.167	1.063	.288
Teachers' opinion about work environment <--- Marital Status	-.163	.255	-.639	.523
Teachers' opinion about work environment <--- Educational qualification	.008	.160	.048	.962
Teachers' opinion about work environment <--- Monthly income	-.037	.114	-.321	.748
Teachers' opinion about work environment <--- Location of residence	.090	.244	.368	.713
Teachers' opinion about work environment <--- Type of family status	-.037	.251	-.147	.883
Teachers' opinion about work environment <--- Total Number of the Family members	-.046	.186	-.248	.804
Teachers' opinion about work environment <--- Years of experience in this profession	.057	.153	.376	.707
Emotional reactions' of the teachers <--- Teachers' opinion about individual depositions	.192	.159	1.204	.229
Emotional reactions' of the teachers <--- Teachers' opinion about work environment	1.576	.132	11.910	***
Job Performance of the Teachers <--- Emotional reactions' of the teachers	.427	.068	6.258	***
Overall satisfaction of the teachers <--- Job Performance of the Teachers	.438	.151	2.901	.004

Source: Output generated from Amos 20.



1.16 Findings

The coefficient of gender of the employees is 1.084 represents the partial effect of gender of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about individual depositions would decrease by 1.084 for every unit changes (increase) in gender of the employees and this coefficient value is significant at 5% level.

The coefficient of age of the employees is 0.585 represents the partial effect of age of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about individual depositions would decrease by 0.585 for every unit changes (increase) in age of the employees and this coefficient value is significant at 5% .

The coefficient of marital status of the employees is 0.117 represents the partial effect of marital status of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about individual depositions would decrease by 0.117 for every unit changes (increase) in marital status of the employees and this coefficient value is significant at 5% level.

The coefficient of educational qualification of the employees is 0.294 represents the partial effect of educational qualification of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about individual depositions would increase by 0.294 for every unit changes (increase) in educational qualification of the employees and this coefficient value is significant at 5% level.

The coefficient of monthly income of the employees is 0.384 represents the partial effect of monthly income of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about individual depositions would increase by 0.384 for every unit changes (increase) in monthly income of the employees and this coefficient value is significant at 5% level.

The coefficient of location of residence of the employees is 2.138 represents the partial effect of location of residence of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about individual depositions would decrease by 2.138 for every unit changes (increase) in location of the residence of the employees and this coefficient value is significant at 5% level.

The coefficient of type of family status of the employees is 0.051 represents the partial effect of type of family status of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about individual depositions would increase by 0.051 for every unit changes (increase) in type of family status of the employees and this coefficient value is significant at 5% level.

The coefficient of total number of family members of the employees is 0.626 represents the partial effect of total number of family members of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about individual depositions would increase by 0.626 for every unit changes (increase) in total number of family members of the employees and this coefficient value is significant at 5% level.

The coefficient of year of experience in this profession of the employees is 0.851 represents the partial effect of year of experience in this profession of the employees on Teachers' opinion about individual depositions, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about individual depositions would decrease by 0.851 for every unit changes (increase) in year of experience in this profession of the employees and this coefficient value is significant at 5% level.

The coefficient of gender of the employees is 0.490 represents the partial effect of gender of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about work environment would increase by 0.490 for every unit changes (increase) in gender of the employees and this coefficient value is significant at 5% level.

The coefficient of age of the employees is 0.178 represents the partial effect of gender of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated positive sign implies that such effect is



positive that Teachers' opinion about work environment would increase by 0.178 for every unit changes (increase) in age of the employees and this coefficient value is significant at 5% level.

The coefficient of marital status of the employees is 0.163 represents the partial effect of marital status of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about work environment would decrease by 0.178 for every unit changes (increase) in marital status of the employees and this coefficient value is significant at 5% level.

The coefficient of educational qualification of the employees is 0.008 represents the partial effect of educational qualification of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about work environment would increase by 0.008 for every unit changes (increase) in educational qualification of the employees and this coefficient value is significant at 5% level.

The coefficient of monthly income of the employees is 0.037 represents the partial effect of monthly income of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about work environment would decrease by 0.037 for every unit changes (increase) in monthly income of the employees and this coefficient value is significant at 5% level.

The coefficient of location of residence of the employees is 0.09 represents the partial effect of location of residence of the employees on Teachers' opinion about work environment, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about work environment would increase by 0.09 for every unit changes (increase) in location of residence of the employees and this coefficient value is significant at 5% level.

The coefficient of type of family status is 0.037 represents the partial effect of type of family status on Teachers' opinion about work environment, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about work environment would decrease by 0.037 for every unit changes (increase) in type of family status and this coefficient value is significant at 5% level.

The coefficient of total number of the family members is 0.046 represents the partial effect of total number of the family members on Teachers' opinion about work environment, holding the other variables as constant. The estimated negative sign implies that such effect is negative that Teachers' opinion about work environment would decrease by 0.046 for every unit changes (increase) in total number of the family members and this coefficient value is significant at 5% level.

The coefficient of year of experience in this profession is 0.057 represents the partial effect of year of experience in this profession on Teachers' opinion about work environment, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about work environment would increase by 0.057 for every unit changes (increase) in year of experience in this profession and this coefficient value is significant at 5% level.

The coefficient of Teachers' opinion about individual depositions changes is 0.192 represents the partial effect of Teachers' opinion about individual depositions on Emotional reactions' of the teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Emotional reactions' of the teachers would increase by 0.192 for every unit changes (increase) in Teachers' opinion about individual depositions and this coefficient value is significant at 5% level.

The coefficient of Teachers' opinion about work environment is 1.576 represents the partial effect of Teachers' opinion about work environment on Emotional reactions' of the teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Teachers' opinion about work environment would increase by 1.576 for every unit changes (increase) in Emotional reactions' of the teachers and this coefficient value is significant at 1% level.

The coefficient of Emotional reactions' of the teachers is 0.427 represents the partial effect of Emotional reactions' of the teachers on job performance of the teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job performance of the teachers would increase by 0.427 for every unit changes (increase) in Emotional reactions' of the teachers and this coefficient value is significant at 1% level.



The coefficient of job performance of the teachers is 0.438 represents the partial effect of job performance of the teachers on overall satisfaction of the teachers, holding the other variables as constant. The estimated positive sign implies that such effect is positive that overall satisfaction of the teachers would increase by 0.057 for every unit changes (increase) in job performance of the teachers and this coefficient value is significant at 5% level.

Table – 3, Model Fit Summary for emotions on job performance of self financing college teachers model

Indices	Value	Suggested Value
Chi-square value	74.2	
P value	>0.000	>0.05 (Hair et al., 1998)
CMIN	2.648	< 5 (Marsh&Hocevar,1985)
GFI	0.969	>0.90 (Hu and Bentler, 1999)
AGFI	0.901	>0.90 (Hair et al. 2006)
CFI	0.908	>0.90 (Daire et al., 2008)
RMR	2.495	<0.08 (Hair et al. 2006)
RMSEA	0.074	<0.08 (Hair et al. 2006)

Source: Output generated from Amos 20.

From the above table it is found that the calculated P value is 0.000 which is less than 0.05 which indicates the model is not fit. But in the case of failure in P-Value, CMIN value is 2.648 which is less than 5 which indicates the model is fit. Here GFI (Goodness of Fit Index) value and AGFI (Adjusted Goodness of Fit Index) value is greater than 0.9 which represent it is a good fit. The calculated CFI (Comparative Fit Index) value is 0.990 which means that it is a perfectly fit and also it is found that RMR (Root Mean Square Residuals) and RMSEA (Root Mean Square Error of Approximation) value is 0.000 which is less than 0.074 which indicated it is perfectly fit.

1.17 Suggestions

- Periodical residential orientation programmes can be offered to these self-financing college teachers so that yoga and meditation can be included to combat the issues related to control of emotions and work life balance. This kind of recreational training will help to improve the productivity, betterment of the organization and the individual worker himself.
- Majority of the respondents are stressed with the shifts and working hours. It affects the teachers because they are involved in both the shifts and feel fatigue. So, the self-financing colleges shall provide breaking of the shifts with intervals and shall reduce their stress by following equal sharing of work load and increases their productivity.
- Dwindling resources and ever-burgeoning workloads drive panics, anxiety and depression high, therefore the self-financing colleges should provide adequate resources to make feel their teaching staffs in a normal breadth.
- The teachers expect separate cabins with work tables that which provides physical convenience and encouragement in their work. The back pain and such other will lead to poor work. This enhances the work place affinity and positive reactions to deliver better performance.
- Research shows that teachers who are informed and included in decision making enjoy greater job satisfaction, have a higher self-esteem, and feel valued at work. Self-finance Management of the college can encourage the teachers to provide suggestions and opinions for the betterment of the academic system of the college and may initiate dedication of the teachers, increasing employee job satisfaction and higher productivity.
- In order to be aware of others' emotions, for example, you need to be aware of your own emotions. Self-awareness is the core area of emotions and one can become more aware of emotions of one's self through various forms of meditation or mindfulness. By encouraging the teachers to enroll in a course like health and fitness or yoga by hiring an instructor at the college, then this will help the teachers to use these techniques to become more aware of their body, feelings, and thoughts.
- Self-assessment of emotions can be insisted by the self-financing management of the college. This self-assessment helps to record the feelings of the teachers at various preset intervals. By increasing the emotional vocabulary the management can figure out how to pay more attention to their emotions that affect performance.

1.18 Conclusion

It Can Be concluded that, the self-financing colleges should concentrate more on the work related factors of the teachers to effectively handle the emotions at work place and thereby improving the level of productivity of them. Indeed this will help in enhancing the reputation of the institution. The study also highlights that, investing in Emotional Intelligence training program and providing a platform for yogic excellence to the teachers initiates to enhance the level of emotional competence among them, which not only facilitates the improvement of the individual performance but also increases the institutions' performance.