

# IMPACT OF PERFORMANCE INTELLIGENCE ON QUALITY TEACHING – A STUDY

<sup>1st</sup> Mr.J. Thomas Stalin, <sup>2nd</sup> Mr. B. TamilCheran

Assistant Professor, II MBA Student

Department of Management Studies,

Bharathidasan University Constituent College, Nannilam, Thiruvarur, Tamilnadu, India.

**Abstract :** Teaching faculties contributes a lot for the development of an educational institution to prove this the researcher has made an attempt to investigate the performance intelligence level of the teaching faculties and assessed the teaching efficiency of the college teachers in a selected colleges and evaluated the organization's optimum utilization of its workforce also the study has observed the potentials of the faculties related to their performance intelligence in teaching, to find out this the researcher has analysed the factors like personal discipline, downtime behavior, organizational justice, role conflict etc., and thus he concluded that educational institutions should take proper measures to improve the performance intelligence level of teaching faculties for the betterment of their organization as well as for faculties too.

## Keywords:

Knowledge Update, Downtime behavior, Personal discipline, Creativity, Organizational justice.

## INTRODUCTION

**Performance** is completion of a responsibility by applying knowledge, skills and abilities. The achievement of a given task can be measured against preset known standards of accuracy, completeness, cost efficiency and speed. In a contract, performance is deemed to fulfill an obligation in a manner that releases the performer from all liabilities of the contract.

At work place, performance or job performance means good ranking with the hypothesized conception of requirements of a role. Job performances are of two types: contextual and task. Task performance is related to cognitive ability while the next one contextual performance is depends upon the personality of an individual. Task performance are behavioral roles that are recognized in job descriptions by remuneration systems and they are directly in connection with organizational performance, whereas, contextual performance are value based and additional behavioral roles and very often that are not recognized in job descriptions and are mostly covered by compensation; they are additional liabilities which are bestowed on an employee and that are indirectly related to organizational performance. Citizenship performance like contextual performance means are set to be individual activity or contribution (prosocial organizational behavior) that supports the organizational culture.

## PERFORMANCE STAGES

Characteristics of an ideal performance stages has been defined by Williams and Krane

- Absence of fear
- Not thinking about the performance
- Adaptive focus on the activity
- A sense of effortlessness and belief in confidence or self-efficacy
- A sense of personal control
- A distortion of time and space where time does not affect the activity

Other related factors are motivation to achieve the goal as well as to avoid failure, task relevant attention, positive self-talk and cognitive regulation to achieve automaticity. Apart from this performance also depends upon the following eight personality traits such as: Handling crisis, managing stress, creative problem solving, gaining necessary functional tools and skills, agile management of complex processes, interpersonal adaptability, cultural adaptability and the ultimate one is physical fitness. Performance is not always a result of practice rather than, it is about sharpening the skills, sometimes practice itself may result in failure due to ego depletion.

## PERFORMANCE INTELLIGENCE

**Performance intelligence** is an intellectual ability of human beings, which can be measured by complex cognitive feats and high levels of motivation and self-awareness. Through individual's intelligence, humans possess the cognitive abilities to learn, form concepts, understand power, applying logic, and reason apart from those things it also includes the capacities to recognize patterns, comprehend ideas, plan, problem solving, decision – making skills, retaining information, and the style and approaches in use of language in communication.

## REVIEW OF LITERATURE

1. **Punya Sekhri et.al (2017)** stated that Emotional Intelligence is the ability to use emotions effectively and productively, they correlated the academic scores with interpersonal relations, Empathy and impulsive control were negatively in correlation whereas Empathy had a positive correlation with academic score, adding to their point they observed that females have higher correlation than males in the above mentioned dimensions.
2. **Niva Dolev and Shos Lesham (2016)** have investigated the need for teacher – Centred Emotional Intelligence training related to teachers' Emotional Intelligence in Israel, the study had been conducted for two years to improve the Emotional Intelligence and various trainings at the school where conducted which included personal coaching and group workshops, and after two years the findings related to this study illustrated that most of the participants integrated their competencies into personal, professional and group identities in order to modify their Emotional Intelligence – related behaviours and majority of the participants have a strong belief that training programme had improved their Emotional Intelligence.
3. **Margarita Gutierrez et al., (2016)** observed that there seems a need to conduct specific training programs to develop emotional skills of the Teachers in secondary education capacitation programs based on the trainee's background.
4. **Azita Joibari and Niloufar Mohammedtaher (2011)** has carried out a study among the high school students to investigate the relations between components of Emotional Intelligence and they correlated the factors such as self – motivation, self awareness, self regulation, social consciousness, social skills and academic achievements and observed that emotional intelligence has a considerable effect on the students and their performance related academic progress and suggested that training workshop related to education can bring a drastic change in their Emotional Intelligence level.
5. **F.Briks and Watt (2007)** have reviewed the impact of emotional intelligence in health care and its relation between patient – centered outcomes, they stated that there seems to be an increasing interest in the construct of emotional intelligence which has its foundation rooted from every organization's emotional culture, and they concluded that the impact of emotional intelligence can be seen in the institutional professional culture of the workforce and it will be reflected in patient care proceedings.

## STATEMENT OF THE PROBLEM

In the present scenario people those who are working in different educational institutions have to face many more problems and obstacles in their routine assignment, torment from their superior to complete the task before the deadline, women workers are often coming across issues related to harassments inside their organization, this sort of situation will put them under critical conditions, these factors will be reflected in their performance both in their house hold duties as well as in their official works too. People those who are self

motivated have strong in bound born temperament to face these problems, whereas other people has to be motivated a lot to get them into the track. The observation has investigated and concentrated on the respondents those who are having the natural propensity and the study revealed how they differ from their colleagues in all aspects of their onus, the researcher has attempted to examine the respondents' unique qualities and he brought out some useful message to the future researchers.

## SCOPE OF THE STUDY

The study observed the performance intelligence level of an individual who works in the educational institutions like Arts and Science Colleges, Engineering Colleges, Aided Colleges etc, and their performance level has been evaluated in this study the research shows the natural ability like attitude and aptitude of the respondents and their mental stability, problem facing approaches and decision making skills. It is a fine attempt by the researcher to bring out the performance intelligence level of the respondents.

## OBJECTIVES OF THE STUDY

1. To identify the influence of socio demographic characteristics on individual's performance at work place.
2. To analyze the respondents' performance skills under depressed situation.
3. To examine respondents' performance intelligence and downtime behavior.
4. To evaluate the decision making skills of the respondents.
5. To analyses the social skills of the respondents.

## RESEARCH METHODOLOGY

This study is a descriptive one because it explains an individual's performance level, performance variation, emotional stability, decision making skills and temperament under desperate situation. Both primary and secondary data of the study were collected, analyzed and processed in a systematic manner. Primary and secondary data have been collected to cover every aspect of the study. The primary data was collected from the selected respondents those who are working in the educational institutions like Arts and Science Colleges, Engineering Colleges and Aided Colleges.

## SAMPLE SIZE

The sample of 50 respondents have been chosen by the researcher to carry out this investigation, sample size has a lot of influence in every research, hence to avoid bias in this research work the sample size has been minimized and the researcher has carefully selected his sample size and processed the gathered data in a better way to arrive proper conclusion.

## HYPOTHESIS

1. There is no significant association between the Gender and performance intelligence level of the respondents
2. There is no significant association between the Age and performance intelligence level of the respondents
3. There is no significant association between the Marital Status and performance intelligence level of the respondents
4. There is no significant association between the Experience and performance intelligence level of the respondents.

Table : 1

## Gender &amp; Performance Intelligence Factors of the Respondents

Gender / Factors	KU	PD	RC	Total
Male	18	8	6	32
Female	9	7	2	18
Total	27	15	8	50

Source: Primary Data

## KU – Knowledge Updation, PD- Personal Discipline, RC- Role Conflict

The above table shows the association between the gender of the respondents and their performance intelligence. Out of 50 respondents 22 respondents said that they are updating their knowledge as and when they require, 15 respondents said that they maintain personal discipline at the work place and 8 respondents said that they face role conflict in their career. By applying Chi – Square test the association has been examined.

Table 1a: Chi Square Test

Calculated value	Tabulated value	df	LOS
3.84	1.386	2	NS

Source: Compiled by the Researcher

## Hypothesis

There is no significant association between the Gender and performance intelligence level of the respondents.

As mentioned in **Table 1a** the calculated value is higher than the tabulated value and the hypothesis is said to be rejected. Hence it is proved that there is significant association between the gender of the respondents and their performance intelligence.

Table : 2

## Age &amp; Performance Intelligence Factors of the Respondents

Age/ Factor	Creativity	Org. Obj	Duty Conscious	Total
25 - 30	3	2	3	8
31 - 35	5	5	2	12
36 – 40	3	7	1	11
41 – 45	4	2	2	8
Above 45	2	6	3	11
Total	17	22	11	50

Source: Primary Data

From the observation we came to know the association between the age of the respondents and their performance intelligence. Out of 50 respondents 17 have the creativity for their career development, 22 respondents are much more committed to achieve their organizational objectives and 11 respondents say that they are very much duty conscious, the researcher has applied the ANOVA test to find out the association between the respondents age and performance intelligence.

Table 2a: ANOVA

SV	SS	df	Mean square	F	LOS
Between Groups	12.19	2	6.095	2.51	NS
Within Groups	29.14	12	2.43		
Total	41.33	14			

Source: Compiled by the Researcher

## Hypothesis

There is no significant association between the Age and performance intelligence level of the respondents

The table value of F for  $V_1=2$  and  $V_2 = 12$  at 5% Level of significance is 1.64. The calculated value of F (2.51) is higher than the table value, so the hypothesis is rejected; hence there is significant association between the age of the respondents and their performance intelligence.

Table : 3

### Marital Status & Performance Intelligence Factors of the Respondents

Marital Status/ Factors	KU	PD	RC	Total
Married	6	7	9	22
Unmarried	8	9	11	28
Total	14	16	20	50

Source : Primary Data

The above table shows the association between the marital status of the respondents and their performance intelligence. Out of 50 respondents 14 respondents said that they are updating their knowledge, 16 respondents said that they maintain personal discipline at the work place and 20 respondents said that they face role conflict in their career. By applying Chi – Square test the association has been examined.

Table 3a: Chi Square Test

Calculated value	Tabulated value	df	LOS
0.068	1.386	2	S

Source: Compiled by the Researcher

## Hypothesis

There is no significant association between the Marital Status and performance intelligence level of the respondents.

As shown in the Table 3a the calculated value is less than the tabulated value and the hypothesis is said to be accepted. Hence it is proved that there is no significant association between the marital status of the respondents and their performance intelligence.

Table : 4

### Experience & Performance Intelligence Factors of the Respondents

Experience/ Factor	Creativity	Org. Obj	Duty Conscious	Total
0 – 5	2	1	4	7
6 - 10	4	6	3	13
11 - 15	5	3	1	9
16 – 20	3	2	2	7
21 - 25	6	5	3	14
Total	20	17	13	50

Source: Primary Data

From the observation we came to know the association between the age of the respondents and their performance intelligence. Out of 50 respondents 20 have the creativity for their career development, 17 respondents are much more committed to achieve their organizational objectives and 13 respondents say that they are very much duty conscious, the researcher has applied the ANOVA test to find out the association between the respondents age and performance intelligence.

Table 4a: ANOVA

SV	SS	df	Mean square	F	LOS
Between Groups	4.93	2	2.465	0.912	S
Within Groups	32.4	12	2.7		
Total	37.33	14			

Source: Compiled by the Researcher

### Hypothesis

There is no significant association between the Experience and performance intelligence level of the respondents.

The table value of F for  $V_1=2$  and  $V_2 = 12$  at 5% Level of significance 1.64. The calculated value of F (0.912) is lesser than the table value, so the hypothesis is accepted. Hence there is no significant association between the experience of the respondents and their performance intelligence.

### FINDINGS

1. 64% of the respondents are male and 36% of the respondents are females The study revealed that there is a significant difference between the age of the respondents and their performance intelligence.
2. Majority of the respondents maintain their personal discipline at workplace.
3. It is observed that the downtime behavior of the faculties should be controlled to make an impact on the dependents.
4. The study shows that performance intelligence of male faculties is higher than the females.
5. Every organization should train up the employees to carry out their responsibility on time for their organizational betterment.

### CONCLUSION

The major aim of the study is to find out the performance level of the teaching faculties in this dynamic and competitive world, the observation shows that the performance level of the male faculties are higher than the female ones, and the researcher concluded that most of the respondents in the educational institution are unable utilize their optimum knowledge in order to perform well, the reason behind it is they are unable to make use of their skills and channelize their potentials, so the management must conduct proper training programs not only to develop the skills and knowledge of their faculties which are relating to improve their performance intelligence so that they can make their institution one among the best.

### References

- Jyothi, p. Venkatesh, D.N. 2006 Human Resource Management. New Delhi: Oxford Publication.
- Daniel Goleman, Emotional Intelligence: Why It Can Matter More Than IQ, 1 Edition 20 July 2009, Bloomsbury Publishing.
- Panda, Tanmay. 2005. Management of Organisational Behaviour, New Delhi: Share Publication.
- Lazarus, R.S. 1993. From Psychological Stress to the emotions, a history of changing outlook, Annual Review of Psychology Journal, Vol. 44,
- Robbins, P. Stephen. 2002. Organizational Behavior, New Delhi: Prentice Hall of India.
- Luthans, Fred. 2002. Organisational behavior Ninth edition, India: McGraw – Hill Irwin.