



## **TEACHING EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO EMOTIONAL MATURITY**

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### ***Abstract***

*Teaching effectiveness means the perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning indicates that teachers grows with experience and learns more and more. This study explores the relationship between teaching effectiveness and emotional maturity of school teachers. The results explore that significant difference in teaching effectiveness and emotional maturity among male and female school teachers. Moreover significant difference also find in teaching effectiveness among school teachers with different level of emotional maturity.*

**Keywords:** *Teaching Effectiveness, School Teachers, Emotional Maturity.*

### **Introduction:**

Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students' achievement in terms of cognitive, affective and psychomotor 'learning or in promoting effective learning'. 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.

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.

Emotions play important role in our life. But without maturity in emotions, life would be mechanical and dull. After attaining emotional maturity, an individual is able to demonstrate a well- balanced emotional behaviour in his day to day life. A person may said to be emotionally matures if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree. The concept 'mature' emotional behaviour of any level is that which reflects the fruits of normal emotional 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.* The truly emotionally mature control the emotions. They do not freeze them but they do express, at the right time, and in proper degree, enthusiasm, happiness, joy. Emotionally healthy behaviour is reflected in characteristic ways of thinking, identifying, managing, expressing feelings, and choosing effective behaviours. Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you. Becoming an emotionally mature teacher is a journey and process, not an arrival state or end result. Emotionally mature teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. 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 among Male and Female secondary school teachers.
2. To study Teaching Effectiveness among Urban and Rural secondary school teachers.
3. To study Emotional Maturity among Male and Female secondary school teachers.
4. To study Emotional Maturity among Urban and Rural secondary school teachers.
5. To study Extremely Emotionally Mature, Moderately Emotionally Mature, Emotionally Immature and Extremely Emotionally Immature secondary school teachers on teaching effectiveness.

### **Hypothesis**

- 1) There is no significant difference in Teaching Effectiveness among Male and Female secondary school teachers.
- 2) There is no significant difference in Teaching Effectiveness among Urban and Rural secondary school teachers.

- 3) There is no significant difference in Emotional Maturity among Male and Female secondary school teachers.
- 4) There is no significant difference in Emotional Maturity among Urban and Rural secondary school teachers.
- 5) There is no significant difference among Extremely Emotionally Mature, Moderately Emotionally Mature, Emotionally Immature and Extremely Emotionally Immature secondary school teachers on teaching effectiveness.

### **Method of Study**

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

### **Sample**

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

### **Tool**

Teaching Effectiveness Scale by Parmod Kumar and D.N Mutha (2001) and Emotional Maturity Scale by Y. Singh and M. Bhargava (2005) were used to collect the data.

### **Results and Discussion**

Analysis of results was carried out by applying 't' test to find out significant difference between means of different variables. The results are shown in the following tables.

1. There is no significant difference in Teaching Effectiveness among Male and Female secondary school teachers.  
From table no.1, it is clear that the mean scores of female teacher ( $294.19 \pm 34.039$ ) are high than male teachers ( $279.36 \pm 35.60$ ) and obtained t- value (3.686) is significant at 0.01 level of significance. Result indicates that females are effective teachers than male teacher. So the null hypothesis is rejected. Therefore, there is significant difference in teaching effectiveness among male and female secondary school teachers.
2. There is no significant difference in Teaching Effectiveness among Urban and Rural secondary school teachers.  
From table no. 1 the mean and t ratios of Urban and Rural secondary school teachers on teaching effectiveness reveals that there is no significant difference in Teaching Effectiveness among Urban and Rural secondary school teachers.
3. There is no significant difference in Emotional Maturity among Male and Female secondary school teachers.  
From table 1, the mean scores of male teachers ( $118.31 \pm 37.69$ ) are high than female teachers ( $104.63 \pm 40.036$ ) on emotional maturity and 't' ratio being (3.047) significant at

0.01 level of significance. Result shows that male teachers are highly immature than the female teachers. Therefore there is significant difference in Emotional Maturity among Male and Female secondary school teachers.

4. There is no significant difference in Emotional Maturity among Urban and Rural secondary school teachers.

From table no. 1 the mean and t ratios of Urban and Rural secondary on Emotional Maturity reveals that there is no significant difference in Emotional Maturity among Urban and Rural secondary school teachers.

**Table No.1**  
**Means, SDs, SEMs & ‘t’ Ratios of Male, Female and Urban Rural Secondary School Teachers on Teaching Effectiveness and Emotional Maturity**

<b>Teaching Effectiveness</b>	<b>Male Teachers</b>			<b>Female Teachers</b>			<b>‘t’ ratio</b>	<b>Level of Sig.</b>	
	<b>N=150</b>			<b>N=150</b>					
	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>			
	279.36	35.60	2.906	294.19	34.039	2.77	3.686	.01	
	<b>Urban Teachers</b>			<b>Rural Teachers</b>			<b>‘t’ ratio</b>	<b>Level of Sig.</b>	
<b>N=150</b>			<b>N=150</b>						
	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>			
	285.35	37.65	3.074	288.2	33.396	2.73	0.694	NS	
<b>Emotional Maturity</b>	<b>Male Teachers</b>			<b>Female Teachers</b>			<b>‘t’ ratio</b>	<b>Level of Sig.</b>	
	<b>N=150</b>			<b>N=150</b>					
		<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>		
		118.31	37.69	3.077	104.63	40.036	3.27	3.047	.01
		<b>Urban Teachers</b>			<b>Rural Teachers</b>			<b>‘t’ ratio</b>	<b>Level of Sig.</b>
	<b>N=150</b>			<b>N=150</b>					
	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>			

	114.47	40.91	3.34	108.47	37.755	3.08	1.319	NS
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5. There is no significant difference among Extremely Emotionally Mature, Moderately Emotionally Mature, Emotionally Immature and Extremely Emotionally Immature secondary school teachers on teaching effectiveness.

From table no.2 the obtained mean scores and 't' ratio of Emotionally Mature Teachers and Moderately Emotionally Mature teachers reveals that there is no significant difference among them on teaching effectiveness.

**Table No.2**  
**Means, SDs, SEMs & 't' Ratios of Emotionally Mature Teachers, Moderately Emotionally Mature, Emotionally Immature, Extremely Emotionally Immature Secondary School Teachers on Teaching Effectiveness**

Teaching Effectiveness		Dimensions of Emotional Maturity											
		Emotionally Mature Teachers			Moderately Emotionally Mature Teachers			Emotionally Immature Teachers			Extremely Emotionally Immature Teachers		
		Group 1			Group 2			Group 3			Group 4		
		NO.72			NO.52			NO.48			NO.128		
		Mean	SD	SEM	Mean	SD	SEM	Mean	SD	SEM	Mean	SD	SEM
	309.25	23.71	2.79	305.84	23.67	3.28	295.08	25.42	3.67	263.27	34.34	3.036	
Sr. No.	Teaching Effectiveness												
	Group-1		Group-2		Group-3		Group-4						
	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	
1.	Group-1	-----	0.789	NS	3.072	.01	11.15	.01					
2.	Group-2	-----			2.186	.05	9.52	.01					
3.	Group-3	-----					6.68	.01					
4.	Group-4	-----											

The mean score of Extremely Emotionally Mature teachers ( $309.25 \pm 23.71$ ) is higher than that of Emotionally Immature teachers ( $295.08 \pm 25.42$ ), the t-ratio being significant (3.072) at 0.01 level of significance. It explore that the Extremely Emotionally Mature teachers are more effective teachers than Emotionally Immature teachers. The mean score of Extremely Emotionally Mature ( $309.25 \pm 23.71$ ) is higher than that of Extremely Emotionally Immature ( $263.27 \pm 34.34$ ), the t-ratio being significant (11.15) at 0.01 level of significance. It explore that the Extremely Emotionally Mature teachers are more effective teachers than Extremely Emotionally Immature teachers.

Further the mean score of Moderately Emotionally Mature teachers ( $305.84 \pm 23.67$ ) is higher than Emotionally Immature teachers ( $295.08 \pm 25.42$ ), the t-ratio being significant (2.186) at 0.05 level of significance. It explore that the Moderately Emotionally Mature teachers are more effective teachers than Emotionally Immature teachers. The mean score of Moderately Emotionally Mature teachers ( $305.84 \pm 23.67$ ) is higher than Extremely Emotionally Immature ( $263.27 \pm 34.34$ ), the t-ratio being significant (9.52) at 0.01 level of significance. It explore that the Moderately Emotionally Mature teachers are more effective teachers than Extremely Emotionally Immature teachers. Also the mean score of Emotionally Immature teachers ( $295.08 \pm 25.42$ ) is higher than Extremely Emotionally Immature ( $263.27 \pm 34.34$ ), the t-ratio being significant (6.68) at 0.01 level of significance. The result reveals that Emotionally Immature teachers are more effective than Extremely Emotionally Immature. From the obtained results we find that on almost all the dimensions of emotional maturity secondary school teachers significantly differ on teaching effectiveness. Thus the hypothesis that, "There is no significant difference among Extremely Emotionally Mature, Moderately Emotionally Mature, Emotionally Immature and Extremely Emotionally Immature secondary school teachers on teaching effectiveness" is almost rejected in this study.

### **Findings of the Study**

- Female secondary school teachers are effective then male teachers.
- Male secondary school teachers are emotionally immature the female secondary teachers.
- Extremely Emotionally Mature teachers are more effective teachers than Extremely Emotionally Immature teachers.
- Extremely Emotionally Mature teachers are more effective teachers than Emotionally Immature teachers.
- Moderately Emotionally Mature teachers are more effective teachers than Emotionally Immature teachers.
- Moderately Emotionally Mature teachers are more effective teachers than Extremely Emotionally Immature teachers.
- Emotionally Immature teachers are more effective than Extremely Emotionally Immature.

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