

The Role of Emotional Attachment of Teachers in the Development of Self-confidence, Learning Habits and Social Adjustment of Children in the Primary Schools

Yogeshver Prasad Sharma¹, Amar veer Singh²

¹Assistant Professor, Deptt. of Education, Shri Venkateshwara University, Gajraula, India

²Research Scholar, Deptt. of Education, Shri Venkateshwara University, Gajraula, India

“The critical elements for the fulfillment of relationships are the feelings of emotional attachment. Later social relations depend on the attachment experiences of early life. Teachers’ emotional attachment with his students creates a feeling of security which in turn develops the self-confidence in students”- Bowlby

Abstract: *A very young child has an emotional attachment towards his caregivers i.e. the parents or the guardians. When he starts to school, he also seeks to obtain the same feeling of attachment from his teachers. As the teacher feels a sense of his own children in his students so he also develops an attitude of attachment towards his students during the course of teaching program. This relationship of attachment of emotions between the teachers and their students affects the cognitive and non-cognitive characteristics of students at the early stage of their development. This attachment helps the young students to obtain a secure learning experience. The adequate experiences of this attachment can lead to the achievement of skills in the students resulting in the development of cognitive characteristics of students. The present study deals with the influence of the emotional attachment among the students and their teachers on the schools readiness, development of learning habits and their social adjustment.*

Keywords: Emotional attachment, learning experiences, school readiness, Social adjustment, learning habits, etc

1. Introduction

Primary education is the foundation of the entire superstructure of educational system. It is at this stage that the child comes into contact with a formal institution and his formal education starts. It is the stage through which eventually every child has to pass. This covers early childhood and continues up to or a little beyond the advent of adolescence. During this stage the child is initiated to speak, listen, read, write, observe and calculate and to solve problems. In fact, the education which the child receives at this stage provides the foundation for his later physical, mental, emotional, intellectual and social development. In view of this, elementary education deserves the highest priority not only on the ground of social justice and democracy but also for raising the competence of the average workers and for increasing national productivity. In this context, UNESCO document (1971) remarks that the primary education can be seen as the most sensitive area of educational planning and development because pupils who enter the age of five or six and scheduled to leave at twelve or fourteen acquire, at those impressionable ages, thoughts, patterns and habits that will affect them throughout their lives.

The development of adaptive emotional regulation as well as the self-concept of an individual depends on the close attachment bond between the teacher and students. These attachment experiences help the student in his social adjustment in the society during the course of his adulthood. In addition to this, the attachment of teacher with the students also develops a democratic environment in the classroom. A student can share his problems with

the teacher only in a democratic environment. Therefore, the role of a teacher in the development of young children into a useful member of society cannot be under estimated.

2. Review of Related Literature

The close emotional attachment bond between the teacher and his students helps in the development of self-concept and also in developing adaptive emotional regulation among the young children. In the words of Bowlby¹ (1979), “This is the attachment behavior that characterize human beings from the cradle to the grave”. In his view, the attachment of emotions is an attempt for maintaining the proximity to another person who seems to be more capable in dealing with the external environment. The important anchor of attachment theory is lays in the concept of secure base (Secure base refers to the state of care giving provided by parents or teachers which helps in the social adjustment of child).

Durie (1985) suggested that there exists an attachment between the children and their biological parents and also the attachment of children with their guardians apart from biological parents is same. In the same way an attachment can take place between the teachers and students in the school. Bowlby (1988) opines that the important characteristics of such emotional relationships are the enhancement of confidence provided by the caregivers like parents as well as teachers. This relationship helps in comforting the frightening situations arisen during the course of study. Ainsworth² (1991), Hazan and Shaver³ (1994) conclude that the attachment of teacher with the children help to provide a safe haven during need. During

his stay away from home the teacher is the most believable person for child. The emotional attachment of teacher with his students helps in the creation of a democratic environment in the classroom. In such an environment the students can express their views freely which in turn helps in the social development of young students. In the viewpoint of Jacobson and Hoffman (1997), the role of a teacher and his influence on the life of young children cannot be underestimated. Karen⁴ (1998) has concluded that the attachment between the infants and their caregivers develops a sense of confidence in the young children that determines their future well-being. Simpson and Rholes⁵ (1998) concluded that the children who are unable to get the responsive and well-sensitive caregivers feel insecure. Such children are mostly conflicting and make ineffective attempts for receiving support from the caregivers. Al-Yagon & Mikulincer⁶ (2004) are of the opinion that the learning abilities and academic performance of a young child depends on the positive attitude of his teachers towards him. The attachment makes a link between the academic performance and the learning attitude.

The emotional attachment of teacher is also helpful for the children to handle the anxious situations. Sarason⁷ et al (1960) believes that the test anxious child often pays more attention to his own anxiety responses in the test situations than to task. Wine⁸ (1971) while propounding the same view suggests that highly test anxious persons divide their attention between task-relevant and task-referent variables where as low test anxious persons focus more on task. Hull⁹ (1943) and Spence¹⁰ (1958) postulated that anxious persons are emotionally responsible and hence a well-learned is most likely to be made, given the appropriate stimulus conditions, if the individual is anxious.

3. Key Findings

1. Emotional attachment is a term which may be defined as emotional relationship between two or more persons especially the teacher and his students in school environment.
2. Emotional attachment of teachers helps in the development of students' study habits, behavior, and attitude towards school and reducing the aggression and anti-social behaviour.
3. Culture, socio economic background, and family characteristics of teachers influence the degree of attachment and ultimately the impact it has on student achievement.
4. Principles of mutual respect and trust are foundational for establishing effective emotional attachment among the teacher and students.

4. Objectives of the Study

The following objectives have been laid down in the present study:

1. To recognize the feeling of attachment of parents and change in the behaviour of infants.
2. To explain the change in habits of children due the presence of emotionally attached parents.

3. To explain the role played by emotional attachment of teacher in reducing the anxiety behaviour in students.
4. To explain the role of emotional attachment in developing self-confidence, social adjustment and changing the attitude of students.

Delimitations of the Study:

The present study is delimited in the following aspects:

1. The present study is confined to find out the influence of teachers' emotional attachment with the students of primary school in the development of learning habits.
2. This is a new sphere of research work. So, it is very hard task to find out the literary work done earlier on related topics. So it requires much labour.
3. The arrangement of different related literary materials like Books, Magazines and Journals on related material and Newspapers is a costlier task. It required sufficient amount of money for the completion of proposed research.
4. To know the attitude and behaviour of teacher with the students requires much time and patience. It is very hard to know the reality about the attachment of teachers with their students in practical situation.

5. Significance of the Study

Before starting to school at the age of 4 to 5 years before which a child lives under the care of his parents. In the family environment a child feels security for all of his deeds. He pays all his time either for playing with the children of his age or he participates in the tasks that he likes. He gets all his needs fulfilled by his parents who are helpless against his obstinacy. But when he enters the school environment, he feels a sense of bondage. In schools, the child has to stand for praying for few minutes and also to sit for study. He is also bound to speak what is being spoken either by the teacher or by his classmates. He cannot go out of class without the permission of teacher. His all the toys and other playing material is devoid off at school. The young child who was free for all his acts to perform now feels a sense of slavery in school environment. He tries to Avoid this, if the environment is too much strict. So, the need for an attachment between the teacher and students arises here. A child who has a feeling of security in family can only stay a school if and only if he has the same feeling in school. So this is the responsibility of teachers to provide the same environment of security to the children. This study deals with the characteristics of emotional attachment of teacher with the students for developing a sense of security in their minds and also to ensure the development of study habits, attitude and social behaviour of students.

6. Hypothesis

The hypotheses formulated for the present study are as under:

1. The teachers who have emotional attachment for their students feel more satisfaction in performing their teaching duties in the classroom.

2. The start-up to the school is much easy for the children to the school where the teachers have favorable attitude and show the emotional attachment attitude.
3. The student show a significant change in the study habits in the class where the teacher show an emotional attachment attitude towards their students.
4. The students who get the attachment from their teacher feel much secure in the classroom activities and perform better in extra-curricular activities also.

7. Research Methodology

The proposed study deals with the relationship between the emotional attachment of the teacher with his students and the academic performance of students. The present study is based on both empirical and normative research methods. Besides these methods some other methods have also been applied according to the need of the study. Where the points of introductory and observatory nature exist, the descriptive method has been applied. Regarding the social and economic status of teachers and analyzing various socio-psychological problems of students and teachers, the method applied has been analytical. This study includes the study of school environment, attitude of teachers towards the young students and the feeling of students towards the teachers and the curriculum at the school. So the empirical research method is also required.

8. Concept of Emotional Attachment

The child starts to school at the age of 4 to 5 years. The most important relationship between the students and his teachers is the emotional attachment. The feeling of attachment towards the students is initiated at home by his parents and at the school the teachers' attachment towards his students gives a sense of security to the students. This attachment also creates a feeling of developing social behavior in the students and performs better in classroom situation. The terms emotional attachment may be defined as the capacity of an individual to develop and maintain the relationships related to the emotions. Emotional attachment has many features like:

- (a) Emotional attachment gives pleasure and comfort for the teacher attached on the success of his students.
- (b) The students feel security and feeling of safety under the attachment of their teachers' feelings.
- (c) A democratic environment is created in the classroom. so the children feel free to express their views.

Parental attachment and change in the behaviour of infants

The parents are the first caregivers to the child. A child always tries to explore with freedom in the presence of parents or the caregivers. The child can perform the risky efforts in their presence. In the view of Schacter¹¹ et al (2009) "the parents who always fulfill all the needs of their children will create the children of dependent nature". But the parents who motivate their children to achieve their needs by maximum efforts and help only in a situation where the child cannot perform or have a risk will create self-confident children. This is due to the attachment of

children with their care givers and they feel free to explore newer situations.

Parental attachment and change in the habits of infants

On the basis of his analysis Jones (1972) has defined the term 'habit' as a customary pattern of behavioural, cognitive or emotional response, predictable according to the conditions operating at the time of response and acquired by a process of learning or the underlying acquired 'set' or tendency toward that pattern or response. The children create the tendency of seeking help from their caregivers if they get all their needs fulfilled by their caregivers. They lose their self-confidence and are habitual of seeking help also during normal conditions. On the other hand the habit of performing all the tasks on their own is developed by the children who are provided only guidance to solve the problem by their care givers. Their self-confidence is always high.

Emotional attachment of teacher and anxiety behaviour of students

Anxiety is generally comprised of two significant components; worry and emotionally. The first component which involves self-perceptions is concerned with the consequences of failure and negative self-evaluation. The second component refers to the effective and physiological concomitants resulting from autonomic arousal: the feeling of tension and distress. When the child feels that his all the needs are not fulfilled by the caregivers even after his message to the caregivers, he starts of avoid the caregivers and starts to take the decisions on his own (Ainsworth). This develops the habits to handle anxious situation in the children. In the same way, a teacher develops the attitude of self-confidence in his students by showing unresponsive attitude towards the needs of young students. Main¹² (1977) has suggested that the unresponsive behaviour of teacher has to objectives viz. (a) A conditional proximity is maintained between the teacher and his students and (b) To avoid the child to develop overwhelming dependence habits.

Emotional attachment and development of learning habits of students

The learning habits are the outcome of teachers' guidance and motivation to the students. A student who enters the school from the home environment feels distressed because he is afraid of getting the same home like environment in the school. The disciplined situations at school make the child more worried about giving up of self-centered and supportive home conditions. But the emotional attachment of teachers develops the security feeling like that provided by parents. But if the attitude of teachers is not supportive and too much disciplinary environment exists in the school, the child refuses to attend the school. But the feeling of security and democratic environment in the classroom motivates a child to attend the school with a sense of enjoyment. By attending the school, their exists an interaction between the children from different families. The teaching by using the

play way method helps the development of learning abilities of the children at primary schools.

Emotional attachment of teacher and development self-confidence, social adjustment and changing the attitude of students

Emotional attachment of a teacher creates the feeling of self-confidence in students. The teacher motivates the students towards an organized and goal-oriented task within the conditional of security feeling. The teacher makes the students to fulfill their needs with limited proximity on the caregivers and the students now feels to maintain relations with his classmates for the fulfillment of his needs. This develops the sense of social feeling. The children who thought only about the fulfillment of their personal needs now starts to think of the needs and aspirations of their fellow classmates. Thus characteristics of social adjustment are developed by the students. Now the attitude of young students towards the fellow students is adjusting and not only dominating. They start to adjust and share their ideas with the other students of their class. Their each step now takes a collective responsibility. Thus the emotional attachment of teacher converts a narrow minded and self-centered child into a useful member of society. This is because the student gets the feeling of attachment from his teacher and step-wise sense of unresponsiveness towards his needs to make his a socially adjusted person.

Sentimental Recognition by teacher helps the development of children

The children in the school can be broadly divided into two categories. The first category includes those children who are very sensitive to their actions. They feel very distressed if punished for action not performed by them. At the same time a second category includes those children who are free from any distress or happiness for punishment or reward for their own performances or for acts of others. Such children never mind the misbehavior of their counterparts or even by teachers. Thus this is the responsibility of teachers to recognize both these type of students. The sensitive students need much care and emotional attachment by the teachers otherwise their mental development may be hampered. Under much distressful situations such children may turn towards anti-social activities like smoking, leaving classroom or developing violent behavior.

9. Conclusion

Emotional attachment of teacher has a very crucial role in the development of early educational life of children. The experiences achieved in younger stage are the key for making the direction of future life of a child. The learning abilities of the child are motivated by the favorable attitude of a teacher and also the unfavorable attitude of teacher hinder the development of learning capabilities in the students. The emotional attachment of teacher is important for the development of social attitude of young children in the future life. The social adjustment, the modes of making relationships with the classmates influence the future social life of child. The emotional attachment of teachers

creates a sense of security among the children in school. The children are eager to reach the school where the teachers are co-operative and attached emotionally with their students.

Suggestions to develop the emotional attachment

The following measure may be followed to develop a sense of emotional attachment by teacher with their students:

1. A teacher must be trained and should have the well knowledge of child psychology in private schools also.
2. The teacher should spend the maximum possible time with their students. This develops an attachment feeling between the teachers and the students.
3. Teachers should take interest in the activities of their students. They should help the students during the situations of confusion.
4. Teacher should help the students in learning with smiling gestures. He should find the solution for the problems put by the students related to their academic as well as extra academic fields so that they feel free to share their problems with the teacher.
5. Teacher is the most interactive person for students after parents. He should respect the secrecy of the problem of his students so that student may share his problems with him.

References

- [1] Bowlby, J. (1979), "The making and breaking of the affectional bonds", New York: Basic Books, London: Routledge, pp. 129.
- [2] Ainsworth, M.D.S. (1991), "Attachments and the other affectional bonds across life cycle, In the C.M. Parkes, P. Marris & J. Stevenson-Hinde, (Eds.), Attachment across the life cycle, pp. 35 -51. New York
- [3] Hazan, C., & Shaver, P.R. (1994), "Attachment as an organizational framework for research on close relationships", Psychological Inquiry, Vol.5, pp. 1 - 22.
- [4] Karen, R. (1998), "Becoming attached: The first relationship and how they shape our capacity to love", New York: Oxford University Press.
- [5] Simpson, J.A., & Rholes, S.W. (1998), "Attachment theory and close relationships", New York: Guilford Press.
- [6] Al-Yagon, M., & Mikulincer, M. (2004), "Socio-emotional and academic adjustment among children with learning disorders: The meditational role of attachment-based factors", The Journal of Special Education, Vol. 38, pp. 111 - 123.
- [7] Sarason, I.G. (1972), "The Experimental Approaches to Test Anxiety: Attention and the Uses of Information", In the Anxiety Current Trends in the Theory and Research, Vol.2, New York Academic press, pp. 381-403.
- [8] Wine, J. (1971), "Test Anxiety and the Direction of Attention", Psychological Bulletin, Vol. 76, pp. 92-104.
- [9] Hull, C.L. (1943), "Principles of Behaviour", as quoted in Encyclopedia of Psychology, Ed., H.J.

Eysenck, R. Meille & W. Arnold, 1972, Search Press Ltd., Vol. 2, pp. 43.

- [10] Spence, K.W. (1958). "A Theory of Emotionally Based Drive (D) and its Relation to Performance in Simple Learning Situations." *American Psychologist*, 13, pp. 131-141.
- [11] Schacter, D.L. et al. (2009), "Psychology", Second Edition. New York: Worth Publishers. pp.441
- [12] Main, M. (1977), "The Analysis of a peculiar form of reunion behaviour seen in some day-care children", In R. Webb (ed.) *The Social Development in Childhood*, Baltimore: John Hopkins. pp.33-78

