



International Journal of Applied Business and Economic Research

ISSN : 0972-7302

available at <http://www.serialsjournal.com>

© Serials Publications Pvt. Ltd.

Volume 15 • Number 1 • 2017

Emotional Intelligence and Motivation as determiners of Administrative Behaviour in Educational Institutions

Kamaljeet Sandhu¹ and Rashmi²

¹ Associate Professor Department of Psychology Faculty of Social Sciences Dayalbagh Educational Institute (Deemed University) Dayalbagh.

² Student, M.Phil., Department of Psychology Faculty of Social Sciences Dayalbagh Educational Institute (Deemed University) Dayalbagh.

Abstract: The study analyses the relationship and relative contribution of Emotional Intelligence (EI) and Motivational Behaviour in determining Administrative Behaviour in educational institutions. A random sample comprise of 100 administrative heads (male and female) from educational institutes, colleges and higher secondary schools in and around Agra city. Their age range is between 30 to 55 years. Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2002), Motivational Analysis of Organizations Behavior (MAO-B) by Pareek (2002) and Administrative Behaviour Scale by Taj (1996) were used to generate relevant data. Results show a significant and positive relationship only between dimensions of Emotional Intelligence and Administrative behaviour of educational institute heads. It is also indicated that there is a no significant relationship between Motivational Behaviour of institute heads and Administrative Behaviour. Emotional Intelligence is significantly contributing in determining Administrative Behaviour whereas Motivational Behaviour is contributing very negligibly in determining Administrative Behaviour.

Keywords: Emotional Intelligence, Motivational Behaviour, Administrative Behaviour, Educational Institute, Administrative Heads

CONCEPTUAL FRAMEWORK

Education is significant to make individual's life progressive, refined and civilized. It promotes thinking, problem solving, skills, optimum values and attitudes in individuals continuously throughout life by coming in environmental contact. It not only changes an individual or society but also the nation. Therefore, the organisational environment, behaviour and motivating aspects in the educational institutes are of much importance. Moreover, the success of work in organization depends on the quality of employees connecting with the processes and effectively discharging individual and group responsibilities. For the successful

execution of responsibilities, employees must understand things from the others point of view. This means that they should be emotionally intelligent. Emotional Intelligence (EI) according to Mayer and Salovey(1993) is “a form of social intelligence involving the ability to understand one’s own and other’s feeling and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”. According to Goleman(1995), “EI is positive personality attributes including political awareness, self - confidence, conscientiousness and achievement motive”. It involves “competencies as optimism, conscientiousness, motivation, empathy and social competence.” These represent the significance of emotional quotient at workplace, highlighting that intelligence quotient is a less powerful predictor of exceptional administrative behaviour than emotional quotient.

In addition to this, “emotional Intelligence is the ability to sense, understand and effectively apply the power and insight of emotions as a source of energy, information and influence” (Cooper and Sawaf, 1997). Weisinger (1998) identifies Emotional Intelligence as “the intelligent use of emotions by intentionally making emotions work by using them to guide behaviour and thinking in ways that enhance result.” Emotional intelligence as an internal or psychological process motivates individuals to perform activities properly. This has exclusive implications for administrative behaviour. Neither determined genetically nor develop in childhood, emotional intelligence energizes the individual to accomplish the required tasks.

Emotional intelligence is a vital aspect in understanding the subordinates regarding their motivation, desires and the way administrators can work better with them. Emotional skills help administrators to mature in the job and execute their administrative duties well by motivating subordinates in the way they get motivated. It appears that more the attention given by the administrator to the needs of their subordinates, the less misconduct arises from them. Emotional intelligence contributes to creating high motivational behaviour level amongst subordinates. Motivational Analysis of organisations-behaviour in terms of EI and administrative behaviour observed will enable us to have a better update on ways the motivation connects to the personal behaviour as a result of several factors or motives. Knowledge of these behavioural motivators of subordinates in a work setting possibly influences administrators to tackle the issues related to work more effectively. Administrators in order to improve working of the organisation, give attention to the motivation level members. They need to exhibit optimum administrative behaviour by encouraging staff for directing their efforts, towards the successful goals achievement of the organization (Bagga & Srivastava, 2014).

An educational institute definitely requires that the administrator is emotionally intelligent and exhibits motivational behaviour leading to correct administrative behaviour in combination, which promotes spirit to work in employees. The term administrative is also associated with the administration in the field of education. The term administrative in the context of education points out to employees assuming managerial positions such as the Vice-Chancellor, the Principal, Head of the department, Director of an Institution etc. They are responsible for achieving the institutional goals and are designated as leaders. Many views point out the characteristics that make administrative positions effective.

Administrative behaviour is assumes fundamental behaviours or characteristics of personality that fabricate the success of the administrator. In other words, the administrators exhibit certain behaviour patterns that enhance effectiveness. Age, experience, training and sex, stress, work overloads, job satisfaction, decision-making ability and motivation etc. are the factors related to the effectiveness of administrators that are connected to Administrative behaviour. According to Halpin(1996) “the behaviour of officially designated leaders in their administrative position.”

Educational institutions are important units, where the motivational analysis along with an assessment of emotional intelligence in determining administrative behaviour is required. The administration in the educational institutions is having a business orientation now and ignores the means to reach the end. The correct combination of high EI and motivational content can promote an apt administrative behaviour amongst employees on administrative positions. This will further affect their subordinate's behaviour as every action will determine what is discharged to the students in the classes. The study is relevant as the mechanisation of the teaching task is flowing somewhere from the top hence reducing the noble profession to a mere routine activity executed per day. This investigation will also counter many apprehensions and questions that surround the administration in educational institutions today.

GAP ANALYSIS AND RESEARCH DIRECTIONS

Most of the research studies on emotional intelligence focus on emotional intelligence, demographic variables, motivation, organisational citizenship behaviour, emotional labour, organisational learning, transformational leadership, organisational climate, scholastic achievement, performance, role stress, work attitudes, professional development etc. Researches on motivation in organisations focus on organisational climate, leadership, performance, performance analysis, academic performance etc. but the studies on motivational analysis related to administrative behaviour were not identified. Further, studies on administrative behaviour focus on school effectiveness, academic achievement, leadership, organisational commitment, standard of education, climate, socio-psychological factors etc. Here also studies related to emotional intelligence, motivational analysis of educational organisation in relation to administrative behaviour were not found. The motivational analysis of any organisation indicates what motives interplay in the functioning of the institutes and that in turn relates to the level of administrative behaviour by the position holders. The emotional intelligence here is also expected to play a significant role as the level of emotional intelligence will contribute to the execution of the administrative behaviour. Considering all these issues and the review of related literature, the researcher hypothesized a significant and positive relationship between emotional intelligence and administrative behaviour of education institution heads, and that emotional intelligence and motivational analysis of organisation will significantly contribute in determining administrative behaviour.

METHOD

Objectives of the Study

1. To study the relationship of Emotional Intelligence and Administrative Behaviour in educational institutes.
2. To study the relationship of Motivational Analysis of Organizations- Behaviour and Administrative Behaviour in educational institutes.
3. To study the contribution of Emotional Intelligence and Motivational Analysis of Organizations - Behaviour in determining Administrative Behaviour in educational institutes.

Hypotheses

1. There is a significant and positive relationship between Emotional Intelligence and Administrative behaviour of educational institute heads.

2. There is a significant relationship between Motivational Analysis of Organisations-Behaviour and Administrative behaviour of educational institute heads.
3. Emotional Intelligence and Motivational analysis of Organisations- Behaviour will significantly contribute in determining Administrative Behaviour of educational institute heads.

Variables

- **Predictor Variable**
 - ✓ Emotional Intelligence
 - ✓ Motivational -Behaviour
- **Criterion Variables**
 - ✓ Administrative Behaviour

OPERATIONAL DEFINITIONS OF THE TERMS

Emotional Intelligence: Emotional Intelligence is the ability to sense, understand and effectively apply the power and insight of emotions as a source of human energy, information connection and influence.

Motivational Behaviour: A behaviour that is the result of several factors or motives, knowledge of typical, primary motivators of behaviour of people in a work setting that helps deal effectively. The first step in developing such knowledge is to become aware of one's own patterns of organisational behaviour and to identify one's own primary motives.

Administrative Behavior: Administrative Behaviour of institutional heads is defined as their mode of action in making available the human and material resources and in making the purpose of institute more effective.

Sample

Inclusion Criteria: the sample comprise of 100 administrative heads (male and female) from educational institutes, colleges and higher secondary schools in and around Agra city. Their age range was in between 30 to 55 years. They were having at least two years of experience being on administrative position in their respective institute and drawing a salary of at least 50 thousand per month. The administrative heads had the minimally required qualifications for the post.

Tools

Emotional Intelligence Scale: Emotional Intelligence Scale by Hyde, Pethe, and Dhar (2002) is used to measure emotional intelligence. The split half reliability coefficient of the test was found to be 0.88. Beside face validity, the scale is high in content validity 0.93.

Motivational Analysis of Organisations-Behaviour: Motivational Analysis of Organizations: Behaviour (MAO-B) developed by Pareek(2002) is used to study manager or employee behaviour in an organisation. It

consists of contains 60 items, five for each dimension (approach and avoidance) of each of six motives: achievement, affiliation, extension, influence, control and dependency. The Split half reliability coefficient for a group of 20 was found to be 0.61.

Administrative Behavior Scale: Administrative Behaviour Scale developed by Taj (1996) consists of four major areas namely, (i) Planning (ii) Organization (iii) Communication and (iv) Decision Making. Each of the 90 items in the scale represents one of these four areas. The test-retest reliability for the administrative behaviour scale was found to be 0.85 with a time gap of four weeks. Content validity and intrinsic validity of the scale was found to be 0.92. The scale is reviewed to update the items according to the respondents as required.

Design: Co- relational design was used for the study.

DATA ANALYSIS AND RESULTS

Stepwise multiple regression is used for measuring the relationship and relative contribution of the variables under consideration. The result Table 1 of descriptive statistics exhibits the mean scores and SD of the variables studied in the present research.

The Result Table 2 exhibits coefficients of correlation in context to relationship in between variables under consideration. It is observed in the table that there is positive relationship between Self Awareness ($r = .578$), Empathy ($r = .760$), Self Motivation ($r = .708$), Emotional Stability ($r = .682$), Managing Relation ($r = .640$), Integrity ($r = .479$), Self Development ($r = .581$), Value Orientation ($r = .654$), Commitment

Table 1
Descriptive Statistics [N=100]

<i>VARIABLES</i>	<i>Mean</i>	<i>S D</i>
ADMINISTRATIVE BEHAVIOUR (AB)	149.17	11.71
EI- SELF AWARENESS (SA)	17.79	1.63
EI- EMPATHY(EMP)	22.07	3.25
EI - SELF MOTIVATION (SM)	26.25	2.81
EI - EMOTIONAL STABILITY(ES)	17.04	2.06
EI - MANAGING RELATION (MR)	16.95	2.56
EI – INTIGRITY(INT)	13.72	1.98
EI - SELF DEVELOPMENT (SD)	8.62	1.24
EI - VALUE ORIENTATION (VO)	8.84	1.05
EI – COMMITMENT (COM)	9.07	.935
EI - ALTRUISTIC BEHAVIOUR (ALB)	8.82	1.02
MAO-B- ACHIEVEMENT (ACH)	53.06	10.78
MAOB- INFLUENCE (INF)	53.47	10.81
MAO-B – CONTROL (CON)	51.36	8.07
MAOB – EXTENSION (EXT)	51.74	8.71
MAOB – AFFILIATION (AFF)	52.01	9.63
MAOB – DEPENDENCE (DEP)	53.53	10.32

($r = .477$), Altruistic Behaviour (.463), and Administrative Behaviour, where $p < 0.01$ level. This indicates that increase in all the dimensions of Emotional Intelligence (EI) will lead to better Administrative Behaviour. Higher correlation coefficients for Empathy and Self Motivation mean very strong bonding of the two dimensions with administrative behaviour.

The matrix of coefficients of correlation for the dimensions of motivational analysis of organisation-behaviour given in table 2 show a very weak positive relationship of Achievement ($r = .075$), Extension ($r = .172$), Affiliation ($r = .110$) and Dependence ($r = .049$) with Administrative Behaviour. There is low negative correlation existing between Administrative Behaviour and Influence ($r = -.093$) as well as Control ($r = -.052$) respectively. The relationship of Achievement, Extension, Affiliation, Dependence, Influence and Control with Administrative Behaviour are not significant. This means that Motivation of organisation-behaviour relates negligibly with administrative behaviour. All these values are given in the Result.

Further, the Adjusted R Square value tells about the variance the model accounts for in determining the criterion variable. The Result Table.3 depicts that value of Adjusted R Square for Self awareness is .574, which means that about 57.4% variance is explained by the self awareness dimension of Emotional Intelligence in determining the criterion variable Administrative Behaviour .Adjusted R square value .778, means that about 77.8% variance is accounted for by the Empathy dimension of the predictor variable Emotional Intelligence. Adjusted R square value 0.892 means that Self Motivation dimension accounts for about 89.2% variance in determining the criterion variable Administrative Behaviour. Emotional Stability (Adjusted $R^2 = 0.925$) accounts for 92.5% variance in determining Administrative Behaviour.

For Managing Relations value of adjusted $R^2 = 0.957$ means that about 95.7% variance in determining Administrative Behaviour is accounted for. Integrity accounts for 97.2% variance in determining Administrative Behaviour, where Adjusted R square is equal to 0.972. Contributed variance of Self Development (98.3%), Value Orientation (98.9%), Commitment (99.5 %) and Altruistic Behaviour (100%) is accounted for in determining Administrative Behaviour within educational institutions , where Adjusted R square values for these dimensions of emotional intelligence are 0.983, 0.989, 0.995 and 1.00 respectively.

Table 2
Summary of output from Stepwise Regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
EI (SA)	.760 ^a	.578	.574	7.646	.578	134.194	1	98	.000
EI (EMP)	.885 ^b	.783	.778	5.515	.205	91.379	1	97	.000
EI (SM)	.946 ^c	.895	.892	3.853	.112	102.692	1	96	.000
EI (ES)	.964 ^d	.929	.925	3.196	.034	44.530	1	95	.000
EI (MR)	.979 ^e	.959	.957	2.427	.031	70.712	1	94	.000
EI (INT)	.987 ^f	.974	.972	1.948	.015	52.873	1	93	.000
EI (SD)	.992 ^g	.985	.983	1.505	.011	63.843	1	92	.000
EI (VO)	.995 ^h	.990	.989	1.226	.005	47.593	1	91	.000
EI (COM)	.998 ⁱ	.996	.995	.813	.006	117.213	1	90	.000
EI (ALB)	1.00 ^j	1.00	1.00	0.00	.004		1	89	

The Result table 3 reports on ANOVA assessing the overall significance of our model. The F values of 134.194 for self awareness(1), 174.666 for empathy(2) , 272.751for self motivation(3) , 308.453 for emotional stability (4), 441.981 for managing relations(5) are significant at 0.01 level, Similarly, the F value of 580.383 for integrity(6), 842.749 for self development(7) , 1116.814 for value orientation(8), 2273.525for commitment(9) are also significant at 0.01 level. With F-values are significant so the model considered significant.

Further, the standardized Beta coefficients give a measure of contribution of each variable to the model. A large value indicates that a unit change in the predictor variable has a large effect on the criterion variable. The t-value and p values for significance, give indication of impact of each predictor variable. The Result Table 4 shows that, in Model 1, X₁ EI (EMP) brings about a variation of 2.743 units in AB and contributes 0.76% in AB. In Model 2, X₁ and X₂ EI (EMP) and EI (SM) brings about variation of 2.069 and

Table 3
Summary of ANOVA showing the overall significance of the model

	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	7845.021	1	7845.021	134.194	.000 ^b
	Residual	5729.089	98	58.460		
	Total	13574.110	99			
2	Regression	10624.095	2	5312.048	174.666	.000 ^c
	Residual	2950.015	97	30.413		
	Total	13574.110	99			
3	Regression	12148.779	3	4049.593	272.751	.000 ^d
	Residual	1425.331	96	14.847		
	Total	13574.110	99			
4	Regression	12603.663	4	3150.916	308.453	.000 ^e
	Residual	970.447	95	10.215		
	Total	13574.110	99			
5	Regression	13020.282	5	2604.056	441.981	.000 ^f
	Residual	553.828	94	5.892		
	Total	13574.110	99			
6	Regression	13221.023	6	2203.504	580.383	.000 ^g
	Residual	353.087	93	3.797		
	Total	13574.110	99			
7	Regression	13365.669	7	1909.381	842.749	.000 ^h
	Residual	208.441	92	2.266		
	Total	13574.110	99			
8	Regression	13437.249	8	1679.656	1116.814	.000 ⁱ
	Residual	136.861	91	1.504		
	Total	13574.110	99			
9	Regression	13514.666	9	1501.630	2273.525	.000 ^j
	Residual	59.444	90	.660		
	Total	13574.110	99			
10	Regression	13574.110	10	1357.411	-	- ^k
	Residual	0.000	89	0.000		
	Total	13574.110	99			

2.046 units in AB respectively and contributes .57% & .49% in AB respectively. Model 3, X₁, X₂, X₃ EI (EMP), (SM) and (MR) brings about variation of 1.823, 1.649 and 1.655 units in AB respectively and contributes .50% , .39% and .36% in AB respectively. Model 4, X₁, X₂, X₃, X₄ EI (EMP), (SM), (MR) and (ES) brings about variation of 1.664, 1.432, 1.304 and 1.274 units in AB respectively and contributes .46% , .34%, .28% and .22% in AB respectively. For Model 5, X₁, X₂, X₃, X₄, X₅ EI (EMP), (SM), (MR), (ES) and (IN) brings about variation of 1.384, 1.510, 1.147, 1.320 and 1.148 units in AB respectively and contributes .38% , .36%, .25%, .23% and .19% in AB respectively.

Considering Model 6, X₁, X₂, X₃, X₄, X₅, X₆ EI (EMP), (SM), (MR), (ES), (IN) and (VO) brings about variation of 1.125, 1.400, 1.056, 1.305, 1.176 and 1.1713 units in AB respectively and contributes .31%, .33%, .23%, .20% and .15% in AB respectively. Model 7, X₁, X₂, X₃, X₄, X₅, X₆, X₇ EI (EMP), (SM), (MR), (ES), (IN), (VO) and (SA) brings about variation of 1.063, 1.214, 1.043, 1.151, 1.232, 1.677 and .903 units in AB respectively and contributes .29% , .29%, .23%, .20%, .21% , .15% and .13% in AB respectively.

Model 8, X₁, X₂, X₃, X₄, X₅, X₆, X₇, X₈ EI (EMP), (SM), (MR), (ES), (IN), (VO), (SA) and (AB) brings about variation of .954, 1.183, 1.002, 1.133, 1.168, 1.795, .922, and .944 units in AB respectively and contributes .26% , .28%, .22%, .20%, .20% , .16%, .13% and .08% in AB respectively. Model 9, X₁, X₂, X₃, X₄, X₅, X₆, X₇, X₈, X₉ EI (EMP), (SM), (MR), (ES), (IN), (VO), (SA), (AB) and (SD) brings about variation of .987, 1.027, 1.004, 1.013, 1.050, 1.468, 1.000, 1.072 and .924 units in AB respectively and contributes .27% , .25%, .22%, .18%, .18% , .13%, .14%, .09% and .098% in AB respectively. Lastly for Model 10, X₁, X₂, X₃, X₄, X₅, X₆, X₇, X₈, X₉, X₁₀ EIS (EMP), (SM), (MR), (ES), (IN), (VO), (SA), (AB), (SD) and (C) all dimensions bring about a variation of 1.000 units each in AB and contribute .28% , .24%, .22%, .18%, .17% , .09%, .14%, .09 % , .11% and .08% respectively, in Administrative Behaviour.

Hence, it can be interpreted that H₃: Emotional Intelligence is significantly contributed in determining Administrative Behaviour of educational institute heads, whereas Motivational analysis of Organisations-Behaviour is not contributing in determining Administrative Behaviour of educational institute heads therefore, it has been excluded. Further, the tolerance values are a measure of the correlation between the predictor variables and vary between 0 and 1. In the Result Table 5 shows the tolerance values for all the dimensions of emotional intelligence to be more close to 1, indicating a strong relationship, which is in

Table 4
Beta Coefficients showing contribution of each dimension to the model

Model		Unstandardized Coefficients		Stand Coeffts		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	88.628	5.282		16.77	.000		
	EIS-(EMP)	2.743	.237	.760	11.58	.000	1.000	1.000
2	(Constant)	49.783	5.570		8.938	.000		
	EIS-(EMP)	2.069	.185	.574	11.20	.000	.855	1.170
	EIS- (SM)	2.046	.214	.489	9.55	.000	.855	1.170
3	(Constant)	37.577	4.074		9.22	.000		
	EIS-(EMP)	1.823	.131	.505	13.87	.000	.825	1.212
	EIS- (SM)	1.649	.155	.395	10.66	.000	.800	1.250

Emotional Intelligence and Motivation as determiners of Administrative Behaviour

(contd...Table5)

Model		Unstandardized Coefficients		Stand Coeffts		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
4	EIS-(MR)	1.655	.163	.362	10.13	.000	.858	1.166
	(Constant)	31.053	3.518		8.827	.000		
	EIS-(EMP)	1.664	.112	.461	14.91	.000	.787	1.270
	EIS-(SM)	1.432	.132	.343	10.82	.000	.751	1.331
5	EIS-(MR)	1.304	.145	.285	8.967	.000	.745	1.342
	EIS-(ES)	1.274	.191	.225	6.673	.000	.664	1.506
	(Constant)	21.323	2.911		7.324	.000		
	EIS-(EMP)	1.384	.091	.384	15.209	.000	.682	1.466
	EIS-(SM)	1.510	.101	.361	14.96	.000	.745	1.342
	EIS-(MR)	1.147	.112	.251	10.24	.000	.724	1.380
	EIS-(ES)	1.320	.145	.233	9.09	.000	.663	1.508
6	EIS-(INT)	1.148	.136	.194	8.409	.000	.815	1.227
	(Constant)	16.253	2.439		6.66	.000		
	EIS-(EMP)	1.125	.081	.312	13.829	.000	.551	1.816
	EIS-(SM)	1.400	.082	.335	16.98	.000	.720	1.389
	EIS-(MR)	1.056	.091	.231	11.636	.000	.711	1.407
	EIS-(ES)	1.302	.117	.230	11.17	.000	.663	1.509
	EIS-(INT)	1.176	.110	.199	10.72	.000	.814	1.229
	EIS-(VO)	1.713	.236	.154	7.27	.000	.625	1.599
	(Constant)	8.763	2.104		4.16	.000		
	EIS-(EMP)	1.063	.063	.295	16.79	.000	.543	1.843
7	EIS-(SM)	1.214	.068	.290	17.91	.000	.635	1.575
	EIS-(MR)	1.043	.070	.228	14.87	.000	.710	1.408
	EIS-(ES)	1.151	.092	.203	12.518	.000	.635	1.575
	EIS-(INT)	1.232	.085	.208	14.49	.000	.808	1.237
	EIS-(VO)	1.677	.182	.151	9.21	.000	.625	1.600
	EIS-(SA)	.903	.113	.126	7.99	.000	.676	1.480
	(Constant)	4.148	1.840		2.25	.027		
	EIS-(EMP)	.954	.054	.264	17.69	.000	.496	2.015
	EIS-(SM)	1.183	.055	.283	21.35	.000	.631	1.585
	EIS-(MR)	1.002	.057	.219	17.44	.000	.703	1.423
8	EIS-(ES)	1.133	.075	.200	15.116	.000	.634	1.577
	EIS-(INT)	1.168	.070	.198	16.72	.000	.794	1.260
	EIS-(VO)	1.795	.149	.161	12.02	.000	.617	1.621
	EIS-(SA)	.922	.092	.128	10.007	.000	.675	1.481
	EIS-(AB)	.944	.137	.082	6.89	.000	.781	1.281

(contd...Table5)

Model		Unstandardized Coefficients		Stand Coeffts		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
9	(Constant)	3.568	1.221		2.92	.004		
	EIS-(EMP)	.987	.036	.273	27.519	.000	.493	2.030
	EIS- SM)	1.027	.039	.246	26.036	.000	.547	1.829
	EIS- (MR)	1.004	.038	.220	26.39	.000	.703	1.423
	EIS- (ES)	1.013	.051	.179	19.89	.000	.604	1.656
	EIS- (INT)	1.050	.048	.177	22.06	.000	.752	1.330
	EIS-(VO)	1.468	.103	.132	14.19	.000	.564	1.772
	EIS (SA)	1.000	.061	.139	16.26	.000	.666	1.502
	EIS- (AB)	1.072	.091	.093	11.715	.000	.768	1.302
	EIS- (SD)	.924	.085	.098	10.827	.000	.598	1.673

contrast to the VIF as disclosed in the table. Thus, the final model from stepwise analysis contains only the dimensions of predictor variable emotional intelligence. The dimensions of motivational analysis did not strengthen the model and were excluded in the process.

FINDINGS

- There is positive and significant relationship between Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relation, Integrity, Self Development, Value Orientation, Commitment and Altruistic Behaviour dimensions of emotional intelligence with Administrative Behaviour, where $p < 0.01$ level. This indicates that increase in Emotional Intelligence will lead to better Administrative Behaviour. So, the H_1 i.e. there is a significant and positive relationship between Emotional Intelligence and Administrative behaviour of educational institute heads is accepted.
- The H_2 i.e. there is a positive and significant relationship between Motivational Analysis of Organisations-Behaviour and Administrative behaviour of educational institute heads is rejected, as there is very weak although positive relationship of Administrative Behaviour with Achievement, Extension, Affiliation, Dependence dimensions of MAO-B whereas, there is very low but negative correlation existing between Administrative Behaviour and Influence ($r = -.093$), Control ($r = -.052$) dimensions of MAO-B. The finding indicates that, Motivational Analysis of Organization-Behaviour do not relate significantly to Administrative Behaviour. However, according to the low negative correlations of influence and control dimensions indicate increase in these dimensions will decline Administrative Behaviour.
- The Third Hypothesis H_3 only is partially accepted as Emotional Intelligence significantly contributed in determining Administrative Behaviour of educational institute heads. But Motivational analysis of Organisations- Behaviour is contributing negligibly in determining Administrative Behaviour of educational institute heads therefore, it has been excluded. The most contributing dimension is Empathy and least contributing dimension is Commitment in determining the Administrative behaviour in educational institutes.

DISCUSSION

Educational institutes are related to the learning, creativity and innovation process. A lot depends on the situation that surrounds. It does not function like a production or manufacturing unit. So the administrative behaviour of the heads will also be situation oriented. In the present research the regarding the relationship of emotional intelligence and administrative behaviour show a positive and significant relationship. This is interpreted as when the emotional intelligence is more the administrative behaviour of the heads is positive. They empathise with the subordinates; have more of self motivation and concern for executing their role well. They are efficient in managing relations and they exhibit emotional stability. All this also enhance their administrative behaviour in terms of planning decision making, communication and organization. An administrator with high emotional intelligence will effectively culminate other's point of view in their own while planning and organizing work in educational institutes. Since they are more self aware and self motivated and have concern for values their communication and decision making will apt in context to the situations. Exploring the relationship amid emotional intelligence and administrative advancement to increase efficacy of principals, Roberson (2010) propose that open-minded administrator realize that exceptionally well polished interpersonal skills are crucial to inspire and emotionally move others to work towards a shared vision. Without high emotional intelligence a collaborative climate is not easily created. Administrators rich in emotional intelligence, fostering others feelings efficiently and help subordinates and colleagues to attain high work comfort level. As further support to the current results, findings by Shanker and Sayeed (2006) reveal that EI correlates with professional development indicators of managers and supports assumption that EI managers accomplish greater professional development than less EI managers. In the current study, the relative contributions of the dimensions of emotional intelligence in determining administrative behaviour also reveal the association of EI with Administrative Behaviour.

The second and third finding reveals not significant, negative relationship and negligible contribution when motivation in organisation- behaviour and administrative behaviour is considered. Roberts (200x) in an analysis of motivation in today's workforce observed that praising employees, communicating information and recognizing effective performances are important approaches for a manager to utilize and motivate employees. Increased production, sales rates and high morale are apparent only with motivated employees. Moreover, money is insufficient for motivation today. So if the administrator is paid well but finds no affiliation and possibility for growth they may not reflect efficiency in their administrative behaviour also. Luthans (1998) asserts that motivation must not be considered as the only explanation of behaviour, since motivation interacts and acts in combination with other personal, situational and environmental mediating processes. Like the cognitive process, motivation also cannot be seen. All that can be observed is behaviour, and this ought not to be connecting with causes of behaviour. These statements support the findings of the present study where the motivation analysis of educational institute's behaviour negligibly relates and shows contribution to the administrative behaviour that includes planning, organizing, communication and decision making.

CONCLUSION

On the basis of the findings it is concluded that Emotional Intelligence and Administrative behaviour show a significant and positive relationship for educational institute heads while no significant relationship is observed in between Emotional Intelligence and Motivational Analysis of Organisations-Behaviour of the heads. All dimensions of Emotional Intelligence significantly contributes in determining Administrative

Behaviour whereas dimensions of Motivational analysis of Organisations- Behaviour are not contributing much in determining Administrative Behaviour of educational institute heads.

Implication of the study

The study can be utilized by the Administrators and Management of educational institutes to understand the relation and magnitude of the Motivational analysis of organisation- behaviour, Emotional Intelligence and Administrative Behaviour of Heads. When it comes to administration and performance, motivation in organization - behavior and emotional intelligence both are vital as both are psycho social variables. Faculty and staff members appreciate administrators who clearly communicate both university and departmental goals.

For optimum level of motivation, administrators must understand the motivation dimensions in organization for the successful accomplishment of objectives. This will bring more effectiveness in their administration behaviour that will be situation based and provide good working climate to the subordinates. In other word, if the subordinates have administrators who understand their personal and professional problems and provide a comfortable environment to work in with proper planning, organising, communication and decision making, the idea of leaving the organization will never come in their mind. The study has implications regarding Thus, this study is very crucial to understand the dynamics of the predictor variables in educational institutes as this can help create flexible mix match for administrators while dealing with employees in the same organization.

Limitations of the study

The present study has a few limitations which are as follows:

- The sample of the research is small this is not enough for the research. Sample size may be increase.
- Area of research is limited to Agra only. The research may be conducted at state level to compare administrative behaviour institutional heads.
- Age group of respondents is 30 to 55 years only, selected in the sample. The research can be extended to older age group.
- Further research can be done on the areas with other variables like situational and task related variables.
- Motivation analysis of organisation- behaviour can be utilized to conduct an in-depth comparative study of one or two organisations or educational institutes that may make the picture regarding its contribution and role in executing administrative behaviour.

REFERENCES

- Bagga, T., & Srivastava, S. (2014). SHRM: alignment of HR function with business strategy. *Strategic HR Review*, 13(4/5).
- Cooper, Robert K. & Sawaf, Ayman (1997). Executive EQ : emotional intelligence in leadership and organizations. New York : Grosset/ Putnam.

- Goleman, Daniel (1995). *Emotional Intelligence: Why it can matter more than IQ*. NY: Bantam Books.
- Halpin, Andrew W. (1996). *Theory and research in administrative*. New York: Macmillan Co. pp. 43.
- Hyde, A., Pethe, S. & Dhar, U.(2002). *Manual for Emotional Intelligence Scale* . Lucknow:Vedant
- Luthans, F. (1998). *Organisational Behaviour*. 8th ed. Boston: Irwin McGraw-Hill.
- Mayer, John, & Salovey, Peter (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433-442.
- Pareek, U.(2002). *Training Instruments In HRD And OD*. ND:TMH
- Roberson, Elizabeth W. (2010). What is the Relationship Between Emotional Intelligence and Administrative Advancement in an Urban School Division? ProQuest LLC , Ph.D. *Dissertation*, Virginia Commonwealth University: Virginia Publication. Retrieved from scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=3171&context=etd as on 13-09-16.
- Roberts, D. (July 1, 200x). Analysis of motivation in today's workforce and recommendations for the First Bank of Kamloops. Retrieved from members.shaw.ca/horne/cmns/BankofKamloops.pdf as on 13-09-16
- Shankar, Meera & Sayeed, Omer Bin (2006). Assessing Emotionally Intelligent Managers: Development of an Inventory and Relationship with Manager's Professional Development, *The Indian Journal of Industrial Relations*, 42 (2), pp 227-251
- Taj, Haseen (1996). *Manual for Administrative Behaviour Scale*. Psycho-Educational Testing Centre: New Delhi.
- Weisinger, H. 1998. *Emotional intelligence at work*. San Francisco: Jossey-Bass.