

INFLUENCE OF LOCALITY, EMOTIONAL INTELLIGENCE AND PERSONALITY ON CLASSROOM PERFORMANCE OF SENIOR SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study is an attempt to study the Classroom Performance of Senior Secondary School Teachers, who are said to be the real builders of the nation. Their performance is not only affected by demographic factors like Age, Gender, Experience and Locality etc., but also by the other factors like Emotional Intelligence and Personality. In doing so, multistage random sampling procedure was employed to elicit responses from 425 senior secondary school teachers identified in various parts of the State. The data was analyzed by 2x2x2(ANOVA) and t-test. The findings of the study revealed that (1) the senior secondary school teachers have been found to be 'substantially effective' in their performance; (2) there is significant independent effect of locality, emotional intelligence and personality on performance of senior secondary school teachers; and (3) there is significant two factor interactive effect of variables on classroom performance of senior secondary school teachers.

Key Words: Classroom Performance, Locality, Emotional Intelligence and Personality.

INTRODUCTION

The major goal of the school at any level is towards attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of sound education. The extent to which this goal can be actualized depends principally on the work force- most especially the teaching personnel. A teacher is the yardstick that measures the achievement and aspirations of the nation. The work and potentialities of a country get evaluated in and through the work of a teacher. The people of a country are the enlarged replica of their teachers. Teachers are the real nation builders. They constitute the oil that lubricates the factors of academic performance and educational enterprise as a whole.

But in this advanced and technological society teaching is not a leisure time activity. It has become highly goal oriented and productive instrument to raise the standards of children and society at large. It is undoubtedly an extraordinarily complex task. It is not like inducing a chemical reaction; it is much more like painting a picture, writing a poem or composing a beautiful piece of music. Since the failure or the success of an educational system depends on the teacher, so he/she has to become very efficient and effective. In order to make a teacher effective his/her performance in the classroom matters a lot. Senior secondary stage is a very decisive stage of education in students' life. At this stage new vistas are opened up before them. So the role of the teachers has become more important now a day.

The effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize policies and plans of education in the classrooms. Effective teaching, to a great extent is the result of teachers' performance in the classroom. Teachers' performance is a very ambiguous concept. It is what a teacher does in the job; rather what he or she can do. Teacher performance is specific to the job situation; it depends on the competence of the teacher, context in which the teacher works, and the teacher's ability to apply his or her competence at any given point in time (Medley, 1982).

Teacher's performance is the extent of teacher's mastery over the subject matter, his or her desirable personal qualities (conducive to the profession) such as confidence, regularity and emotional resilience, relationship with students and colleagues, communication skills, planning and preparation, task orientation and evaluation

(Pandya 1996). It is very essential for teachers at senior secondary level that they should have mastery over the subject matter, possess excellent communication skills, good academic record and have knowledge of development process that takes place in a student. Research evidences have shown that classroom performance of teachers is influenced by many demographic variables like age, gender, locality, experience etc. (Misra, 1999; Srivastva, 2005; Sridhar and Bedai, 2006; Sharma,

2011) and other psychological and sociological variables like organizational climate, job satisfaction, adjustment, emotional intelligence, level of aspiration and various personality dimensions (Shah, 1991; Mishra, 1999; Vijaylakshmi, 2005; Saikia and Goswami, 2010; Sharma, 2011).

Earlier it was considered that teachers' performance depends only on his level of intelligence. Recently, psychologists have realized that intelligence is not enough to achieve success in life. Previous researches show that IQ alone is no more a measure of personal and professional success. It accounts for only 20 % and the rest 80% is contributed by emotional and social intelligence (Goleman, 1995, 1998). Fiest and Barron (1996) concluded that emotional and social competencies were four times more important than IQ in determining professional success and prestige. Highly emotionally intelligent people are more punctual and take maximum initiative on the job; they put much amount of efforts to expand their job. This finding was also supported by Cooper and Sawaf (1997); Tischler, et al (2002) and Thilam and Kirby (2002). So a teacher with innumerable degrees can not necessarily be termed as a good teacher. His behaviour not only as person but also as a teacher is predominately controlled by his emotional behaviour, which in turn depends upon the degree of emotional intelligence possessed by him (Sethi and Patel, 1985; Salovey and Sluyter, 1997; Goleman, 1998). In this way, what makes a teacher successful in his classroom is nothing but his ability to manage and understand the emotions of self and his students.

According to career ratings on the basis of the EQ requirement, teaching job stands fifth on the continuum from top. Jobs which require contact with other people or require one to empathize with or understand others, demand a high level of emotional intelligence. Teaching is one which demands high EQ level due to constant interaction with students (Yate, 1997). Numerous studies have shown that people with high level of emotional intelligence possess better profile of personal effectiveness (Sethi and Patel, 1985; Joseph-Hee-Woa Jae, 1998; Sharma, 2000; Singh, 2003; Pradhan, Bansal and Biswal, 2005; Rabinder Kumar, P. 2005; Bansi Bihari and Surwade, 2006; Srinivasa, 2010)

Personality is another cardinal factor for effective performance of teachers. According to Hogan (1991), a person's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. However, Guthrie et. al (1998) stated that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one's environment. Based on Pervin et. al (2005), personality refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving. There is a relationship between personality and classroom performance of teachers which leads to the achievement of teaching effectiveness (Polk, 2006; Curtis and Liying, 2001; Mullins, 1992; Hughes, Costner, and Douzenis, 1988; Mayhew, 1986; Bridgwater 1982; Sherman and Blackburn, 1975). Barrick and Mount (1991), found that conscientiousness had consistent and positive relationship with job performance across a variety of occupational groups. It is supported by Ree and Earles (1992) which they stated that general intelligence and conscientiousness have been found to be valid predictors of training and job performance.

Need of the Study

Senior Secondary Stage is a very decisive stage of education in a student's life, because at this stage new vistas are opened up before the students. Today, there is rapid increase in technology. As technology increases, teacher must be effective in preparing students for their future roles. His/her role has become more important as he/she provides guidance, counselling and inspiration to students for their career development. The effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize policies and plans of education in the classroom. So, their performance in the classroom matters a lot. Teacher performance in the classroom depends, to a great extent, on emotional intelligence and personality of the teacher.

Previous researches show that IQ alone is no more a measure of personal and professional success. Emotional Intelligence of the teacher is a vital necessity for the welfare of the students in particular and the nation in general. Review of literature also shows that personality had an effect on teaching practices as well as teaching effectiveness. With this assumption the present study is designed to see the influence of emotional intelligence and personality on classroom performance of senior secondary school teachers.

Objectives

1. To assess the level of classroom performance of senior secondary school teachers.
2. To study the influence of locality, emotional intelligence and personality and their interaction on classroom performance of senior secondary school teachers

METHOD

Research Design

For the purpose of the present investigation, factorial design based upon three independent variable viz., Locality, Emotional Intelligence and Personality was followed. The independent variable Locality (A) varied in two ways-rural (A₁) and urban (A₂) the second independent variable Emotional Intelligence (B) varied in two ways-high emotional intelligence (B₁) and low emotional intelligence (B₂); the third independent variable personality (C) varied in two ways- introvert (C₁) and extrovert (C₂); In order to analyze the data, three ways ANOVA (2 x2x 2factorial design) was applied to see the interactional effect of locality, emotional intelligence and personality on classroom performance of teachers. In case of significant main effects as well as interactions, the results were supplemented by t-test.

Sample and Procedure

The respondents in this study were teachers who were randomly selected from various senior secondary schools of state Haryana. The state Haryana was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up by using the lottery technique. A list of Govt. Sr. Sec. Schools was obtained from the concerned D.E.O of the selected districts and 20 schools from each district were selected at random making total schools to 80. From each school 5-10 teachers were selected.

Initially 550 respondents were chosen. Out of this, the responses of only 425 could be taken for analysis, as only extreme ends were taken into consideration in case of independent variables. As per the requirement of 2x2x2 cells (40 in each cell of the paradigm) the sample of 320 teachers was chosen.

Table: Distribution of Sample (N=320)

Locality	Emotional Intelligence	Personality	
Rural(160)	High Emotional Intelligence (80)	Introvert (40)	Extrovert (40)
	Low Emotional Intelligence (80)	Introvert (40)	Extrovert (40)
Urban(160)	High Emotional Intelligence (80)	Introvert (40)	Extrovert (40)
	Low Emotional Intelligence (80)	Introvert (40)	Extrovert (40)

Tools

The following tools were used in the present study to obtain reliable data:

Self-Evaluation Teacher Performance Scale (SETPS) developed by S.Pandya (1996)

This scale contains 63 items belonging to seven dimensions i.e Teacher's mastery over subject matter, personal qualities, and relationship with students, communication skills, planning and preparation, task orientation and evaluation. The minimum possible score is 63 and maximum possible is 252. Teachers' performance is classified

into five categories according to the range of the scores. The split-half and test-retest reliability coefficient of the scale was found to be .85 and .79 respectively.

Teachers' Emotional Intelligence Inventory (tEQi) developed by S. Mangal (2008)

It consists of 200 items covering four different factors, namely; Awareness of self and others, Professional orientation, Intra personal management and self regulation and Interpersonal management. The split-half and test-retest reliability coefficient of the inventory was found to be .95 and .96 respectively.

Introversion- Extroversion Inventory developed by Dr. P. F. Aziz and Dr. Rekha Gupta

The inventory consists of 60 items 30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics. The test-retest reliability coefficient of the inventory was found to be 0.95.

ANALYSIS AND INTERPRETATION

In pursuance of the objectives data was analyzed and interpreted under the following heads (1-2):

1 Overall Performance of Senior Secondary School Teachers

Mean and S.D. of 425 teachers of senior secondary schools of Haryana was calculated to assess the level of their performance.

Table 1: Mean and S.D. of the Classroom Performance of teachers

N	Variable	Mean	S.D.
425	Teacher Performance	213.73	14.46

As the obtained mean scores falls in the category D as per the manual of the scale, this can be safely interpreted that Senior Secondary School Teachers of Haryana have found to be 'substantially effective' in their Classroom Performance.

2. Influence of Locality, Emotional Intelligence and Personality and their Interaction on Classroom Performance of Teachers

Table 2: Summary of (2x2x2) ANOVA for Classroom performance of teachers (N=320).
Locality (A), Emotional Intelligence (B) and Personality (C)

Source of Variance	df	Sum of Squares	Mean Squares	F-ratio	Sig. Level
A	1	1620	1620	13.01	.01
B	1	15820.31	15820.31	127.08	.01
C	1	520.2	520.2	4.17	.05
AxB	1	52.81	52.81	0.42	-
AxC	1	2553.8	2553.8	20.51	.01
BxC	1	525.31	525.31	4.21	.05
AxBxC	1	66.62	66.62	0.53	-
Error Within	312	38842.75	124.49		
Total	319				

Significant 'F' value according to 'F' table 'F' (1,312) at .05 Level = 3.87 and at .01 Level = 6.72

Locality

The results indicate that in case of Locality, F-ratio 13.01(vide Table-2 for df 1/312) is significant at .01 level. This means that Locality has a significant independent effect upon the classroom performance scores of senior secondary school teachers. In order to interpret this t-test was applied. The results for the same have been given in Table 3.

Table 3: Mean, S.D and t-ratio of Classroom Performance score on Locality.

Sr. No	Groups	Mean	SD	t- ratio	Sig. Level
1	A ₁	209.77	13.53	4.69	.01
2	A ₂	216.77	13.48		

Table 3 shows that t-ratio 4.69 between the teachers belonging to rural and urban area is significant at .01 level. When results were seen in the context of mean scores, it was found that the mean classroom performance scores of teachers belonging to urban area was higher (M=216.77) than the mean classroom performance scores of teachers belonging to rural area (M=209.77). This shows that teachers from urban area perform better.

Emotional Intelligence

F-ratio 127.08 (vide Table-2 for df 1/312) for emotional intelligence of teachers is significant at .01 level. This means that Emotional Intelligence has a significant independent effect upon the classroom performance scores of senior secondary school teachers. In order to interpret this t-test was applied. The results for the same have been given in Table-4.

Table 4: Mean, S.D and t-ratio of Classroom Performance score on Emotional Intelligence

Sr. No	Groups	Mean	SD	t- ratio	Sig. Level
1	B ₁	221.55	10.52	12.64	.01
2	B ₂	204.99	12.85		

Table 4 depicts that t-ratio 12.64 between teachers with high Emotional Intelligence and low Emotional Intelligence is highly significant at .01 level of significance. This indicates that significant difference exists in the mean classroom performance scores of teachers with high Emotional Intelligence and low Emotional Intelligence. Teachers belonging to high level of Emotional Intelligence got higher classroom performance scores (M=221.55) than the teachers belonging to low level of Emotional Intelligence (M=204.99). It means that teachers with High Emotional Intelligence are more efficient than the teachers with Low Emotional Intelligence.

Personality

F-ratio 4.17 (vide Table-2 for df 1/312) for personality of teachers is significant at .05 level. This means that personality has a significant independent effect upon the classroom performance scores of senior secondary school teachers. In order to interpret this t-test was applied. The results for the same have been given in Table 5.

Table 5: Mean, S.D and t-ratio of Classroom Performance score on Personality

Sr No	Groups	Mean	SD	t- ratio	Sig. Level
1	C ₁	210.74	13.40	3.15	.01
2	C ₂	215.54	13.82		

Table 5 depicts that t-ratio 3.15 between teachers with introvert and extrovert personality is significant at .01 level of significance. This indicates that significant difference exists in the mean classroom performance scores of teachers with introvert and extrovert personality. Teachers with extrovert personality got higher classroom performance scores (M=215.54) than the teachers with introvert personality (M=210.74). It means that teachers with extrovert personality are more efficient than the teachers with introvert personality.

Locality (A) X Personality (C)

Table 2 further reveals that the first order interaction between Locality and Personality of teachers is significant at .01 level of significance (F – ratio 20.51 for df 1/312). This means that there is particular combination of Locality and Personality (AxC) which affects the classroom performance scores. In order to interpret this further, t-test was applied to find out the difference between mean classroom performance scores of different combination group. The results for the same have been given in Table 6.

Table 6: t-ratio for different combinations of A x C levels for Classroom Performance Scores of teachers

Groups	A ₁ C ₁	A ₁ C ₂	A ₂ C ₁	A ₂ C ₂
Mean (S.D)	205.67	213.87	215.82	217.72
A ₁ C ₁ (205.67)		4.03**	5.17**	5.96**
A ₁ C ₂ (213.87)			0.91	1.76
A ₂ C ₁ (215.82)				0.90
A ₂ C ₂ (217.72)				

** Significant at .01 Level

Table 6 shows that t-ratios 4.03, 5.17 and 5.96 for the group A₁C₁ vs A₁C₂, A₁C₁ vs A₂C₁, and A₁C₁ vs A₂C₂ respectively are significant at .01 level. This indicates that these combinations, for which t-ratios are significant, differ significantly on mean classroom performance scores. Urban teachers with extrovert personality have the maximum classroom performance scores and rural teachers with introvert personality have the lowest classroom performance scores. This shows that urban teachers with extrovert personality are more effective than the rural teachers with introvert personality.

Emotional Intelligence (B) x Personality (C)

Table 2 further reveals that the combined interaction between Emotional Intelligence and Personality of teachers is significant at .05 and (F-ratio 4.21 for df 1/312). This means that there is particular combination of Emotional Intelligence and Personality (BxC) which affects the classroom performance scores. In order to interpret this further, t-test was applied to find out the difference between mean classroom performance scores of different combination group. The results for the same have been given in Table 8.

Table 7: t-ratio for different combinations of B x C levels for Classroom Performance scores of teachers

Groups	B ₁ C ₁	B ₁ C ₂	B ₂ C ₁	B ₂ C ₂
Mean	219.06	224.04	202.43	207.55
B ₁ C ₁ (219.06)		3.11**	9.96**	5.96**
B ₁ C ₂ (224.04)			12.49**	8.32**
B ₂ C ₁ (202.43)				2.57*
B ₂ C ₂ (207.55)				

* Significant at .05 Level ** Significant at .01 Level.

Table 7 shows that t-ratio 2.57 for the group B₂C₁ vs. B₂C₂ is significant at .05 level, while the t-ratios (3.11, 9.96, 5.96, 12.49 and 8.32 for the groups B₁C₁ vs. B₁C₂; B₁C₁ vs. B₂C₁; B₁C₁ vs. B₂C₂, B₁C₂ vs. B₂C₁ and B₁C₂ vs. B₂C₂ ; respectively are significant at .01 level of significance. This indicates that these combinations, for which t-ratios are significant, differ significantly on mean classroom performance scores. Teachers with high Emotional Intelligence and extrovert personality have the maximum classroom performance scores and the teachers with low Emotional Intelligence and introvert personality have the lowest classroom performance scores. This shows that teachers with high Emotional Intelligence and extrovert personality are more effective than the teachers with low Emotional Intelligence introvert personality.

DISCUSSION

Classroom Performance and Locality

The results indicate that teachers from urban area are more effective in their classroom performance than the teachers from rural background. It may be due to the better living facilities, working conditions, infrastructure and other amenities available in urban areas which help the teachers to perform better. The results are in consonance with the findings of Srivastava (1982) Sharma (1985) and Sharma (2011). The results may be explained in the words of Bhambri (1971) that urban environment provides excellent educational facilities which feeds and stimulates the minds of people. Moreover, in urban areas there are ample opportunities of libraries, public lectures and literary societies. Good library facilities, good book stalls, regular availability of newspapers and magazines in urban areas help a lot in adding to capabilities as well as creative potentials of the teachers. Further in urban areas distinct recreational facilities are available which make life joyful and comfortable. These help in providing ample opportunities to ambitious and energetic people to display their talents. Other factor which seems to be contributing towards difference in the performance of urban and rural subjects may be that the rural persons tend to be rigid. They have to follow the direction of elder members blindly. In other words, lack of individuality is more in rural area as compared to urban. Perhaps, this open mindedness, change in value system makes urban teachers more effective in their performance in classroom as compared to their counterparts. Moreover, in urban areas there is great scope for adopting different line of action in a progressive environment which may lead them to production of new ideas. This urban environment perhaps provides encouragement for better performance. Perhaps, it is because of these reasons that teachers from urban area were more effective than the teachers coming from rural areas.

Classroom Performance and Emotional Intelligence

Another finding in the present study reveals that there is significant difference in the performance of teachers with respect to emotional intelligence i.e. teachers with high level of emotional intelligence perform better than the teachers with low level emotional intelligence. The reason for better performance may be because teachers with high emotional intelligence are superior in managing and understanding the emotions of self and others (Mayer and Salovey 1997; Salovey and Sluyter 1997). Self aware teachers have a high degree of self confidence and knowledge of their abilities. They express their emotions positively without actually threatening the students. High emotionally intelligent individuals perceive and manage their emotions in a better way and use them in their thoughts appropriately. Solving emotional problems likely requires less cognitive efforts on part of these individuals. They tend to be more open and agreeable than others. The high emotionally intelligent person is attracted towards those professions which involve more social interaction such as teaching, counselling, administration and management etc. and they are more likely to have possession of sentimental attachment and interpersonal skills. Such individuals are more adapt at describing motivational goals, aims and mission as reported in the findings of Sethi and Patel (1985), Joseph-hee-woa Jae (19980; Pradhan et al (2005) and Bansibihari and Surwade (2006); Srinivasa (2010). They also found that people with high level of emotional intelligence possess better profile of personal effectiveness.

Another reason for better performance of teachers with high emotional intelligence can be seen in their ability to avoid stress at work place. Application of emotional intelligence at the work place enables them to develop a better conducive work environment in three important ways. Firstly, it helps them to see grievances as 'Helpful Critiques.' Secondly, it helps in creating an atmosphere in which 'Diversity is Valued.' Thirdly, it enables to create 'Effective Networks' where differences are respected and individuals are motivated to work towards a common goal. (Mayer and Salovey, 1997; Goleman 1998; Bar On, Brown, Kircaldy and Thome 2000; Gardner, 2006). Perhaps, these may be the ways which might be helping the highly emotionally intelligent teachers of Sr. Sec. School of Haryana to perform better in their classrooms and adds to group IQ, i.e. the ability of group members to harmonize and work together effectively.

Apart from all this, high emotionally intelligent teachers may exhibit responsible behaviour in front of the students. They are in a position to create a healthy classroom interaction. As a result, students are encouraged, motivated and take active part in all discussions initiated by the teacher. In other words, highly emotionally

intelligent teachers try to give enough space to the students' ideas and feelings during classroom interaction. Because of this, an environment of mutual understanding and trust and a group feeling is created where students are encouraged to communicate freely (Sethi and Patel, 1985 and Bansibihari and Surwade, 2006).

Classroom Performance and Personality

The result also indicates that Personality of teachers is also a contributive factor for their better performance in the classroom. Teachers with extrovert personality perform better than the teachers with introvert personality. Perhaps, it may be because extrovert teachers are more social, receptive and open minded. They like changes. They are creative, analytical, logical and intuitively thinking teachers with strong imaginations (Smith et.al., 1993). They believe in using various strategies and technology as compared to sentimental teachers with realistic and social qualities. To them learning is every bit a shared experience. In the best of worlds, extroverts add energy and verbal enthusiasm to a classroom. They can motivate and encourage their students, and they love working on teams. That is perhaps the reason for their better performance. Results of present study get support from the study of Clark and Watson,(1991) who found that extraversion was associated with task performance and creativity, probably because of the fact that extraverts tend to experience positive effect .

Interactional effect of Locality, Emotional Intelligence and Personality on Classroom performance of teachers

Regarding interactional effect, the joint effect of locality and personality; emotional intelligence and personality is found significant on classroom performance of teachers. The probable reason for significant interaction effect may be due to the two different ways in which each factor is varying.

EDUCATIONAL IMPLICATIONS

The present study will be very helpful to the education planners, policy makers and administrators in bringing about better classroom performance by improving their emotional intelligence and personality The findings of the present investigation bears significant educational implications .

Emotional well being is increasingly recognized as a predictor of success in school, family and work life, bringing it to the attention of educational scholars who are starting to link cognition with emotional intelligence. This alert reviews the rationale for promoting emotional intelligence as early as elementary school. According to Talent Smart, 90% of the performance at the work place possesses high EQ, while 80% of low performance have low EQ. Emotional Intelligence is absolutely essential in the formation, development, maintenance and enhancement of close personal relationship. Unlike IQ, which does not change significantly over a lifetime, the EQ can evolve and increase with one's desire to learn and grow. The EQ of the teachers can also be enhanced by the ability to deal with their own negative emotions. Perhaps no aspect of EQ is more important than the ability to effectively manage their own negative emotions, so that they don't overwhelm them and affect their judgment. It is imperative that teachers are provided with early interventions that involve emotional intelligence skills building. Particular attention should be paid to improve emotional intelligence competencies of teachers in early employment. Training in appropriate skill is essential for preparing teachers for career success and fulfillment. Educational planners have the responsibilities to provide their teachers with a strong foundation in both teaching and emotional training so that they will be well rounded individuals and hence worthy employees, effective managers and dynamic teachers. So the Emotional literacy programme should be organized for teachers. This programme will be beneficial and helpful to teachers in improving their Emotional Intelligence.

Again, since teaching profession is classified as a social occupational type and people in social occupations tend to be extroverted, receptive and open minded, They are able to properly communicate with others in the society and workplace so that these have the ability to act naturally with people in a way that will make them much more successful than introvert, hence, extrovert people should be recruited in teaching profession and can be trained how to deal with work pressure, it is then that the hope can be made to increase the level of satisfaction and as a consequence the effectiveness of teachers.

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