

Relationship Between Emotionally Stable College Principals and Performance of Their Teachers Through Discipline and Regularity in Classroom

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Abstract

The purpose of this study is to explain relationship between emotionally stable college principals and performance of their teachers in the context of teaching methodology in classroom. The nature of this research was descriptive where survey method was used to collect the data. The statements of two questionnaires were designed based on close ended norms. Each questionnaire consisted of six statements. First questionnaire was standardized one obtained from the National Institute of Population Studies (NIPS) and second one was prepared by researcher and validated by fifteen experts from different educational institutions. Participants of this research were 37 Principals and 878 teachers of class XII. Stratified random sampling was used for teachers to collect the data. The conclusion of this research was 1) Principal neither feel like crying without any reason nor suffer from a sense of guilt without any reason. 2) Teachers either use writing board properly in class or prepare lesson plan before coming to class.

Key words: Emotionally Stable College Principals, Teaching methodology, Performance, college level, Discipline, Regularity.

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Introduction

Sukenti and Tambak (2020) explain that emotional stability means a personal competency of principals through which they assess and adjust their self-strengths and weakness systematically in order to manage their emotions effectively.

It is further explained that emotional stability is one of five field personalities of teachers naming as: 1) awareness, 2) extraversion, 3) conformity, 4) emotional stability and 5) openness.

It is also specified that more the principals are emotionally stable about their emotional strengths and weaknesses, better the performance of teachers in the classroom through teaching methodologies. The performance of teachers or workers refers to as an accomplishment of their assigned duties are demarcated that how well they have been able to execute their delegated assignments (Vasanthi & Basariya, 2018). Shahzadi, Bakhsh, Iqbal and Arshad (2020) portrayed that majority of trainee teachers know professional ethics and they focus on certain ethical principles more than the others and recommends the design and delivery of a professional ethics course module also included in the teacher training programs which enhanced higher education institutional performance.

Sezer et al. (2018) enunciated that teaching methodology in classroom is applied in such a way that helps to address problem-based learning which in turn brings positive reflection among teachers and students. It is also a recognized fact that no nation can grow without education. According to Dhang (2012) building of the state is established where role of teaching methodology used by teachers in the classroom is very important.

A classroom is a place where students are motivated through the best use of their effective teaching methodologies sensitizing them to face the emerging challenges (Tan et al., 2018). According to Stronge (2018) effective teacher use more scheduled tasks on daily basis. Therefore, effective teachers are those who make the best use of teaching methodologies. Also help them to create the learning classroom environment where all students widen their way of learning image by becoming valuable segment of the present society (Ostrosky, Jung, Hemmeter & Thomas, 2008), (Krause, Bochner, & Duchesne, 2003). Edwards (2004) recognized that rules and routines provide students with structure to work in organization and interact with each other fairly. Special lectures and trainings may be managed for English writing skills and give a specific focus on writing skills during formative assessment in the classroom (Haq, Mahmood & Awan (2020). Arshad, Qamar, Gulzar and Ahmed (2019) reported that school environment positively effects on academic performance. Science, technology, engineering, arts and mathematics (STEAM) technique was adopted for teaching bachelor engineers in English for specific purpose (ESP) classrooms which ultimately enhance the performance of the institutions (Saienko, Olizko & Arshad, 2019). The performance of public institutions is better regarding students achievement as compared to public private institutions due to better facilities and administrations (Arshad, Haq & Khan, 2020).

According to Shukla (2014), advisory teacher is the officer who is an experienced teacher working within the advisory and support service of a local education authority or education board. These staff may specialize in higher education or in a specific particular subject area. Their main responsibilities based on the requirements of the employer and the post in question, but might include for example providing advice and support on curricula and

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assessment to classroom teachers, developing and disseminating effective teaching strategies and providing in-service professional trainings. Jones (2000) showed that the physical discipline of the classroom must facilitate the teachers teaching plan and learning objectives and achievements. Arshad, Qamar and Gulzar (2018) pointed out physical facilities available in classrooms effects on institutional performance and proper task like home work arrangement in the class also enhance performance of the institutions (Haq, Shakil & Din, 2020).

Statement of the Problems

The college principal is an educational entity which has a leading role in teaching learning process. An emotionally stable principal and performance of his teachers can be observed through teaching methodology in classroom. The performance of teachers is inter-related with emotionally stable college principals as a part of the emotional intelligence. This study was conducted to find out relationship between emotionally stable principals and performance of their teachers through teaching methodology in classroom. Teacher dedication system is the only approach that has to make better teacher's presentation level. Learners' training is also the most excellent way in which the teachers can learn and enhance their performance and students' achievement. This study is also supportive for teaching force at all levels especially at primary level. This study is very important as it provides fruitful findings for teachers, stake holders, policy makers, government officials and for upcoming teachers. The study has significant value for researchers to carry out further research in this particular area. It offers a broader view of magnitude of in- service training for humanizing professional potential of teachers.

Objectives of the study

The objective of the study were

1. To find out emotionally stable college principals
2. To explain the performance of their teachers' teaching methodology in classroom.
3. To determine the relationship between emotionally stable college principals and performance of their teachers' teaching methodology in classroom.

Research Questions

Following research questions were framed to find out the objective of the study

1. How college principals are required to be emotionally stable?
2. What is performance of their teachers' teaching methodology in classroom?
3. What is relationship between emotionally stable college principals and performance of their teachers' teaching methodologies in classroom?

Research Design

Osanloo and Grant (2016) stated that research design is an approach that one picks to integrate the varied components of the study in an understandable and logical way. A non-experimental design is taken as an essential design for the research purpose, just like an experimental design. This non-experimental descriptive study was undertaken with survey design.

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Population

According to Ludvigsson et al. (2016) population is a collection of each and every portion of the research to study and in turn try to draw a conclusion. Population for the present study was 37 College Principals and 878 Teachers teaching class XII related to academic session 2018-19.

Sample and Sampling technique

The sample of the study was selected based on the stratified random sampling technique for teachers. According to Etikan et al (2016) the sample of the research is demarcated as a subset of population. The sample of this study was taken from the population of FGEL's (C&G) Pakistan. The sample was selected equally from all regions of Cantt and Garrison. Thus, the sample was taken from these colleges and classes were Colleges Principal's 37 and teachers 269. Universal sampling technique for principal was used in this study (Gay, Mills & Ariason, 2009).

Table 1. Sampling Frame

	<i>Sample</i>	<i>Population</i>	<i>Percentage</i>
College Principals 3737	100 %		
College Teachers	269	878	31%

Table 1 showed that 100% population of college Principals were selected, so the 37 college Principals were the sample of the study. It also indicated that 31% population of college teachers were selected and 269 college teachers were the sample of the study.

Development of Instruments

The questionnaire is an instrument which is used in descriptive and survey research. For survey research, Tait and Voepel-Lewis (2015) pronounced that generally it is comprised of two parts. First portion of the questionnaire consists of general information like gender, age, length of service, of organization etc. whereas the second portion of the questionnaire related to the relevant questions or statements about the desired research. Most of the time, questionnaires are framed on five-points Likert Scale which throw light on the components of research. However, in this study two questionnaires namely College Principals and Teachers were used in this research. Each questionnaire was comprised of six close ended statements related to their respective domains.

Validity and reliability

According to Mohajan (2017) validity means to check an instrument whether this instrument is actually a measure what is intended to measure. It helps to assess how precise the measurements are. In order to complete the validity process 15 experts of different educational institutions were approached by the researcher. This validation process helped researcher to reframe and update the questionnaires in light of their opinions and suggestions.

Reliability according to John and Benet-Martínez (2014) defines that how accurate and reliable the data is. In general, reliability is explained as the level of uniformity between diverse collections of data about the same phenomenon which is based on the same research

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design. The researcher has checked constancy and equivalence of data through reliability. In this research data were found reliable. Cronbach alpha was used to check the internal uniformity of items which was found to be 0.78.

Data Analysis and Interpretation of Results

Analysis of Questionnaire of Principals

The questionnaires were distributed among thirty seven (37) principals. Twenty eight (28) Principals responded and their response rate was 76%.

Analysis of Questionnaire of Teachers

The questionnaire was distributed to two hundred and sixty nine (269) teachers. Out of these one hundred and ninety eight (198) responded. Thus, the percentage returning rate of respondents was 74%.

Tabulated description of the comparison between Principals and Teachers showing level, frequency, percentage, mean and SD against each indicated statement.

Principals:

Table 2. Emotional Stability of College Principals

Sr. #	Statements	Always	Often	Some-times	Rarely	Never
1	I feel like crying without any reason.	1 3.57%	0	0	10 35.71%	17 60.71%
2	I get irritated without any reason.	1 3.57%	2 7.14%	6 21.43	11 39.29%	8 28.57%
3	I start feeling in-service without any reason	0 0	1 3.57%	2 7.14%	9 32.14%	16 57.14%
4	I easily get depressed	1 3.57%	0 0	5 17.86%	14 50.00%	8 28.57%
5	My hands shiver in trouble.	1 3.57%	1 3.57%	8 28.57%	4 14.29%	14 50.00%
6	I suffer from a sense of guilt without any reason	1 3.57%	2 7.14%	2 7.14%	9 32.14%	14 50.00%

Findings

a.The first statement indicates that 96.42% (35.71% + 60.71%) of respondents jointly did not answer at the level of always and often that “I feel like crying without any reason”.

b.The second statement describes that 67.86% (39.29% + 28.57%) of respondents jointly

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- reacted as rarely and never to the statement that “I get irritated without any reason”.
- c. The third statement reflects that 89.28% (32.14% + 57.24%) of respondents combinedly reacted as rarely and never to the statement that “I start feeling in-service without any reason”.
- d. The fourth statement reveals that 78.57% (50.00% + 28.57%) of respondents jointly reacted as rarely and never to the statement that “I easily get depressed”.
- e. The fifth statement expresses that 64.29% (14.29% + 50.00%) of respondents combinedly replied as rarely and never to the statement that “My hands shiver in trouble”.
- f. The sixth statement expresses that 89.29% (25.00% + 64.29%) of respondents jointly reacted as rarely and never to the statement that “I suffer from a sense of guilt without any reason”.

Table 3. Performance of their Teachers

Sr. #	Statements	Always	Often	Some-times	Rarely	Never
1	I prepare lesson plan before coming to class.	118 59.60%	46 23.23%	13 6.57%	13 6.57%	8 4.04%
2	I prepare myself according to lesson plan.	117 59.09%	38 19.19%	22 11.11%	10 5.05%	11 5.56%
3	I use teaching aids during teaching of the lesson according to needs.	51 25.76%	107 54.04%	20 10.10%	10 5.05%	10 5.05%
4	I explain the contents to the students with examples.	61 30.81%	95 47.98%	20 10.10%	14 7.07%	8 4.04%
5	I use writing board properly in class.	86 43.43%	80 40.40%	15 7.58%	10 5.05%	7 3.54%
6	I use variety of teaching methods according to contents.	96 48.48%	66 33.33%	12 6.06%	13 6.57%	11 5.56%

Findings

- a. The first statement shows that 82.83 % (59.60% + 23.23%) of respondents jointly agreed with the statement by replying in always and often that “I prepare lesson plan before coming to class”.
- b. The second statement indicates that 78.28 % (59.09% + 19.19%) of respondents combinedly replied in positive as always and often to the statement that “prepare myself according to lesson plan”.
- c. The third statement states that 79.80% (25.76% + 54.04%) of respondents jointly

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reacted as always and often to the statement that “I use teaching aids during teaching of the lesson according to needs”.

- d. The fourth statement states that 78.79% (30.81% + 47.98%) of respondents jointly replied as always and often to the statement that “I explain the contents to the students with examples”.
- e. The fifth statement states that 83.83% (43.43% + 40.40%) of respondents jointly replied as always and often to the statement that “I use writing board properly in class”.
- f. The sixth statement states that 81.81% (48.48% + 33.33%) of respondents combinedly answer as always and often to the statement that “I use variety of teaching methods according to contents”.

Conclusions

The study was concluded that Principals neither feel like crying without any reason nor suffer from a sense of guilt without any reason. It was also concluded that teachers either use writing board properly in class or prepare lesson plan before coming to class.

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