

Teachers Effectiveness in Relations to Their Emotional Maturity and Hardiness

Deepika

Assistant Professor, JR Memorial College of Education, Rewari, Haryana, India

ABSTRACT

This Study suggests that 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 teacher not only controls his emotions but also 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.

Keywords: Teacher Effectiveness, Emotional Maturity, Hardiness, Education

I. INTRODUCTION

Education is a life time process. It has been started from the beginning of the life and till to the end “Cradle to Death”. Education in the largest sense in any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the process of developing the qualities of hand, head and heart along with training in 3R's i.e. reading, writing and arithmetic. Reading and writing are the basic skills which are equally important for all the subjects taught to students in the school.

Education is not possible without a good teacher. Teachers are the backbone of education. A good teaching is a dynamic activity, unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. Kothari commission (1964-66) also mentioned the importance of the teachers in his report “The quality of nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teaching”. Quality teaching is also known as effective teaching and effective teaching is chief instrument of quality education of any country.

II. REVIEW OF RELATED LITERATURE

2.1 Related Studies on teacher effectiveness

Ramesh and Annaraja (2010) conducted a comparative study on teaching competency of male and female B.Ed. students in distance education. The major finding of the study was that there was no significant difference between male and female B.Ed. students in their professional information, interest in profession, attitude towards children adaptability and teaching competency.

Kumar and Awati (2012) conducted a research to study the teaching effectiveness of women student teachers in relation to their creativity. The results show that the student teachers with high creativity had higher teaching effectiveness scores as compared to female student with low creativity. The rural female student teachers had significant higher creativity scores compared to urban female student teachers. The science female student teachers had higher scores as compared to arts female student teachers. The other caste female student teachers showed higher creativity scores as compared to SC/ST caste female student teachers.

2.2 Related Studies on Emotional Maturity

Rajwinder Kaur and Jyotika Gupta (2006) conducted a study on emotional intelligence among prospective teaches. The findings of the study were:

- (i) there were 9% male and 22% female B.Ed. students with high EI.
- (ii) 6% male and 12% female B.Ed. students have low EI.

- (iii) Male and female students differed significantly on self-management dimension of EI while arts and science stream students differed on social skills dimension of EI. B.Ed.
- (iv) Students of non-working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

Hameed and Tahira (2010) examined the emotional maturity and social adjustment of student teachers. 600 student teachers were selected from different teacher training institutes of Malappuram district of Kerala. The results revealed that male student teachers were more emotionally matured and socially adjusted than female student teachers. There was a positive relationship between emotional maturity and social adjustment of student teachers

2.3 Related Studies on Hardiness

Kumar (2013) conducted a study on mental health analysis of intermediate students in relation to their hardiness and academic achievement. The results related to hardiness are: mental health and hardiness were found to be having a significant association with each others. 11. Significant association was also found between the mental health and control aspect of hardiness, whereas commitment and challenge aspects of hardiness

Nayyar (2013) conducted a research on Impact of Emotional Maturity, Hardiness and Job Satisfaction on Teaching Effectiveness of School Teachers. The finding of the study are : Hardiness variation had a significant impact on teaching effectiveness of school teachers. No significant interactional effect was found between emotional maturity and hardiness and no significant interactional effect of hardiness and job satisfaction on teaching effectiveness of school teachers. The three independent variables, emotional maturity, hardiness and job satisfaction in combination contributed significantly and accounted 51.5% variance in the dependent variable teaching effectiveness of school teachers. Emotional maturity explained 31%, Job satisfaction 12.5 % and hardiness explained 8.1 % variances in teaching effectiveness of school teachers.

III. TEACHER EFFECTIVENESS

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 behavior. Khcukahmet (1999) points out that teacher have the potential to influence students, both positively and negatively through their professional qualifications and personality traits. Dash (2009) wrote teacher effectiveness as the ability of teacher to create meeting and interaction between the physical, intellectual and psychological interest of the student and some given subject matter content. Teacher effectiveness concern with relationship between characteristics of teaching acts and their effects on educational outcomes on classroom teaching.

Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship. Teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behavior of teachers at all education 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 shares some common characteristics like sense of humors, positive attitude, emotionally mature, high expectations, consistency, fairness and flexibility.

IV. EMOTIONAL MATURITY

Emotion word is drawn from the Latin word 'emotes', the participle to 'mover' to move or put I motion(mover which means to stir up, to agitate, to excite), health .Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotion denotes a state of being moved, motivated or aroused in some way. An emotion involves feelings, impulses and physiological reactions. According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality.

Emotional Maturity is one of the dimensions of emotional competence. It means to balance emotions produced in person's mind in particular time. It is not only the effective determinant of personality pattern but also helps to control the growth of individual development. According to Walter D. Smiston, "Emotional Maturity is a process in which the personality is continuously striving for greater sense of the teacher effectiveness of secondary and higher secondary school teachers' emotions.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Emotional maturity can be understood in terms of ability of self control which in turn is a result of thinking and learning. Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal. It has been said that a person's emotional reaction to a happening depends both upon the nature of the happening itself and upon his own inner state. The same thing or happening make create joy in one and grief in another, all depending on the inner state of the individual. A mature person views life experience as learning experiences and, when they are positive, he enjoys and revels in life. When they are negative, he accepts personal responsibility and is confident and can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas.

Rathee and Salh (2010) found that International players are significantly better in emotional maturity as compared to state players. When frustrated, an immature person looks for someone to blame. The mature person looks for solution. Immature people attack people; mature people attack problems. The mature person uses his anger as an energy source and, when frustrated, redoubles his efforts to find solutions to his problems. Keeping in mind the above statements, the investigators studied the emotional maturity among university male, female and none **both intra psychically and intra personally**".

Emerging from the literature, the concept of hardiness was first identified by Kobasa(1982) as a resistance factor in the early(1980).Preliminary finding revealed that individuals, who experience high levels of stress, but remain healthy had a different personality structure than individuals who experience high levels of stress and become ill.

Personality hardiness is a set of beliefs about oneself and the world one lives in. People with hardy personality take control of their lives, believe that commitment to goals will result in positive outcomes, and perceive daily stressors as challenges. Hardiness is a personality construct which is assumed to protect the individual from stress induced illness. Hardiness was originally conceived by Kobasa to improve health by existing as a buffer of stressful life events. According to Kobasa" Hardiness is a personality dimension that is believed to confer resistance against the effects of psychological stress". Hence an essential view regarding personality hardiness is that it acts as a stress buffer which leads to fewer strains in human life. Hardy individuals are high in challenge " a belief that change rather than stability is normal in life and that the anticipation of changes are interesting incentives to growth than threats to security"(Kobasa 1982).

Kobasa states that persons who experience high degree of stress without falling ill have a personality structure differentiating them from a person who becomes sick under stress. This personality difference is best characterized by the term 'Hardiness. It reflects the individual response to life events both personally and professionally.

Hardiness refers to coping strategies, attitudes and beliefs that help people work through the stressors of life. According to **Maddi** the three key features of hardiness, known as the 3 C's of hardiness, they are challenge, control and commitment.

- ✓ **Challenge:** It refers to the ability to see stressful situations as opportunities to be challenged and rise above the given circumstances.
- ✓ **Control:** It refers to the perception that a person is in control of his own life and capable of overcoming challenges through his own ability.

- ✓ **Commitment:** It refers to a sense of having a strong purpose in life rather than merely going along with the current of what everyone else is doing.

As teacher is a nation builder, there are high expectations from teachers by the society. Due to this, teachers are under immense pressure and often they may be stressed and strained. Teachers who are able to successfully cope with stressful situations. Emotional maturity, hardiness and job satisfaction in combination had a significant influence on teaching effectiveness of school teachers irrespective of their years of teaching experience.

VI. CONCLUSION

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Only a teacher who is matured (i.e socially, emotionally), stable, be positive without being aggressive, optimistic, cooperative and self-reliant can produce children of matured personality. Owing to this the proposed study is an attempt to identify the teaching effectiveness of prospective teachers in relation to emotional maturity and hardiness. This proposed study may also be helpful for teacher educators to improve their teacher training programs by making some innovations in their programs. So. The investigator will choose this topic for research.

VII. REFERENCES

- [1]. Aggarwal, J.C. (2006). Psychology of Learning and Development, New Delhi, Shipra Publications.
- [2]. Amandeep and Gurpreet.(2005). A Study of Teacher Effectiveness in relation to Teaching Competency.
- [3]. Audichya, S. and Jain, P. (2009). A study on emotional maturity of adolescent boys and girls of nuclear and joint families. Indian Psychological Review, 72(1): 19-24.
- [4]. Bansibihari, and Lata. (2006). The Effect of Emotional Maturity on Teacher Effectiveness. Edutracks. 6(1), 37-38.
- [5]. Chakrabarti, Mohit. (2008). Teacher Education, Today and Tomorrow, New Delhi, Kalpaz Publications
- [6]. Diengdoh, Hirammon(2012). Effect of intelligence and emotional competence on the academic achievement of higher secondary school students in the east Khasi hills district of Meghalaya.
- [7]. Hameed and Tahira. (2010). To study Emotional maturity and hardiness of student teachers.
- [8]. Indira, B. (1997). An Investigation into Teacher Effectiveness in relation to Work Orientation and Stress. Ph.D Thesis in Education, Indian Educational Abstract (4), 54.
- [9]. Joshi, R., Gupta, N. and Tomar (2009). Emotional maturity in relation to optimism - pessimism among adolescents. Indian Psychological Review, 72(1): 11-14.
- [10]. Kaur, S. (2008). Correlates of Teacher Effectiveness. Patiala: 21st Century Publications.
- [11]. Kumar and Awati. (2012). To study the teaching effectiveness of women student teachers in relation to their creativity.
- [12]. Mohd, Shakir.(2014). A study of the principals' effectiveness in relation to job satisfaction work commitment emotional maturity and hardiness.
- [13]. Nayyar, Jabeen. (2013). Impact of Emotional Maturity, Hardiness and Job Satisfaction on Teaching Effectiveness of School Teachers.
- [14]. Prasanth Kumar, J.(2013). Mental health analysis of intermediate students in relation to their hardiness and academic achievement.
- [15]. Ramesh and Annaraja. (2010). Comparative study on teaching competency of male and female B.Ed. students in distance education.
- [16]. Srilata,B.(2013): Emotional maturity and moral judgment of the student teachers of Guntur District.