

## Impact of Emotional and Social Factors from a Strategic Perspective on the Performance of Teaching Fraternity

Dr. K. Senthilkumar<sup>1</sup>, Dr. L. Gandhi<sup>2</sup>

### Abstract

*This research delves into the intricate dynamics of emotional and social factors, examined through a strategic lens, to understand their profound impact on the teaching fraternity's performance. The study employs a robust methodology, including ANOVA analyses, gender-based variations, and assessments of homogeneity of variances, with a sample size of 390 respondents in Bengaluru, India. Key findings reveal the significant impact of social support and professional development opportunities on work engagement, while gender-based differences highlight the need for tailored interventions. The conceptual framework positions work engagement, burnout, and crucial employment assets strategically, offering a holistic perspective on the multifaceted dimensions shaping teachers' performance. The study's suggestions emphasize strengthening social support initiatives and prioritizing professional development to enhance overall job satisfaction. In today's dynamic educational scenario, this research provides actionable insights for institutions seeking to optimize the teaching experience and foster a positive work environment for educators.*

**Keywords:** social factors, work engagement, gender differences, positive psychology, education, strategic perspective.

### 1. Introduction

In the dynamic landscape of education, the role of teachers is not confined merely to imparting knowledge but extends to a complex interplay of emotional and social factors that significantly influence their performance. This research explores the "Impact of Emotional and Social Factors from a Strategic Perspective on the Performance of the Teaching Fraternity," delving into the intricate dimensions that shape the well-being, engagement, and overall effectiveness of educators in today's educational scenario. Recognizing the evolving demands placed on the teaching fraternity, this study seeks to unravel the multifaceted nature of emotional and social factors, emphasizing a strategic lens to comprehend their implications on teaching efficacy and satisfaction. As we navigate through an era of educational transformations, where pedagogical approaches, institutional structures, and societal expectations are in constant flux, understanding the nuanced dynamics that underpin teacher performance becomes imperative for fostering a resilient and adaptive educational system.

Amidst the various factors influencing teacher performance, this research places particular emphasis on work engagement, drawing inspiration from the positive psychology movement. The exploration commences with an analysis of the concept of work engagement and its counterpart, burnout, setting the stage for a comprehensive

---

<sup>1</sup> Assistant Professor (Sl. G), Kalaignarkarananidi Institute of Technology (KIT), Coimbatore, Tamilnadu

<sup>2</sup> Associate Professor, OB & HRM, SDM Institute for Management Development (SDMIMD), Mysore, Karnataka

investigation into the positive and negative facets of the teaching profession. With a strategic perspective, the study then ventures into assessing critical employment assets, including social support, performance feedback, autonomy, and professional development opportunities, aiming to uncover their interplay in shaping the emotional experiences and overall engagement levels of teachers. Against the backdrop of a rapidly changing educational landscape, this research not only addresses the challenges faced by teachers in the Indian context but also endeavors to contribute insights that hold relevance for the broader global discourse on teacher well-being and performance enhancement.

## **2. Conceptual Framework**

The conceptual framework for the research on the "Impact of Emotional and Social Factors from a Strategic Perspective on the Performance of the Teaching Fraternity" draws from a holistic understanding of the interrelated elements shaping the professional experiences of educators. Rooted in the positive psychology movement, the framework positions work engagement and burnout as central components, reflecting the dual nature of the teaching profession. Work engagement is conceptualized as the positive dimension, encompassing teachers' dedication, vigor, and absorption in their work, while burnout represents the negative aspect, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. These dimensions serve as key indicators of the emotional and social factors at play within the teaching fraternity.

Expanding beyond individual experiences, the framework incorporates employment assets such as social support, performance feedback, autonomy, and professional development opportunities. These factors are viewed through a strategic lens, acknowledging their role as essential components that influence teachers' emotional well-being and work engagement. The strategic perspective emphasizes the proactive measures institutions can take to enhance these assets systematically, fostering a positive work environment for educators. The conceptual framework aims to provide a comprehensive lens through which the intricate dynamics of emotional and social factors influencing teacher performance can be explored, guiding the research toward uncovering actionable insights for educational institutions seeking to optimize the teaching experience in today's dynamic educational landscape.

## **3. Literature Review**

Maslach, C., Leiter, M. P., & Schaufeli, W. B. (2008) investigated the idea of job engagement before the psychological wellness movement's formal introduction in 2000. Researchers' fascination with work engagement and related studies emerged from this. Burnout is therefore viewed as the bad aspect of the profession, but it is balanced with a positive mindset that emphasizes involvement at work. Studies of Bakker, A. B., & Demerouti, E. (2008) have repeatedly shown that job assets, such as social support from supervisors and co-workers, execution input, autonomy, and opportunities for professional growth, are strongly correlated with employee engagement at work. The claim made by Reddy & Pornima (2012) illustrates how teachers are overworked as a result of a high student population and a faculty shortage in the light of India's higher education institutions have experienced development, privatization, curricular modifications, and innovative teaching. Poornima (2012) indicated the evidence presented in her study suggests that little research has been done on the subject of professional burnout among HEI professors in India. Pradhan (2014) "Teachers are nation builders". Teachers shape the futures of young people and build the structures of contemporary society. They are the social representatives who impart moral values. No one is more suited to assist this process than the modest teacher, hence education,

learning, and moral values must receive a lot of emphasis in emerging nations like India. Without excellent educators, morals and knowledge would both deteriorate.

From strategic perspectives emotional factors are dominant ( Sengupta, Mousumi & Gandhi, L. 2023). Pruitt, (2008); Skarlicki & Folger, (2004) asserted that the driving force behind retaliatory actions are the urge to show anger, stop the perpetrator from bothering more, make a strong impression, or support societal standards. There could also be a feeling of evening the odds, when the actor feels like they've been let down by the offender's previous behavior and reacts violently in an attempt to regain their position, sense of authority, or financial security. According to De Dreu, Nijstad, and Van Knippenberg (2008), it is logical to draw the conclusion that these beneficial impacts of disputes on group decision-making take place in cooperative settings where pro sociality and positive goal interdependence are perceived by the group members. According to Tam, Hewstone, Kenworthy, and Cairns (2009), that Northern Ireland is still a severely divided society with deeply rooted patterns of separation that come at a significant financial and human cost. They understand the value of fostering communal ties, overcoming sectarianism, and addressing segregation. They are working to promote integrated schooling and mixed-use housing, among other things. The authors Schulz-Hardt, Brodbeck, Mojzisch, Kerschreiter, and Frey (2006) put together three-person groups and required them to choose one of the four potential job candidates. Not every group member received the same knowledge a priori, even though they were all provided information about each of the four finalists. In one scenario, information was dispersed such that, prior to group discussion, every member of the group favoured the same, but less-than-ideal, candidate.

Arnold & O'Connor, (2006) in individualistic cultures, mediation is sought, for example, when negotiators have low self-efficacy regarding the negotiation process. Gandhi, L and Senthilkumar, K ( 2019) had identified self-efficacy of individuals is critical in their decision making process. Senthilkumar, K (2018) had found that emotions were very critical individual decisions. In Stenstrom, Lickel, Denson, and Miller (2006), there is a close relationship between out-group entitativity and group identification. They discovered evidence of motivated cognition in two studies: people with high levels of identification thought the outgroup was more emotionally stable than people with low levels of identification. It was shown using structural equation modelling that views of emotions acted as a mediating factor in the relationship between identification and retaliation against the out-group. Times Online, (2006) what began as a provocative act by an individual escalated into a large-scale conflict, described by Danish Prime Minister Anders Fogh Rasmussen as Denmark's worst international crisis since World War II De Dreu (2008) as with the effects of conflict on group decision making, it thus seems that conflict may have a positive effect on team performance but only under limited circumstances De Dreu, 2006; Schulz - Hardt et al., (2008) at moderate levels of conflict, however, group members are aroused to process information, motor performance is facilitated, and group members become relatively creative and reach high - quality decisions. Howard, Gardner, & Thompson's (2007) results showed that groups reached more integrative agreements than individuals, supporting the two-heads - are - better-than - one prediction. However, groups were also more likely to defect from the agreement than were individuals, supporting an in-group-loyalty explanation. Senth

#### **4. Problem Statement**

This research investigates the complex impact of emotional and social factors, approached strategically, on teaching fraternity performance. Grounded in positive psychology, the study explores work engagement and burnout, emphasizing the role of employment assets like social support and autonomy. Focusing on Indian higher education, it uncovers challenges stemming from student volume and faculty shortages

amid institutional changes. Recognizing a research gap in HEI teachers' burnout, the study extends globally, examining the implications of retaliation motivations and conflict dynamics. The aim is to offer insights into the nuanced emotional and social dynamics influencing teaching performance across diverse educational settings.

## 5. Objectives of the Study

The major objectives of the study are as follows,

- Examine the Impact of Emotional and Social Factors on Work Engagement and Burnout
- Identify Solutions to Alleviate Burnout Among Higher Education Institution (HEI) Teachers in Bengaluru, India

## 6. Research Methodology

6.1 Research Design: the authors have employed a descriptive research design to comprehensively analyze and describe the impact of emotional and social factors on the performance of the teaching fraternity. This design allows for a detailed exploration of variables and their interrelationships.

6.2 Sampling Method: the study authors have utilized a random sampling method to ensure a representative and unbiased selection of participants. The sample size will consist of 390 respondents from educational institutions in Bengaluru, India chosen randomly to enhance the generalizability of the findings.

### 6.3 Data Collection

- Primary Data: Gathered primary data through a structured questionnaire employing a 5-point Likert scale. This questionnaire was designed to assess the emotional experiences, social factors, work engagement, and burnout levels among teachers.
- Secondary Data: Collected secondary data from academic literature, reports, and existing studies to supplement and provide context for the primary data.

### 6.4 Hypothesis of the Study

Null Hypothesis ( $H_0$ ): There is no significant difference in the gender of work engagement among teachers based on varying degrees of social support.

## 7. Data Analysis & Interpretation

Data Analysis: the authors have employed statistical techniques such as descriptive statistics, correlation analysis, and ANOVA to analyze the collected data. Descriptive statistics was used to summarize and describe the main features of the data, while correlation analysis explored relationships between variables. ANOVA was used to test the hypothesis.

Table 1 Descriptive Statistics

Variables	Gender	N	Mean	S. D	Std. Error	Min	Max
Social Support	Male	224	4.424	0.723	0.048	1	5
	Female	166	4.283	0.737	0.057	1	5
	Total	390	4.364	0.732	0.037	1	5

Performance Feedback	Male	224	4.313	0.793	0.053	1	5
	Female	166	4.187	0.702	0.054	1	5
	Total	390	4.259	0.757	0.038	1	5
Autonomy	Male	224	4.406	0.764	0.051	1	5
	Female	166	4.319	0.771	0.060	1	5
	Total	390	4.369	0.767	0.039	1	5
Professional Development Opportunities	Male	224	4.353	0.725	0.048	1	5
	Female	166	4.199	0.772	0.060	1	5
	Total	390	4.287	0.748	0.038	1	5
Curriculum Changes	Male	224	4.304	0.871	0.058	1	5
	Female	166	4.259	0.754	0.059	1	5
	Total	390	4.285	0.823	0.042	1	5
Teaching Innovation	Male	224	4.281	0.750	0.050	1	5
	Female	166	4.241	0.689	0.053	2	5
	Total	390	4.264	0.724	0.037	1	5
Student Volume	Male	224	4.067	0.863	0.058	1	5
	Female	166	4.193	0.793	0.062	1	5
	Total	390	4.121	0.835	0.042	1	5
Faculty Shortages	Male	224	4.161	0.874	0.058	1	5
	Female	166	4.145	0.765	0.059	1	5
	Total	390	4.154	0.828	0.042	1	5
Institutional Changes	Male	224	4.246	0.808	0.054	1	5
	Female	166	4.169	0.783	0.061	1	5
	Total	390	4.213	0.797	0.040	1	5
Privatization	Male	224	4.250	0.826	0.055	1	5
	Female	166	4.229	0.744	0.058	1	5
	Total	390	4.241	0.791	0.040	1	5

Source: Survey Data- SPSS output

Table 1 presents the descriptive statistics for various variables related to the impact of emotional and social factors on the performance of the teaching fraternity. The data is categorized by gender, providing insights into the mean, standard deviation, standard error, minimum, and maximum values for each variable. Notably, social support shows slightly higher mean scores for males (4.424) compared to females (4.283), with the total mean falling at 4.364. Performance feedback, autonomy, and professional development opportunities also exhibit gender-based variations in mean scores, reflecting nuanced perceptions of these factors among male and female teachers. Interestingly, curriculum changes and teaching innovation demonstrate relatively consistent mean scores across genders. Student volume, faculty shortages, institutional changes, and privatization exhibit subtle variations in mean scores. These statistics lay the groundwork for further inferential analyses, such as ANOVA, to ascertain the significance of these differences

and their impact on work engagement among teachers. Overall, the data provides a comprehensive snapshot of how gender-related perceptions may shape the emotional and social factors influencing the teaching fraternity's performance in Bengaluru.

Table 2 Test of Homogeneity of Variances

Variables	Levene Statistic	df1	df2	Sig.
Social Support	0.0001	1	388	0.990
Performance Feedback	7.0672	1	388	0.008
Autonomy	0.1205	1	388	0.729
Professional Development Opportunities	0.4558	1	388	0.500
Curriculum Changes	2.6833	1	388	0.102
Teaching Innovation	1.4447	1	388	0.230
Student Volume	0.0173	1	388	0.895
Faculty Shortages	2.7342	1	388	0.099
Institutional Changes	0.4629	1	388	0.497
Privatization	2.5360	1	388	0.112

Source: Survey Data- SPSS output

Table 2 presents the results of the Test of Homogeneity of Variances, examining the equality of variances across different variables. The Levene statistic is employed, and the associated p-values are scrutinized. Notably, for the variable of Social Support, the Levene statistic is minimal (0.0001) with a high p-value (0.990), suggesting homogeneity of variances. Conversely, Performance Feedback displays a statistically significant Levene statistic (7.0672) with a low p-value (0.008), indicating heterogeneity of variances. Autonomy, Professional Development Opportunities, Curriculum Changes, Teaching Innovation, Student Volume, Faculty Shortages, Institutional Changes, and Privatization all exhibit non-significant Levene statistics and higher p-values, implying homogeneity of variances across gender groups. These findings are crucial for subsequent statistical analyses, such as ANOVA, as they inform the choice of appropriate statistical tests based on the homogeneity or heterogeneity of variances for each variable. Specifically, attention must be given to variables like Performance Feedback, where variances differ significantly, to ensure robust and accurate interpretation of subsequent inferential statistics related to the impact of emotional and social factors on teaching performance.

Table 3 ANOVA

Variables	Comparison	Sum of Squares	df	Mean Square	F	Sig.
Social Support	Between Groups	1.89	1	1.895	3.562	0.060
	Within Groups	206.40	388	0.532		
	Total	208.30	389			
Performance Feedback	Between Groups	1.51	1	1.508	2.643	0.105
	Within Groups	221.34	388	0.570		

	Total	222.84	389			
Autonomy	Between Groups	0.72	1	0.721	1.227	0.269
	Within Groups	228.11	388	0.588		
	Total	228.83	389			
Professional Development Opportunities	Between Groups	2.26	1	2.258	4.064	0.045
	Within Groups	215.58	388	0.556		
	Total	217.84	389			
Curriculum Changes	Between Groups	0.19	1	0.189	0.279	0.598
	Within Groups	263.22	388	0.678		
	Total	263.41	389			
Teaching Innovation	Between Groups	0.15	1	0.155	0.295	0.587
	Within Groups	203.64	388	0.525		
	Total	203.80	389			
Student Volume	Between Groups	1.51	1	1.509	2.170	0.142
	Within Groups	269.83	388	0.695		
	Total	271.34	389			
Faculty Shortages	Between Groups	0.02	1	0.025	0.036	0.849
	Within Groups	266.74	388	0.687		
	Total	266.77	389			
Institutional Changes	Between Groups	0.56	1	0.563	0.886	0.347
	Within Groups	246.77	388	0.636		
	Total	247.34	389			
Privatization	Between Groups	0.04	1	0.042	0.068	0.795
	Within Groups	243.30	388	0.627		
	Total	243.34	389			

Source: Survey Data- SPSS output

Table 3 presents the results of the ANOVA tests for each variable, assessing the impact of emotional and social factors on the performance of the teaching fraternity. Notably, the variable of Social Support exhibits a marginally significant F-statistic (3.562) with a p-value of 0.060, suggesting a potential influence on work engagement based on varying degrees of social support. Professional Development Opportunities also show significance with an F-statistic of 4.064 and a p-value of 0.045, indicating that differences in perceptions regarding professional growth opportunities may indeed contribute to

variations in work engagement. Performance Feedback, Autonomy, Curriculum Changes, Teaching Innovation, Student Volume, Faculty Shortages, Institutional Changes, and Privatization do not show statistically significant differences in means between groups, as evidenced by higher p-values. These findings are crucial for understanding which specific factors among the examined variables significantly impact work engagement and which ones do not. The identified significant variables can be further explored in post-hoc analyses to understand the nature and magnitude of these differences. Overall, these results contribute to the broader objective of deciphering the nuanced interplay between emotional and social factors shaping the teaching fraternity's performance in Bengaluru.

## 8. Results & Discussions

- The ANOVA results suggest a notable influence of social support on work engagement, with a significance level of 60%. This finding partially supports the hypothesis, emphasizing the need for institutions to enhance social support mechanisms to positively impact the teaching fraternity's performance.
- The analysis reveals a statistically significant difference in work engagement related to perceptions of professional development opportunities, with a significance level of 95%. This highlights the crucial role of ongoing learning in shaping teachers' job satisfaction and overall performance.
- While the analysis focused on the impact of social and emotional factors, gender-based variations in mean scores for different variables, particularly in Performance Feedback and Autonomy, indicate potential areas where perceptions and experiences might differ between male and female teachers.
- The Test of Homogeneity of Variances (Table 2) reveals that, for most variables, variances are homogeneous between gender groups. However, in the case of Performance Feedback, significant heterogeneity exists, emphasizing the need for cautious interpretation of subsequent statistical analyses related to this variable.
- The ANOVA results show that Autonomy, Curriculum Changes, Teaching Innovation, Student Volume, Faculty Shortages, Institutional Changes, and Privatization did not exhibit significant differences in work engagement between gender groups. This suggests that, for these variables, gender may not play a significant role in shaping the emotional and social factors influencing teaching performance in Bengaluru.
- Findings indicate no statistically significant differences in work engagement for Performance Feedback, Curriculum Changes, Teaching Innovation, Student Volume, Faculty Shortages, Institutional Changes, and Privatization. While not statistically significant, these variables should be further explored to understand potential practical implications and contextual nuances.

### Suggestions

- Recognizing the moderate impact of social support on work engagement, institutions should allocate resources to bolster social support programs. Initiatives promoting collaboration, mentorship, and a supportive community can contribute to a positive work environment.
- With a significant impact on work engagement, institutions should prioritize and invest in professional development opportunities. This includes tailored training, workshops, and mentorship programs to enhance teachers' skills and job satisfaction.
- Given the gender-based variations in Performance Feedback and Autonomy, institutions should conduct in-depth qualitative research to understand and address specific experiences of male and female teachers. Tailored interventions can then be designed to bridge gender-related disparities.



## 9. Conclusion

In conclusion, this research delved into the multifaceted impact of emotional and social factors on the teaching fraternity's performance, employing a comprehensive research methodology that included ANOVA analyses, gender-based variations, and assessments of homogeneity of variances. The findings highlighted the significant influence of social support and professional development opportunities on work engagement, offering valuable insights for educational institutions aiming to enhance teacher satisfaction and performance. The gender-based differences underscored the importance of considering diverse experiences within the teaching community. The suggested interventions, such as strengthening social support initiatives and prioritizing professional development, align with the research's objective to provide practical implications for today's educational scenario. In a contemporary landscape where the role of educators is evolving rapidly, understanding and addressing the emotional and social dynamics affecting teachers is critical for fostering a positive and conducive work environment.

Further research could explore the longitudinal effects of implemented interventions, considering evolving educational landscapes, technological advancements, and socio-cultural changes, providing an avenue to assess the sustainability and adaptability of strategies in response to the dynamic nature of the teaching profession.

## References

1. Maslach, C., Leiter, M. P., & Schaufeli, W. B. (2008). Measuring burnout. *The Oxford Handbook of Organizational Well-being* (pp. 86-108) UK: Oxford University Press.
2. Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209-223.
3. Reddy, G. L., & Poornima, R. (2012). Occupational Stress and Professional Burnout of University Teachers in South India. *International Journal of Educational Planning & Administration*, 2(2), 109-124.
4. Poornima, R. (2012). Emotional intelligence, occupational stress and job satisfaction of special education tea.
5. Pradhan, M. Perspective of a Teacher as Nation Builder. *Odisha Review*, 22.
6. Pruitt, D. G. (2008). Conflict escalation in organizations. In C. K. W. De Dreu & M. J. Gelfand (Eds.), *The psychology of conflict and conflict management in organizations* (pp. 245 – 266). New York: Lawrence Erlbaum.
7. De Dreu, C. K. W., Beersma, B., Steinel, W., & Van Kleef, G. A. (2007). The psychology of negotiation: principles and basic processes. In A. W. Kruglanski & E. T. Higgins (Eds.), *Handbook of basic principles in social psychology* (2nd ed., pp. 608 – 629). New York: Guilford.
8. Gandhi L. & Senthil Kumar K. (2019). Factors attributing to enhance the self-efficacy of management teachers in India. *Contemporary research in management – Vol. VIII* by Mousumi Sengupta and Nilanjan Sengupta [compilers]. Mysore: Shri Dharmasthala Manjunatheshwara Institute for Management Development (SDMIMD). [ISBN: 978-93-83302-23-76].
9. Tam, T., Hewstone, M., Kenworthy, J., & Cairns, E. (2009). Intergroup trust in Northern Ireland. *Personality and Social Psychology Bulletin*, 35, 45 – 59.
10. Schulz - Hardt, S., Mojzisch, A., & Vogelgesang, F. (2008). Dissent as a facilitator: Individual and group - level effects on creativity and performance. In C. K. W. De Dreu & M. J. Gelfand (Eds.), *The psychology of conflict and conflict management in organizations*. New York: Lawrence Erlbaum.
11. Arnold, J. A., & O' Connor, K. M. (2006). How negotiator self-efficacy drives decisions to pursue mediation. *Journal of Applied Social Psychology*, 36, 2649 – 2669.

12. Lickel, B., Miller, N., Stenstrom, D. M., Denson, T. F., & Schmader, T. (2006). Vicarious retribution: The role of collective blame in intergroup aggression. *Personality and Social Psychology Review*, 10, 372 – 390.
13. Senthilkumar, K. (2018). The influence of emotional factors in the purchase of children products and brands. *International Journal of Education and Management Engineering*, 8(5),
14. Times Online . (2006). 70,000 gathered for a violent Pakistan cartoons protest. Retrieved November 5, 2008, from [www.timesonline.co.uk/tol/news/world/asia/article731005.ece](http://www.timesonline.co.uk/tol/news/world/asia/article731005.ece).
15. De Dreu, C. K. W. (2008). The vice and virtue of workplace conflict: Food for (pessimistic) thought. *Journal of Organizational Behavior*, 29, 5 – 18.
16. De Dreu, C. K. W., Beersma, B., Stroebe, K., & Euwema, M. C. (2006). Motivated information processing, strategic choice, and the quality of negotiated agreement. *Journal of Personality and Social Psychology*, 90, 927 – 943.
17. Howard, E. S., Gardner, W. L., & Thompson, L. L. (2007). The role of the self-concept and the social context in determining the behavior of power holders: Self-construal in intergroup versus dyadic dispute resolution negotiations. *Journal of Personality and Social Psychology*, 93, 614 – 631.
18. Sengupta, Mousumi & Gandhi, L. (2023). Emotional Intelligence among the Postgraduate Students in Private B-Schools in India. *World Journal of Management and Economics*, ISSN: 1819-8643, Vol.16 (6), pp 63-72, (ABDC).