

EMOTIONAL STABILITY, SELF PROFESSIONAL DEVELOPMENT AND ITS ROLE IN EFFECTIVE TEACHING

NUZHATH KHATOON

Associate Professor, Padala Rama Reddi College of Commerce & Management, Affiliated to Osmania University

ABSTRACT

The term teaching effectiveness implies that the teacher actions such as ways of explaining and questioning and the characteristics and personality traits, such as intelligence, knowledge and emotional stability that account for the teacher effect on student achievement (Nathaniel, 2009). Beside research pursuit, teacher must be with high academic caliber. Unfortunately many teachers are good in teaching and bad in research and vice versa. Because of lacunae in ideal blending of research and teaching, many teachers have ambiguous feeling. Professional teacher should strive towards higher standard of attainment spirit of inquiry and develop love for knowledge. The paper focused on the emotional stability, self professional development and its role in effective teaching. Six Osmania University affiliated MBA and Engineering (Professional) colleges and AICTE approved are randomly selected for the primary data collection. The study show that teachers with high level of emotional stability experienced greater growth of self professional development and highly productive in their profession.

KEYWORDS: Effective Teaching, Emotional Stability, Self Professional Development

INTRODUCTION

Teachers role is not, any longer restricted to the one way transmission of knowledge, but encompasses teaching as learners, how to learn, augmenting their confidence, boosting their self esteem, motivating and organizing an appropriate learning context (Williams & Burden 2000) Emotional stability plays an important role in academic profession. It has the direct impact on the teacher's behavior and teaching method. Teachers are considered as the pillars of any institution, which directly or indirectly affects the standards of the institution. A most recent approach to the study of teacher effectiveness acknowledges the many differentiated roles that teacher play and examines effectiveness across the various roles (Muijs, Campbell, Kyriakids, Robinson 2005). This paper focus on the emotional stability, self professional development skills and its role in effective teaching, as professional developed teachers make challenging assignments, encourage competency among students, give thought stimulating test and use other means to promote active learning.

REVIEW OF LITERATURE

Freydenberg (1997) suggests that schools/ colleges need to equip students to become proficient in not only technical and analytical areas but also in developing social skills (conflict management), examining personal values and ethics and developing an appreciation for cultural diversity. Ryan(1960) found that the teacher with high emotional stability are self confidence, cheerful and have active contact with people and teacher with lower emotional stability prefer less contact with people and are more directive and authoritarian with low self confidence. The number of factors has been identified in assessing the effectiveness of a teacher. These include verbal activity, subject knowledge, continual professional development, teaching experience and teacher certificate.

Emotional Stability is considered as the degree to which a person is well adjusted, calm and secure. Emotional stability is the effective determinants of the personality patterns and it also helps in controlling of emotional development. An individual who is capable of controlling emotion in extreme situation is the emotional stable individual. Smitson (1974) said Emotional stability is the process in which the personalities of an individual continuously strive for greater emotional health.

Emotional stability is essentially a measure of anxiety versus wellbeing, where emotions are controlled rather than highly variable. Only emotionally stable people can experience true empathy and empathy is a prime requirement for successful interpersonal relationship (Sheema (2005)). Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self esteem tended to perform better in overall teaching effectiveness. Kaufhold & Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual difference and promote cooperative learning so as to solve problem and guide the students to promote social competence.

Research into teachers effectiveness traditionally has focused on identifying the generic characteristics of effective teachers as measured by classroom practice and cognitive students outcomes (Brophy & Good, 1986, Muijs et al, 2005). Teachers who are competent about their subject matter are more likely to have better educational outcomes than teachers who are apathetic towards their subject (Skinner & Belmont, 1993). Teachers who successfully fulfill the role of competency have been shown to consistently identify resilient quality in their students, use effective communication, empathy and support in their every day interaction with students (Cox, 2000).

Beside research pursuit, teacher must be with high academic caliber. Unfortunately many teachers are good in teaching and bad in research and vice versa. Because of lacunae in ideal blending of research and teaching, many teachers have ambiguous feeling. Professional teacher should strive towards higher standard of attainment spirit of inquiry and develop love for knowledge. Presentation and publication in teaching and learning for innovative teaching techniques related issues are the indicators of being an expertise. Teachers who are already conducting research and publishing in their own discipline show the evidence of their own self professional development. Based on the secondary review of literature the objective of the study is designed.

Objective of the Study

- To assess the emotional stability and its impact on the self professional development of the teachers
- To find out the relation between emotional stability and age, gender, experience & education.
- To identify emotional stability and its effect on teaching method.

METHODOLOGY

A descriptive research design with survey method is applied in the research work. Both primary and secondary data is used for the purpose of the study. Secondary data were collected from available books, publications, research studies, articles and websites. Two questionnaires were distributed to the teaching staff of Management and Engineering for the collection of the primary data one for Emotional stability (This is a 30-item questionnaire designed to measure emotional stability (Petrides & Furnham, 2006) and another for assessment of teaching effectiveness and professional development. Six Osmania University affiliated MBA and Engineering (Professional) colleges and AICTE approved are

randomly selected for the primary data collection. Random sampling method was applied, both the questionnaire were distributed manually to the concerned teaching staff of the private colleges. The sample size is 74.

Emotional stability questionnaire posses four dimensions like Well being (WB) Self Control (SC) Emotion ability (EM) and Socialism (SC) Reliability as checked by Cronbach's alpha is .719. Teaching effectiveness and professional development questionnaire have three sections Demographic profile(Age, gender, experience, qualification, and subject expertise etc) Self professional development (SPD) and Professional development needs (PDN). Reliability as checked by Cronbach's alpha is .690.

Interpretation of the Study

Effective teacher shows high emotional stability, favorable attitude to environment, better adjustment in profession and democratic attitude in their dealing with students and other staff members. Presentation of papers in conference and seminars, publication of article in journal and books and enhancing teaching skills through faculty development programs are considered as the self professional development. Table 1 state that emotional stability of the professional teachers is strongly correlated with their self professional development.

Table 2 is drawn base on the values of chi-square which states that there is no significance between age, gender with emotional stability, and little bit of significance with experience and education level of the professional teachers. There are high significant values of age, experience and education with self professional development of professional teacher, as in addition to subject knowledge teacher possess a body of specialized pedagogical knowledge acquired through training and experience related to effective teaching, subject matter and understanding of other behavior, which are the result of their experience of working with the people in different circumstances. (Calderhead, 1987). Teaching experience is globally recognized as the best characteristic for emotional stability and professional development, research showed that experience with specific discipline is more important than general teaching.

Table 1: Correlation between Emotional Stability & Self Professional Development

		SPD	ES
SPD	Pearson Correlation	1	.734**
	Sig. (2-tailed)		.000
	N	74	74
ES	Pearson Correlation	.734**	1
	Sig. (2-tailed)	.000	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2: Significance Level at the 0.01 (2-Tailed Test)

Independent Variables	Significant Values through Chi-Square Test Dependent Variables		
	Emotional Stability	Self Professional Development	Professional Need
Age	.040	.000	.004
Gender	.030	.090	.037
Experience	.004	.000	.000
Education	.007	.001	.002

Table 3: Correlation between Emotional Stability and Teaching Effectiveness

		ES	TE
ES	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.000
	N	74	74
TE	Pearson Correlation	.836**	1
	Sig. (2-tailed)	.000	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Emotionally stable teachers should be able to identify, understand, experience and highly productive in their concerned field. Table 3 values clearly state the significant correlation between the emotional stability and teaching effectiveness. Teaching effectiveness includes the subject knowledge of the teacher, way of explaining the concept with latest market examples / information and encouraging the students for creative ideas and intellectual growth.

CONCLUSIONS

Emotional stability plays an important role in academic profession. It has the direct impact on the teacher's behavior and teaching method. Teacher must have sufficient emotional stability and maturity as well as the ability to give consistent supervision which can be possible if they should have interest in learning about the dynamics of their concerned discipline. A well balanced attitude towards subject knowledge and emotional stability are the invaluable assets of the teacher. Teachers with high emotional stability show higher degree of self professional development and teaching effectiveness.

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