IMPACT OF EMOTIONAL MATURITY, HARDINESS AND JOB SATISFACTION ON TEACHING EFFECTIVENESS OF SCHOOL TEACHERS

ABSTRACT

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BY
NAYYAR JABEEN

Under the Supervision of
DR. MOHAMMAD PARVEZ
(Associate Professor)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH-202002, INDIA

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ABSTRACT

Teaching is basically a competence building process, change fostering and knowledge enhancing job which has the capacity to convert any human being into a wizard. Teaching is the mother of all professions and teachers are responsible for creating productive and efficient citizens with proper perspective who contribute in pacing the advancements in all the fields. Teacher is the most important factor for the success of any educational programme. For an effective teaching performance, a teacher should be well aware and has a deep knowledge of subject. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious today. Rather it is likely to become even more critical in the twenty first century. These challenging and overwhelming roles of twenty first century teachers may lead to high levels of stress, emotional imbalances and maladjustment with the job. The behaviour of teacher towards these situations is important which is governed by the psychological and personal factors that cater sound mental and physical health. Therefore the investigator made a humble attempt to make a review of the studies done in the field of teaching effectiveness. Studies on teacher effectiveness cover very diverse fields. Effectiveness of teachers has been studied in relation to presage factors including teacher characteristics, training and competencies; process factors including teacher performance and product factors including pupil learning outcomes. On the basis of available literature, it was felt by the investigator that teacher personality is very crucial for effective teaching learning endeavour. A gap in prior research indicated the need for additional quantitative research for revealing those psychological and personal factors that are effective indicators of teaching effectiveness. Recognising the importance of this, the present study was carried out to find out the impact of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers.
Objectives

The study was guided by the following objectives:

1. To investigate the impact of emotional maturity on teaching effectiveness of school teachers.

2. To examine the impact of hardiness on teaching effectiveness of school teachers.

3. To explore the impact of job satisfaction on teaching effectiveness of school teachers.

4. To investigate whether or not any interactional effects exist between two or more than two independent variables on teaching effectiveness of school teachers.

5. To study the combined and individual effects of selected independent variables viz. emotional maturity, hardiness and job satisfaction on the teaching effectiveness of school teachers.

6. To study the effect of some demographic variables (gender, marital status and teaching experience) on teaching effectiveness of school teachers.

7. To study the combined effect of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers with respect to different demographic variables.

Research Questions

Based on the above research objectives, the following research questions have been framed for the present research study:

1. Do emotional maturity and emotional immaturity have differential effect on teaching effectiveness of school teachers?

2. Do hardiness and non hardiness have differential effect on teaching effectiveness of school teachers?
3. Do job satisfaction and job dissatisfaction have differential effect on teaching effectiveness of school teachers?

4. Is there any interactional effect of emotional maturity and hardiness on teaching effectiveness of school teachers?

5. Is there any interactional effect of emotional maturity and job satisfaction on teaching effectiveness of school teachers?

6. Is there any interactional effect of hardiness and job satisfaction on teaching effectiveness of school teachers?

7. Is there any interactional effect of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers?

8. What is the extent of combined and individual effects of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers?

9. Do the demographic variables (gender, marital status and teaching experience) have significant effect on teaching effectiveness of school teachers?

10. What is the extent of combined effect of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers with respect to different demographic variables (gender, marital status and teaching experience)?

**Methodology**

The study was based on a 2×2×2 factorial design in which three personality variables (emotional maturity, hardiness and job satisfaction) each varying in two ways, was used in the present study. The two values of first personality variable i.e. emotional maturity were (a) emotionally mature and (b) emotionally immature; similarly the two values of second personality variable i.e. hardiness were (a) hardy and (b) non hardy. The third variable was also varied in two ways as (a) job satisfied and (b) job dissatisfied. Thus there were eight groups of school teachers as given below:
Group I: Emotionally mature, Hardy and Job satisfied teachers.

Group II: Emotionally mature, Hardy and Job dissatisfied teachers.

Group III: Emotionally mature, Non hardy and Job satisfied teachers.

Group IV: Emotionally mature, Non hardy and Job dissatisfied teachers.

Group V: Emotionally immature, Hardy and Job satisfied teachers.

Group VI: Emotionally immature, Hardy and Job dissatisfied teachers.

Group VII: Emotionally immature, Non hardy and Job satisfied teachers.

Group VIII: Emotionally immature, Non hardy and Job dissatisfied teachers.

Each one of these groups was comprised of 75 teachers to make a total sample of 600 school teachers selected by purposive convenient sampling technique from CBSE schools of Aligarh district and New Delhi. The data were collected by applying four standardised scales viz. 1) Teacher Effectiveness Scale by (Kumar & Mutha, 1999 Revision). 2). Emotional Maturity Scale (Singh & Bhargava, 2010 Revision). 3). Singh Psychological Hardiness Scale (Singh, 2008). 4) Job Satisfaction Scale (Singh & Sharma, 2009 Revision). The data collected were subjected to appropriate statistical techniques such as factorial ANOVA, Multiple regression analysis, t-test, F-test.

Findings

The main findings emanating from the present investigation are as follows:

1) Emotional maturity and emotional immaturity have differential effect on teaching effectiveness of school teachers. More specifically, teaching effectiveness of emotionally mature teachers was found much superior than that of emotionally immature teachers.

2) Hardiness variation had a significant impact on teaching effectiveness of school teachers. More specifically hardy teachers were more effective in teaching as compared to non hardy teachers.
3) Job satisfaction and job dissatisfaction have differential effect on teaching effectiveness of school teachers. More specifically teaching effectiveness of job satisfied teachers was found to be higher than job dissatisfied teachers.

4) No significant interactional effect was found between emotional maturity and hardiness on teaching effectiveness of school teachers.

5) There was no significant interactional effect between emotional maturity and job satisfaction in respect of teaching effectiveness of school teachers.

6) There was no significant interactional effect of hardiness and job satisfaction on teaching effectiveness of school teachers.

7) A significant interactional effect was found among emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers.

8) All the three independent variables emerged as significant predictors of teaching effectiveness and contributed approximately 51.5% of variance in explaining the teaching effectiveness of school teachers. Emotional maturity explained 31.0%, hardiness 8.1% and job satisfaction explained 12.5% variance in teaching effectiveness of school teachers.

9) Gender had no influence on teaching effectiveness of school teachers.

10) Marital status had a significant influence on teaching effectiveness of school teachers. The teaching effectiveness of unmarried teachers was significantly higher than their respective married counterparts.

11) There was a significant influence of years of teaching experience on teaching effectiveness of school teachers. The teaching effectiveness of teachers having more than twenty years of teaching experience was found to be much higher than teachers having 0-10 and 11-20 years of teaching experience.

12) Emotional maturity, hardiness and job satisfaction in combination exhibited a significant influence on both male and female teachers’ degree of teaching effectiveness and in combination accounted 53.1% variance in teaching
effectiveness scores of male teachers while 50.4 % variance in female
teachers.

13) A significant (p < 0.01) combined effect of emotional maturity hardiness and
job satisfaction was observed on teaching effectiveness of both married and
unmarried teachers. In combination they accounted for 44.1% of variance in
teaching effectiveness scores of married teachers and 53.3% variance in
teaching effectiveness of unmarried teachers.

14) 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. The three independent variables in
combination contributed 52.9% variance in teaching effectiveness scores of
teachers having 0-10 years of teaching experience; 47.3 % for teachers having
11-20 years of teaching experience and 57.7 % variance in the teaching
effectiveness scores of teachers having more than twenty years of teaching
experience.

Conclusion

The overall findings of the present research study beckon the importance of
psychological and personal traits of teachers in the instruction process. The study was
based on a 2×2×2 factorial design involving 600 school teachers. The significant main
effects of the three independent variables i.e. emotional maturity, hardiness and job
satisfaction proved that the positive personality traits are vital for making the teachers
effective. Emotionally mature teachers scoring higher on teacher effectiveness scale is
an indication of the fact that instruction delivered by those teachers who are better
able to manage their emotions are more effective as compared to emotionally
immature teachers. Likewise hardy teachers are found to be more effective than non
hardy teachers which highlight the role of resilient characteristics in improving
teaching effectiveness. Moving towards job satisfaction, the results are also in the
expected direction reporting job satisfied teachers are far more effective than job
dissatisfied teachers. It means that the happier the teacher is with his/her job the better
he is in discharging his duties. On the whole the study on the basis of significant main
effects conclude that positive affect of a teacher towards himself/herself and towards the job along with hardy attitudes is vital for improving the teaching effectiveness of school teachers.

Although, the study reveals that the two way interaction effects are insignificant but slightly insignificant interaction between emotional maturity and hardiness is indicating that these variables have a dependence on each other but it is not statistically significant. However the three way interaction between the three variables is significant suggesting that the three variables under consideration may not operate on the teaching effectiveness of school teachers alone thereby indicating the possibility of some sort of dependence between them which may be accounted due to common outcomes or some intervening variables that will need to be examined in future researches. Results of multiple regression analysis ultimately aids in concluding that these three personality variables are significant predictors of teaching effectiveness of school teachers with a good prediction ability of about 51.5 % and revealing them as significant predictors of teaching effectiveness irrespective of the demographic variables taken under consideration. Overall the findings of the present study emphasize the role of psychological and personal variables that certainly make a difference in the teaching effectiveness of school teachers. By investigating the influence of demographic variables on teaching effectiveness, results indicated that demographic variables exhibited varied influence on teaching effectiveness of school teachers. Gender does not affect the teaching effectiveness of school teachers while marital status and teaching experience did influence teaching effectiveness of school teachers. Unmarried teachers and teachers with more than ten years of teaching experience were found to exhibit higher levels of teaching effectiveness as compared to their respective counterparts.

**Educational Implications of the Research**

The present research is primarily concerned with the teaching effectiveness of school teachers. It therefore contributes information in the area of teacher evaluation and in turn is useful for the improvement of teaching practice by helping teachers to identify their weaknesses and strengths for further professional development and in identifying the effective and ineffective teachers thereby protecting the students from
incompetent teachers by bringing structured assistance to marginal teachers and accordingly may also serves as a process of rewarding and penalizing the individual teacher.

The present research may also help teachers making more accountable towards their profession by ensuring that teachers perform at their best to enhance student learning by holding teachers accountable for their performance by associating it with promotion, task assignments, tenure considerations and to a range of consequences for their career.

By providing the information about the effectiveness of teachers, this research may help in monitoring the organization’s employment decisions and in assessing and improving the school effectiveness because teachers are the part of the wider school context who are responsible for better outcomes of students that in turn reflects the effectiveness of the schools.

The present study explored the differential effects of some of the personality variables on teaching effectiveness of school teachers and the findings would be beneficial in understanding the role of emotional maturity, hardiness and job satisfaction in enhancing the performance of teachers. The information generated could be utilized by teachers to frame better professional identities and to tackle the degradation of their teaching on account of personal variables. Further the results help in suggesting better ways of training and equipping instructors with all the necessary skills of effective teaching including professional as well as personal skills. Based on the findings it is proposed that there is a need to plan personality grooming programme for in-service as well as prospective teachers in order to help them develop a sound and balanced personality that do contribute in making and developing an effective teacher for effective teaching and productive learning outcomes.

Findings of emotional maturity levels related to teachers’ effectiveness would help in generating emotional labour rules and integrating emotion regulation skills in teacher preparation programmes. The results of hardiness variation on teachers’ performance assist in the development of stress management programmes for in-service teachers.
emphasizing the cultivation of hardy attitudes of commitment, control and challenge to face the pressures encountering while delivering the services in the schools. Findings of job satisfaction suggest that school authorities need to develop strategies to deal with the needs of those teachers who experience less job satisfaction and to facilitate their commitment through proper incentive plans which would help in reducing absenteeism and retaining effective teachers. Moreover the results may also help in the development of a rapport between teachers and taught and maintaining a positive learning environment in the classroom that caters healthy overall development of students with positive learning outcomes. Thus results of our study would ultimately contribute in raising the academic standard and academic excellence in educational settings.