

A STUDY OF ENGLISH MEDIUM SCHOOL TEACHERS' QUARTER LIFE CRISIS IN RELATION TO THEIR TEACHER EFFECTIVENESS

Minal R. Thakur¹ and Prof. (Dr.) Indu Garg²

¹ Ph.D Research Scholar, Department of Education, University of Mumbai.

² Former HOD, Department of Education, University of Mumbai.

Abstract: *Teaching, even in this modern century is considered to be a noble profession and teachers are supposed to be the epitome of humility and dedication. The stark reality that one comes across is the falling standards of education and the lack of sincere and dedicated quality teachers.*

What has led to such crisis situation in teaching? To satiate this inquisitiveness a correlational study of the variables quarter life crisis and teacher effectiveness was carried out.

Quarter life crisis, is the period of crisis faced by the conscripts falling in the age group of 23 to 30 years. These are taxing situations which a teacher falls prey to, while trying to attend a comfortable living. These crisis affect her effectiveness during the classroom situations.

In the present study correlational method of research has been used. The sample of 393 teachers from English medium schools of Greater Mumbai was considered for the study. The findings of the study high lights a significant positive low correlation between the variables of quarter life crisis and teacher effectiveness.

Key Words: *quarter life crisis, teacher effectiveness, conscripts.*

1. INTRODUCTION:

Education system is one of the bed rock on which a country's economy rests. The adoption of LPG (liberalization, privatization and globalization) model by India has made Indian education system grow faster and contend with some of the best systems globally. This period of transition has had a positive impact on Indian education system. The era of reformation has brought a tremendous change in the system of education in India. Indian education system has exalted itself from being conventional value based Gurukul system to multimedia rich smart classes.

Although, one can boost of having some of the best institutions in India, the fact that Indian education system has some serious lacunae cannot be completely ignored. One such lacunae is - the dearth of quality teachers. It is said that scholars stay away from teaching profession. Most ingenious young graduates do not take up teaching as their first calling. Since, teachers' design the future of the nation, a country therefore, needs to harness its best talents into teaching but, the situation is contrasting. Teaching is muddled with such lacunae and crisis. This research was therefore undertaken to know: 1. the crisis situations, teachers, in their quarter life period (23 to 30 years of age) go through. 2. Whether these crisis have affected their effectiveness to excel in their profession.

2. NEED FOR THE STUDY:

Review of related literature provides with the persuasive evidence that, the combination of variables selected for the present study, has not been adequately attempted so far in the field of Education. Increasing competitive environment and change in the pattern of learning has baffled teachers. They need to understand that success in teaching depends upon teacher's characteristics and her competencies. It is important for teachers to know the crisis in their personal and professional life, how competently they can deal with the demands of the profession and better their work quality. Hence, it was important to know how the crises affect the effectiveness of a teacher.

Thus, a need for the present study was felt to know how teachers face challenges in classroom situations and on the personal front.

3. STATEMENT OF THE PROBLEM:

The problem of the study has been stated as:

A Correlational Study of the Relationship between Quarter Life Crisis and Teacher Effectiveness.

3.1 VARIABLES OF THE STUDY:

1. Quarter Life Crisis
2. Teacher Effectiveness

3.2 DEFINITIONS OF THE VARIABLES:

1. Quarter Life Crisis

Quarter Life Crisis for the present study is operationalized as, a stage of anxiety and bewilderment in the life of teachers falling in the age group of 23 to 30 years while they establish themselves into teaching profession. It arises when a teacher with the teaching experience of 6 months to 5 years is unclear about the functioning of the educational institution and, at the same time faces stress from family relations, career changes and career settlement. Quarter life crisis is studied under the following components: career, health, job stress, life style, relationship and finance. Operational definitions of the components are as follows:-

Career is a source of earning livelihood with the opportunity to progress.

Health is the mental and physical state of a teacher in her/his quarter life period.

Job Stress is the emotional tension exerted by a teacher due to demanding circumstances related to work.

Life style is a teacher's style of living which is shaped and influenced by his / her interests and attitude and reflects the values that s/he represents as a member of the society.

Relationship in the context of the present research has been operationalized as teachers' competency to understand and be understood by her colleagues and seniors in the profession.

Finance is the monetary gains (salary) received by the teacher for providing her services.

2. Teacher Effectiveness

Teacher effectiveness can be defined as teacher's ability of planning and presentation of the task given at hand, her professional commitment and sense of responsibilities, her ways of executing instructions keeping in view her mental, physical and emotional health and her relationship within the educational setup and society.

4. OBJECTIVE OF THE STUDY:

The study was undertaken with the following objective:

- To ascertain the relationship between quarter life crisis and teacher effectiveness of school teachers.

4.1 HYPOTHESIS OF THE STUDY:

The Null hypothesis formulated for the present study is as follows:

- There is no significant relationship between quarter life crisis and teacher effectiveness of school teachers.

5. RESEARCH DESIGN:

Methodology of the Study

In the present study a correlational method has been used precisely to measure the extent to which the two variables are related to each other. The data collection involved gathering quantitative data by using standardized tools. The data thus collected were analyzed using appropriate statistical techniques.

Sample of the Study

In the present study the sample comprised of 393 teachers from English medium schools of Greater Mumbai. The teachers falling in the age group of 23 to 30 years and with 6 months to 5 years of experience were considered for the study. The sample therefore comprised of 40 male teacher and 353 female teachers.

Tools of Data Collection

The following tools were used for data collection

- Quarter Life Crisis Rating Scale
- Teacher Effectiveness Scale developed by Dr. (Mrs.) Umme Kulsum

6. DELIMITATIONS OF THE STUDY:

The study under consideration was restricted to the teachers of English medium schools of Greater Mumbai. It considered the said variables and covered only those teachers falling in the age group of 23 – 30 years and having experience of 6 months to 5 years.

TESTING OF THE HYPOTHESIS:

The null hypothesis states that there is no significant relationship between quarter life crisis and teacher effectiveness of school teachers.

Technique used: Pearson's Product Moment Coefficient of Correlation ('r')

Table: 1

Relationship between Quarter Life Crisis and Teacher Effectiveness

Variables	N	Mean	SD	'r'	Level of Significance
Quarter Life Crisis	393	151.33	14.811	.244	0.01 Significant
Teacher Effectiveness		493.53	43.551		

7. FINDINGS AND CONCLUSION:

Table: 1 shows the statistics of correlation between the variables quarter life crisis and teacher effectiveness. A significant Low relationship has been found between the two variables as per the tabulated range of correlation and hence the hypothesis is rejected. Since 'r' is positive it suggests a direct positive linear relationship between the two variables under study. Since the value of 'r' ranges between + 1 and – 1, the obtained 'r' .244 is closer to 0 indicating greater variation around the line of the best fit.

8. DISCUSSION:

It can be inferred from the findings that there exists a positive correlation between quarter life crisis and teacher effectiveness though the relationship is low. Low relationship could be due to the fact that teachers in their quarter life period are hardly aware that they are going through crisis phase in their professional and personal front. They treat this phase of their life as casual struggling years which all have to go through in order to establish themselves in life. With an urge to settle down in their career they do not pay heed to such taxing situations in life. The crisis to which the teachers fall prey to, affect their effectiveness as efficient teachers, but they strive beyond their capacity to bring out their best in order to survive in the profession. Teachers are burdened with more of clerical activities related to the data entry of each of the students under the new CCE pattern of education, which retards their professional development. The working environment being so stressful and competitive does not give scope for professional growth and a sense of job security which further deteriorates the effectiveness of teachers. Students, today, are so tech savvy that they have enough knowledge about certain topics and pose challenge to teachers while they teach such topics in the class, hence teachers fall short in their efforts of preparation and planning of teaching learning experiences. They tend to lose their control over the class and the topic dealt with often becomes uninteresting for students. These situations lead to crisis, mishandling of which leads to ineffectiveness.

9. CONCLUSION:

It can be concluded from the study that crisis faced by the teachers in their quarter life period (23 to 30 years of age) can have a direct impact not only on the teachers but also on the stakeholders (students). Quality teaching and students achievement are intertwined. Quality teaching includes polishing competences over and over again. But this can be done when teacher frees herself from all kinds of crisis.

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