

## ROLE OF EMOTIONAL TRAITS AND INTELLECTUAL INTEREST IN EFFECTIVE TEACHING AT HIGHER LEVEL

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### **ABSTRACT**

*The purpose of the present study was to explore the role of emotional maturity of lecturers and their intellectual interest in their effectiveness and success. As successful teaching involves a series of events wherein the lecturer attempts to change the behavior of students towards the intellectual direction. A sample of 300 male and female lecturers was taken from a higher educational institution. They filled a questionnaire which measured their emotional maturity as well as interest in their profession, respect to their efficiency in teaching. The findings suggest that traits and interest strongly effects the effectiveness of lecturers.*

**KEYWORDS:** *Lecturers, Intellectual, Emotional Maturity*

### **INTRODUCTION**

A lecturer is a person who brings the child in the realm of knowledge and makes him cross the river of ignorance. By his works and profession, he fully deserves the high position and is called by the name of “Guru”, who is even greater than god.

But the efficiency of any educational system rests on the quality of the lecturers. With good lecturers, even the defects of the system can be largely overcome. Therefore it is essential to attract and retain the emotionally matured and intellectual lecturers into the teaching profession who may create conditions in which enthusiasm for work is maintained throughout their professional life.

Counselors regard the lecturer as a personal service occupation, a social occupation and an intellectual occupation and that aptitude for it implies the ability and the desire to be helpful to immature but developing personalities as well as ability to master the subjects taught. It therefore becomes imperative that only those who can devote and dedicate their life to this noble profession should adopt it. It is brave who should teach. Teaching is a vocation as sacred as the priesthood, as innate as desire, as inescapable as the genius who puts life in his art. One who does not seem to have any concern for the community at large and the living visible creatures of this universe, he must cease to act as a lecturer. As,” emotional disposition is a process in which personality is continuously striving for a greater sense of emotional health, both intra physically and intrapersonally” (Smitson, 1974). It equips an individual with wisdom at a critical moment which helps him to solve even the critical and complicated problems of life.

“we make little use of the power of the emotional impact of the living world, we strive more than anything to get our audience to think, forgetting in the process about their feelings, experiences and psychological states- we are not of

course, against educating the mind, we are all in favor of conscious knowledge of encouraging students to think actively during lessons, but we are against one-sided intellectualism. The lecturer must be able not only to awaken ‘ the lofty flight of thoughts’ but also to inflame their hearts with words. (Stanislav shatsky, 1981). In other words, the student’s mind and feelings must be in harmony and the intellectual and emotional spheres must complement one another.

### **Hypothesis**

There is a significant difference between the emotional and intellectual traits of effective lecturers and non-effective lecturers.

### **Design of the study**

The subject of 300 lecturers was used as a sample in the present study out of which 150 were male and 150 female. Two group research design was used in which the experimental group consisted of effective lectures and control group consisted of non-effective lecturers. They were selected in one of the following groups on the basis of appropriate tests like emotional maturity scale and career maturity inventory. Subjects were selected from different socio-economic as well as rural and urban background appropriately.

### **Measures**

The career maturity inventory by Dr. (Mrs.) Nirmala Gupta and emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used to measure the various intellectual and emotional traits of lecturers comparatively. Each test was administrated to each subject individually and scoring was done accordingly. In order to compare the traits, “Anova” was applied.

## **RESULTS**

The result indicates that there is a significant difference between the mean of emotional maturity traits of effective lecturers (98.5) and non-effective lecturers (130.9) whereas the CR value 25.82 is significant at 0.01 level of confidence. If we find the difference in all aspects of emotional maturity, we see a great difference in the mean scores of effective and non effective lecturers as in emotional instability (22.6<43.5), emotional regression (21.8>42.2) emotional adjustment (24.3<44.3), personality disintegration (20.8<40.7), lack of independence ( )20.2<40.3).

The scoring of this scale shows that the lower the score on the scale, greater the degree of emotional maturity and vice- versa. It is clear from the table that the lecturers who are stable emotionally and have all the required maturity traits that helps a person to feel the satisfaction for their job and life due to which they become effective while who are unable to receive the required maturity both at personal and emotional level, lack satisfaction and perform so ineffectively that they fail to be successful in their profession.

In the same way, the difference between the mean scores in career maturity with an intellectual interest of effective teacher (63.30) is significant than the scores of non-effective teachers (50.15). the CR value is also significant at 0.01 level of confidence.

This shows that the lecturers having the intellectual interest, know what can they do in a better way in different conditions. They know the challenges and routine problems of their job, so they prepare their plans to overcome from these

easily. In contrast, non-effective lecturers sometimes try to join another profession as they feel irritated soon and have no interest in being ideal for students as they do their job only for the sake of job not for responsibility.

**Table 1: Showing Statistical Differentials on Comparison of Various Values of Successful and Unsuccessful Lecturers**

Values	Subjects				'CR'	Inference (Result)
	Effective N=150		Non Effective N=150			
	Mean	S.D	Mean	S.D		
Emotional Traits	98.5	15.8	130	4.99	25.82	P<.01
Intellectual Interest	63.30	3.60	50.15	3.25	3.56	P<.01

## CONCLUSIONS

Thus we may conclude that to be effective in a noble profession like teaching one must be emotionally mature with a keen intellectual interest into his or her profession. “ the first aim surely in education is to produce men and women with integrity of character and intellectual emotional maturity, endowed with understanding, wisdom, and judgement” (Dr.J.H.Taylor).

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