

TEACHING EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO EMOTIONAL MATURITY

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ABSTRACT: *The present study has tried to explore the teaching effectiveness of school teachers with different levels of emotional maturity. A representative sample of 300 (150 male and 150 female) teachers from urban and rural secondary schools of two districts in Haryana was randomly selected. Teaching effectiveness Scale by Kumar & Mutha (1974) and Emotional Maturity Scale by Singh & Bhargava (2012) was used to assess teaching effectiveness and emotional maturity of secondary school teachers. The study revealed that significant difference found in teaching effectiveness of secondary school male teachers with extreme emotional maturity and extreme emotional immaturity. Similar results were found out for female teachers, urban teachers and rural teachers. Significant difference was found in teaching effectiveness of secondary school female teachers with extreme emotional maturity and moderate emotional maturity. However results were reversed for male teachers, urban teachers and rural teachers with same levels of maturity. Significant difference was found in teaching effectiveness of secondary school male teachers with moderate emotional maturity and emotional immaturity. Results were reversed for female teachers, urban teachers and rural teachers with same levels of maturity.*

KEYWORDS: Teaching Effectiveness, Emotional, Emotional Maturity,

An effective teacher is described as one who is able to successfully perform tasks expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the communication of these traits through behaviour. Kucukahmet (1999) points out that; teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development. Teacher effectiveness involves a set of teaching behaviours which are especially effective in bringing about desired changes in students' learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship. There is another assumption that the effective teacher is one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession. Teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. An effective teacher share some common characteristic like sense of humour, positive attitude, emotionally mature, high expectations, consistency, fairness, flexibility. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. According to Walter D. Smitson, "Emotional Maturity is a process in

which the personality is continuously striving for greater sense of emotions, health, both intra-psychically and intra-personally.” People who are emotionally mature tend to be responsible, self-disciplined, and realistic, and therefore better able to meet genuine needs and achieve worthwhile goals. A truly emotionally mature teachers control the emotions not only of him but also of his students. A simple and major problem for schools is to provide a safe environment that is emotionally healthy and academically challenging. This is not possible without an emotionally mature teacher. The present study help teachers and school better understand the role of emotional maturity for teaching effectiveness.

Objectives

- 1) To study Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 2) To study Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 3) To study Teaching Effectiveness of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 4) To study Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Hypotheses

- 1) There is no significant difference in Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 2) There is no significant difference in Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 3) There is no significant difference in Teaching Effectiveness of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
- 4) There is no significant difference in Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Method of Study

The study was carried out to investigate teaching effectiveness of secondary school teachers in relation to their emotional maturity. Accordingly descriptive survey method of research was used to conduct the study.

Sample

The sample comprised of 300 teachers working in different secondary schools of Ambala and Yamunanagar districts of Haryana. A Sample of 150 (75 male and 75 female) from schools in Rural area and 150 (75 male and 75 female) from schools in Urban area from each district were randomly selected to make total sample of 300.

Tool

Teaching Effectiveness Scale by Kumar and Mutha (1974) and Emotional Maturity Scale by Singh and Bhargava (2012) were used to collect the data.

Results and Discussion

- 1) There is no significant difference in Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Table No.1

Means, SDs, SEMs & 't' Ratios of Teaching Effectiveness of secondary school Male teachers with Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity

| Teaching Effectiveness of Male Teachers | Level of Emotional Maturity | | | | | | | | | | | |
|---|-----------------------------|----------------|------|-----------------------------|-------|---------|----------------------|---------|------|------------------------------|-------|------|
| | Extreme Emotional Maturity | | | Moderate Emotional Maturity | | | Emotional Immaturity | | | Extreme Emotional Immaturity | | |
| | Group-1 (No.28) | | | Group-2 (No.25) | | | Group-3 (No.20) | | | Group-4 (No.77) | | |
| | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M |
| | 301.71 | 26.39 | 4.99 | 306.68 | 19.55 | 3.91 | 287.4 | 31.73 | 7.09 | 260.27 | 32.39 | 3.69 |
| ‘t’ ratios | | | | | | | | | | | | |
| Sr. No | | Group-1 | | Group-2 | | Group-3 | | Group-4 | | | | |
| | Group-1 | ----- -- | | 0.78 | N.S | 1.65 | N.S | 6.68 | .01 | | | |
| | Group-2 | ----- ----- | | | | 2.38 | .05 | 8.62 | .01 | | | |
| | Group-3 | ----- ----- | | | | | | 3.39 | .01 | | | |
| | Group-4 | ----- ----- | | | | | | | | | | |

From Table No.1 the obtained mean scores and 't' ratios of teaching effectiveness of secondary school Male teachers with Extreme Emotional Maturity and Moderate Emotional Maturity reveals that there is no significant difference among them. Moreover study of Male secondary school teachers with Extreme Emotional Maturity and Emotional Immaturity reveals that there is no significant difference among them in teaching effectiveness.

The mean score of teaching effectiveness of Male teachers with Extreme Emotional maturity (301.71 ± 26.39) is higher than Male teachers with Extremely Emotional Immaturity (260.27 ± 32.39), the 't' ratio being significant (6.678) at 0.01 level of significance. It explores

that Male teachers with Extreme Emotional Maturity are effective teachers than male teachers with Extreme Emotional Immaturity. The mean score of Male teachers with Moderate Emotional Maturity (306.68 ± 19.550) is higher than Male teachers with Emotional Immaturity (287.4 ± 31.726), the 't' ratio being significant (2.38) at 0.05 level of significance. It explore that Male teachers with Moderate Emotional Maturity are effective teachers than Male teachers with Emotional Immaturity. The mean score of Male teachers with Moderate Emotional maturity (306.68 ± 19.550) is higher than Male teachers with Extreme Emotional Immaturity (260.27 ± 32.395), the 't' ratio being significant (8.629) at 0.01 level of significance. It indicates that Male teachers with Moderate Emotional Maturity are effective teachers than Male teachers with Extreme Emotional Immaturity. The mean score of Male teachers with Emotional Immaturity (287.4 ± 31.726) is higher than Male teachers with Extreme Emotional Immaturity (260.27 ± 32.395), the 't' ratio being significant (3.392) at 0.01 level of significance. It explores that Male teachers with Emotional Immaturity are effective teachers than Male teachers with Extreme Emotional Immaturity. Thus the hypothesis that there is no significant difference in Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity is partially rejected in this study.

- There is no significant difference in Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Table No.2

Means, SDs, SEMs & 't' Ratios of Teaching Effectiveness of secondary school Female teachers with Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity

| Teaching Effectiveness of Female Teachers | Level of Emotional Maturity | | | | | | | | | | | |
|---|-----------------------------|----------------|------|-----------------------------|---------|------|----------------------|-------|---------|------------------------------|-------|------|
| | Extreme Emotional Maturity | | | Moderate Emotional Maturity | | | Emotional Immaturity | | | Extreme Emotional Immaturity | | |
| | Group-1 (No.44) | | | Group-2 (No. 27) | | | Group-3 (No.28) | | | Group-4 (No. 51) | | |
| | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M |
| | 314.05 | 20.74 | 3.13 | 302.48 | 20.7 | 3.98 | 300.57 | 18.49 | 3.49 | 267.78 | 36.96 | 5.17 |
| ‘t’ ratios | | | | | | | | | | | | |
| Sr. No | | Group-1 | | | Group-2 | | Group-3 | | Group-4 | | | |
| | Group-1 | ----- -- | | | 2.28 | | .05 | 2.87 | .01 | 7.65 | | .01 |
| | Group-2 | ----- ----- | | | | | | 0.36 | NS | 5.31 | | .01 |
| | Group-3 | ----- ----- | | | | | | | | | 5.25 | .01 |
| | Group-4 | ----- ----- | | | | | | | | | | |

From Table No.2 the obtained mean score and 't' ratio of teaching effectiveness of secondary school Female teachers with Moderate Emotional Maturity and Emotional Immaturity reveals that there is no significant difference among them in teaching effectiveness.

The mean score of Female teachers with Extreme Emotional Maturity (314.05 ± 20.74) is higher than Female teachers with Moderate Emotional Maturity (302.48 ± 20.7), the 't' ratio being significant (2.28) at 0.05 level of significance. It indicates that the Female teachers with Extreme Emotional Maturity are effective teachers than Female teachers with Moderate Emotional Maturity. The mean score of Female teachers with Extreme Emotional Maturity (314.05 ± 20.738) is higher than Female teachers with Emotional Immaturity (300.57 ± 18.49), the 't' ratio being significant (2.873) at 0.01 level of significance. It indicates that the Female teachers with Extreme Emotional Maturity are effective teachers than Female teachers with Emotional Immaturity. The mean score of Female teachers with Extreme Emotional maturity (314.05 ± 20.74) is higher than Female teachers with Extreme Emotional Immaturity (267.78 ± 36.96), the 't' ratio being significant (7.65) at 0.01 level of significance. It explores that the Female teachers with Extreme Emotional Maturity are effective teachers than Female teachers with Extreme Emotional Immaturity. Moreover the mean score of Female teachers with Moderate Emotional Maturity (305.074 ± 27.29) is higher than Female teachers with Extreme Emotional Immaturity (267.78 ± 36.96), the 't' ratio being significant (5.057) at 0.01 level of significance. It explores that the Female teachers with Moderate Emotional Maturity are effective teachers than Female teachers with Extreme Emotional Immaturity. The mean score of Female teachers with Emotional Immaturity (300.57 ± 18.49) is higher than Female teachers with Extreme Emotional Immaturity (267.78 ± 36.96), the 't' ratio being significant (5.25) at 0.01 level of significance. It explores that the Female teachers with Moderate Emotional maturity are Effective teachers than Female teachers with Extremely Emotional Immaturity. Thus the hypothesis that there is no significant difference in Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity is almost rejected in present study.

3. There is no significant difference in Teaching Effectiveness of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Table No.3

Means, SDs, SEMs & ‘t’ Ratios of Teaching Effectiveness of secondary school Urban teachers with Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity

| Teaching Effectiveness of Urban Teachers | Level of Emotional Maturity | | | | | | | | | | | |
|--|-----------------------------|----------------|------|-----------------------------|-------|---------|----------------------|---------|------|------------------------------|-------|------|
| | Extreme Emotional Maturity | | | Moderate Emotional Maturity | | | Emotional Immaturity | | | Extreme Emotional Immaturity | | |
| | Group-1 (No.34) | | | Group-2 (No.22) | | | Group-3 (No.19) | | | Group-4 (No.75) | | |
| | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M |
| | 312.58 | 20.91 | 3.58 | 308.36 | 20.82 | 4.44 | 299.36 | 29.11 | 6.68 | 262.69 | 35.51 | 4.1 |
| ‘t’ ratios | | | | | | | | | | | | |
| Sr. No | | Group-1 | | Group-2 | | Group-3 | | Group-4 | | | | |
| | Group-1 | ----- ----- | | 0.74 | NS | 1.74 | NS | 9.15 | .01 | | | |
| | Group-2 | ----- ----- | | | | 1.12 | NS | 7.55 | .01 | | | |
| | Group-3 | ----- ----- | | | | | | 4.67 | .01 | | | |
| | Group-4 | ----- ----- | | | | | | | | | | |

From Table No.3 the obtained mean scores and ‘t’ ratios of teaching effectiveness of secondary school Urban teachers with Extreme Emotional Maturity & Moderate Emotional Maturity, among Urban Extremely Emotionally Mature & Urban Emotionally Immature teachers and among Urban Moderately Emotionally Mature and Urban Emotionally Immature reveals that there is no significant difference among them in teaching effectiveness.

The mean score of Urban teachers with Extreme Emotional Maturity (312.58 ± 20.91) is higher than Female teachers with Extreme Emotional Immaturity (262.69 ± 35.51), the ‘t’ ratio being significant (9.16) at 0.01 level of significance. It explores that Urban teachers with Extreme Emotional Maturity are effective teachers than Urban teachers with Extreme Emotional Immaturity. The mean score of Urban teachers with Moderate Emotional Maturity (308.36 ± 20.82) is higher than Urban teachers with Extreme Emotional Immaturity (262.69 ± 35.51), the ‘t’ ratio being significant (7.56) at 0.01 level of significance. Results explores that Urban teachers with Moderate Emotional Maturity are effective teachers than Urban teachers with Extreme Emotional Immaturity. Further the mean score of Urban teachers with Emotional Immaturity (299.39 ± 29.115) is higher than Urban teachers with Extreme Emotional Immaturity (262.69 ± 35.507), the ‘t’ ratio being significant (4.679) at 0.01 level of significance. It explores that Urban teachers with Emotional Immaturity are effective teachers than Urban teachers with Extreme Emotional Immaturity. Thus the hypothesis that there is no significant difference in Teaching Effectiveness

of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity is partially accepted in this study.

4. There is no significant difference in Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Table No.4

Means, SDs, SEMs & 't' Ratios of Teaching Effectiveness of secondary school Rural teachers with Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity

| Teaching Effectiveness of Rural Teachers | Level of Emotional Maturity | | | | | | | | | | | |
|--|-----------------------------|----------------|-------|-----------------------------|-------|---------|----------------------|---------|------|------------------------------|-------|------|
| | Extreme Emotional Maturity | | | Moderate Emotional Maturity | | | Emotional Immaturity | | | Extreme Emotional Immaturity | | |
| | Group-1 (No.38) | | | Group-2 (No.30) | | | Group-3 (No.29) | | | Group-4 (No. 53) | | |
| | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M | Mean | SD | SE M |
| | 306.28 | 25.86 | 4.195 | 301.66 | 19.36 | 3.53 | 292.27 | 22.79 | 4.23 | 264.08 | 32.94 | 4.53 |
| 't' ratios | | | | | | | | | | | | |
| Sr. No | | Group-1 | | Group-2 | | Group-3 | | Group-4 | | | | |
| | Group-1 | ----- ----- | | 0.83 | NS | 2.34 | .05 | 6.83 | .01 | | | |
| | Group-2 | ----- ----- | | | | 1.7 | NS | 6.54 | .01 | | | |
| | Group-3 | ----- ----- | | | | | | 4.55 | .01 | | | |
| | Group-4 | ----- ----- | | | | | | | | | | |

From Table No.4 the obtained mean scores and 't' ratios of teaching effectiveness of secondary school Rural teachers with Extreme Emotional Maturity and with Moderate Emotional Maturity, among Rural Moderate Emotional Maturity and with Emotional Immaturity reveals that there is no significant difference among them in teaching effectiveness.

The mean score of Rural teachers with Extreme Emotional Maturity (306.28 ± 25.86) is higher than Rural teachers with Emotional Immaturity (292.27 ± 22.79), the 't' ratio being significant (2.347) at 0.05 level of significance. It explores that Rural teachers with Extreme Emotional Maturity are effective teachers than Rural teachers with Emotional Immaturity. The mean score of Rural teachers with Extreme Emotional Maturity (306.28 ± 25.86) is higher than Rural teachers with Extreme Emotional Immaturity (264.08 ± 32.94), the 't' ratio being significant (6.83) at 0.01 level

of significance. Results indicate that Rural teachers with Extreme Emotional Maturity are effective teachers than teachers with Extreme Emotional Immaturity. Further the mean score of Rural teachers with Moderate Emotional Maturity (301.66 ± 19.36) is higher than Rural teachers with Extreme Emotional Immaturity (264.08 ± 32.94), the 't' ratio being significant (6.54) at 0.01 level of significance. It explores that Rural teachers with Moderate Emotional Maturity are effective teachers than Rural teachers with Extreme Emotional Immaturity. The mean score of Rural teachers with Emotional Immaturity (292.27 ± 22.79) is higher than Rural teachers with Extreme Emotional Immaturity (264.08 ± 32.94), the 't' ratio being significant (4.55) at 0.01 level of significance. It explores that Rural teachers with Emotional Immaturity are effective teachers than Rural teachers with Extreme Emotional Immaturity. Thus the hypothesis that there is no significant difference in Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity is partially rejected in this study.

FINDINGS OF THE STUDY

- Male teachers with Extreme Emotional Maturity were effective teachers than Male teachers with Extreme Emotional Immaturity.
- Male teachers with Moderate Emotional Maturity were effective teachers than Male teachers with Emotional Immaturity.
- Male teachers with Moderate Emotional Maturity were effective teachers than Male teachers with Extreme Emotional Immaturity.
- Male teachers with Emotional Immaturity were effective teachers than Male teachers with Extreme Emotional Immaturity.
- Female teachers with Extreme Emotional Maturity were effective teachers than Female teachers with Moderate Emotional Maturity
- Female teachers with Extreme Emotional Maturity were effective teachers than Female teachers with Emotional Immaturity.
- Female teachers with Moderate Emotional maturity were effective teachers than Female teachers with Extremely Emotional Immaturity.
- Female teachers with Moderate Emotional Maturity were effective teachers than Female teachers with Extreme Emotional Immaturity.
- Female teachers with Extreme Emotional Maturity were effective teachers than Female teachers with Extreme Emotional Immaturity.
- Urban teachers with Extreme Emotional Maturity were effective teachers than Urban teachers with Extreme Emotional Immaturity.
- Urban teachers with Emotional Immaturity were effective teachers than Urban teachers with Extreme Emotional Immaturity.
- Urban teachers with Moderate Emotional Maturity were effective teachers than Urban teachers with Extreme Emotional Immaturity.
- Rural teachers with Emotional Immaturity were effective teachers than Rural teachers with Extreme Emotional Immaturity.
- Rural teachers with Extreme Emotional Maturity were effective teachers than teachers with Extreme Emotional Immaturity

- Rural teachers with Moderate Emotional Maturity were effective teachers than Rural teachers with Extreme Emotional Immaturity.
- Rural teachers with Extreme Emotional Maturity were effective teachers than Rural teachers with Emotional Immaturity.

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