

Emotional Maturity: A Study of Secondary School Teachers

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ABSTRACT

This research paper assesses the teachers' emotional maturity among government secondary school teachers in Jammu division. The main objective of the paper is to find whether teachers differ in emotional maturity in relation to their gender, qualification and locality. For this, a sample of 200 teachers was selected through multi-stage probability sampling technique employing survey method. Teachers' emotional maturity scale as developed by investigator was used for the collection of data. The findings revealed that there are no gender differences in emotional maturity among teachers. Besides this there are no significant differences in emotional maturity among teachers in relation to their qualifications and locality.

Keywords: Emotional maturity, teachers, secondary schools

Teachers are considered as the main pillar and custodians of the present as well as future generation. They are the moderators through which the knowledge and information is transferred to the students who represent the foundation of the society. Teachers cannot be effective and efficient source of knowledge unless they possess the essential skills, methods, strategies, knowledge and teaching competency. In the recent years, the concept of the emotional maturity among teachers is given considerable attention in the educational institutions due to its growing significance. A successful, effective and competent teacher is one who can handle his or her negative feelings in an objective way. Besides the subject knowledge and competency to develop the learning skills a teacher's emotional maturity may potentially strengthen a student's overall development by channelizing his or her hidden talents. It is evident that regulating and controlling emotions are a key component of teachers' beliefs and major determinant in the way teachers teach. A sense of personal and professional, intellectual, social and emotional identity is at the core of being an effective and efficient teacher.

Therefore this skill is really required and necessary to make the teachers performance effective and operative. Emotional maturity can make the teachers not only able to deal with their students but with their colleagues and society as well. This study attempts to assess the emotional maturity among secondary school teachers'.

Emotional Maturity

Emotion is an affective experience that accompanies the stirred up mental, social and psychological states of a person and shows itself in his or her overt behaviour. Emotions have a strong connection with interests, needs and feelings. If these are fulfilled, an individual is said to be enjoying a happy, healthy and successful life.

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Emotional maturity is defined as how capable a person is to respond to situations, control your emotions and behave in a sophisticated manner when dealing with others. It is the ability to understand his or her emotions and also the others who are around you. The concept of emotional maturity means you must have a self-awareness that enables you to recognize feelings, manage and control your emotions. Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and possibility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, action and thought. Jersild, (1957) said that emotional maturity is not a state in which all problems are solved but instead, it is a continuous process of clarification and evaluation, an attempt to integrate feeling, thinking and behaviour. Brad Hambrick, (2013) defined emotional maturity in terms of two features; according to him, emotional maturity is (a) the ability to differentiate and properly identify one's emotions (b) granting your-self the freedom to experience whatever emotion is appropriate to a given situation.

Emotional maturity fosters a sense of security which prefers vulnerability; a mature person can show his vulnerability by expressing devotion and accepting expressions of love from the one who loves him or her. An immature person is unduly concerned with weakness and has problems in showing and accepting affection and love. The egocentricity of immaturity will allow the acceptance of but fails to recognize, the needs and necessity of others to receive love. They take it, but they won't give it. An emotionally strong person's sense of personal security permits him/her to consider the needs of others. He/she gives from his/her personal resources, like money, time or any other help to enhance the quality of life of those he loves and cares. Teaching is an emotionally charged situation and if not regulated appropriately may lead to anxiety, depression, and anger. Understanding the nature of emotions in educational settings is a key to successful educational experience for students, teachers and parents. Emotions are the central and vital part in a teaching learning process. The important on-going part of being a teacher is to experience of strong contrasting emotions, and a

teacher should be capable enough or should have ability of outweighing the negative emotions with positive ones.

Need of the study

Emotional maturity is a need for starting and maintaining relationships and affinity. It is a prerequisite for long-term happiness and success. A teacher is considered as backbone around which a whole educational process revolves. Without a mature and competent teacher, educational system would crumble. Therefore a sound programme of professional education of teachers is essential for the best qualitative improvement of the education system. No educational programme can be a success without the quality and need-based education of the teachers. A successful teacher is one who has the quality in terms of behaviour and the mental pre-requisites of effectiveness, competency, knowledge, skills, attitudes and maturity. Teachers are considered an important entity to facilitate students in the classroom. Developing student's potential, creativity and capability is possible only through teaching. In the contemporary times, teacher's work comprises of a complex role of various factors besides teaching and learning. These include imbibing knowledge, information and skills keeping abreast of technological innovations and dealing with students, parents, and their community.

All these are demanding roles and so there is a demanding concern about the teachers well-being and emotional maturity. As such emotions permeate educational contexts and affect everyone in the schooling processes. Researchers suggest that emotions tend to be pervasive within the service of teaching (Meyer & Turner, 2007). It is the responsibility of the teachers to maintain discipline in the classrooms with the help of activity, experience and method.

Hence, the investigator felt necessary to measure the emotional maturity of teachers at secondary level. This study will help the teachers to handle his or her negative feelings in an authentic, real and healthy way and can develop positive attitude, patience and confidence so that they can interact and impart knowledge very effectively to their future nation builders.

Objectives of the study

- ❑ To find out the gender differences in emotional maturity among secondary school teachers
- ❑ To find out the differences in emotional maturity among secondary school teachers in relation to their qualifications
- ❑ To find out the differences in emotional maturity among secondary school teachers in relation to their locality

Hypotheses of the study

- ❑ There will be no significant gender differences in emotional maturity among secondary school teachers
- ❑ There will be no significant differences in emotional maturity among secondary school teachers in relation to their qualifications
- ❑ There will be no significant differences in emotional maturity among secondary school teachers in relation to their locality

Delimitation of the Study

- ❑ The study was confined to the Jammu division of J&K State only
- ❑ The sample of the study was confined to those secondary school teachers only who are working at government higher secondary schools of Jammu division.
- ❑ The Sample size was restricted to 200 secondary school teachers

Statement of the problem

The present study has been specifically intended to study the *emotional maturity among Secondary School Teachers*.

The problem is stated as "*Emotional Maturity: A Study among Secondary School Teachers*".

METHODOLOGY

Sampling Design

In the present study, a sample of 200 government secondary school teachers from Jammu division of J&K state has been selected. Data regarding the emotional maturity among teachers were collected

through multi-stage probability sampling technique through survey method.

Tool Used

The tool used for the present study was teachers' emotional maturity scale developed by investigator. The reliability of the test was determined by Cronbach's Alpha method and was found to be 0.897, the scale was thus reliable. Validity was determined with the help of Face and Content validity, and found to be valid.

Statistical Treatment Used

In the present study, the following statistical techniques were used:

1. Descriptive analysis (Mean, Standard Deviation)
2. Differential analyses (C.R)

Analysis and Interpretation of the Data

Hypothesis No.1: There will be no significant gender differences in emotional maturity among secondary school teachers.

Table 1: Values of Mean, S.D., SE_{DM} and CR for teachers' emotional maturity among male and female secondary school teachers

Gender	N	Mean	SD	SE_{DM}	CR	Significance
Male	90	143.71	10.77	1.5	1.83	Not significant
Female	110	140.96	10.44			

Review of Table 1 shows that the computed value of critical ratio for emotional maturity among male and female secondary school teachers is 1.83 which is not significant at .05 level. It can therefore, be inferred that there were no significant gender differences in emotional maturity among secondary school teachers. Therefore, it can be concluded that male and female teachers have same emotional maturity. Hence, the Hypothesis No.1, that there will be no significant gender differences in emotional maturity among secondary school teachers was failed to reject.

Hypothesis No. 2: There will be no significant differences in emotional maturity among secondary school teachers in relation to their qualifications.

Table 2: Values of Mean, S.D., SE_{DM} and CR for teachers' emotional maturity among secondary school teachers having PG and above PG as their qualifications

Qualification	N	Mean	SD	SE _{DM}	CR	Significance
PG	120	142.86	10.36	1.55	1.13	Not significant
Above PG	80	141.1	11.11			

Review of Table 2 shows that the computed value of critical ratio for emotional maturity among secondary school teachers having PG and above PG as their qualification is 1.13 which was not significant at 0.05 level. It can therefore, be inferred that there was no significant difference in emotional maturity among secondary school teachers with respect to their qualification. Moreover, the mean value of emotional maturity among teachers having PG or above PG as their qualification was almost the same. Therefore, it can be concluded that there was no significant difference in emotional maturity among secondary school teachers with respect to their qualification. Hence, the Hypothesis No. 2, that there will be no significant differences in emotional maturity among secondary school teachers with respect to their qualification proved to be accepted.

Hypothesis 3: There will be no significant differences in emotional maturity among secondary school teachers with respect to their locality.

Table 3: Values of Mean, S.D., SE_{DM} and CR for emotional maturity among secondary school teachers belongs to urban and rural background

Locality	N	Mean	SD	SE _{DM}	CR	Significance
Urban	105	142.009	10.72	1.50	0.34	Not significant
Rural	95	142.53	10.67			

Review of Table 3 shows that the computed value of critical ratio for emotional maturity among secondary school teachers belongs to urban and rural background is 0.34 which was not significant at 0.05 level. It can therefore, be inferred that there was no significant difference in emotional maturity among secondary school teachers with respect to their locality. Moreover, the mean value of emotional maturity among teachers belongs to urban and rural background was almost the same. Hence, the Hypothesis No. 3, that there will be no significant

differences in emotional maturity among secondary school teachers with respect to their locality was accepted.

DISCUSSION OF THE RESULTS

The main purpose of this study was to investigate teachers' emotional maturity among government secondary school teachers. The discussion of the results has been attempted along with the undertaken variables namely teachers' emotional maturity among government secondary school teachers with respect to their gender, qualifications and locality. The results of the study revealed that there were no significant gender difference in emotional maturity among government secondary school teachers. Results illustrates that both male and female teachers have same level of emotional maturity. The finding were in line with the findings of (Dutta, Chetia, & Soni, 2015; Nehra, 2014; Vyas, 2008; Singh, Kaur, & Dureja, 2012) who concluded that no significant differences was found among male and females in emotional maturity. The findings of the study contradicts with the findings of (Ratna, 2016; Panth, Chaurasia, & Gupta, 2015; Jitender, & Mona 2015; Manoharan, and Doss 2007). Moreover, no significant differences were found in emotional maturity among secondary school teachers with respect to their qualifications. The findings of the study also revealed that no significant differences were found among secondary school teachers in relation to their locality. Teachers belong to urban and rural background on the basis of findings has same level of emotional maturity. The finding was supported by (Sarita, Kavita, Sonam 2016; Bhayal, & Mathur, 2009) who concluded that there is no significant difference in emotional maturity among those who belongs to urban and rural areas. The finding also contradicts with the findings of Jitender & Mona (2015) who concluded that there was a significant difference in emotional maturity among students on the basis of locality.

Findings of the Study

On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

1. There were no significant gender differences in the emotional maturity among secondary school teachers. Moreover, the mean score

of male secondary school teachers came out same as female teachers which indicate that male and female teachers have same degree of emotional maturity.

2. There were no significant differences in emotional maturity among secondary school teachers with respect to their qualification.
3. There were no significant differences in emotional maturity among secondary school teachers with respect to their locality.

Educational Implications and suggestions

Teachers are regarded as the custodians of the present as well as future. Teachers prepare the citizens to shape the destiny of the country. Teaching is the most crucial and challenging profession in the world. It is the teacher who holds the key to success of any education system and teachers are accountable for successful human development of the nation and for preparing the foundation for social, political and economic development. The present study has accessed the emotional maturity among government secondary school teachers. Emotions are the foundation of each relationship in our lives, and the power of those emotions cannot be overlooked. Emotions play an important role in the teaching learning process. If a teacher is emotionally mature and has control on his/her emotions then the road of teaching will proceed in an effective manner. On the basis of the findings of the study, a few educational implications and suggestions of the study may be indicated as follows:

- ❑ The teachers association, the school principals, counsellors and leaders of Jammu division need to work cooperatively in the schools and in the community to create favourable environment for the development of good relationship among the teachers; among the teachers and students and parents; and to make the students' parents active participants in the teaching learning activities.
- ❑ Teacher's grade and scale should be revised according to their needs.
- ❑ Teachers must also be given aids and opportunities for professional development. They must be sent for trainings, seminars and interactive workshops related to their

fields. Teachers must be motivated to undergo researches and other programmes.

- ❑ Teachers' problems with accommodation and medical allowance need to be addressed since they are critical factors for attrition and recruitment, postings, transfers and promotions should be based on performance and not seniority.
- ❑ Atmosphere of school should be developed in such a manner that it helps in the development of emotional maturity among the teachers, because emotionally mature teachers are more competent than the less emotionally mature teachers.

CONCLUSION

The study focused on emotional maturity among secondary school teachers who are teaching in government educational institutions in Jammu division of J&K State. The study was extended to report the emotional maturity among teachers in relation to gender, qualification and locality based on survey cum descriptive statistics. In the study it was concluded that both male and female whether they belong to rural and urban backgrounds and having PG or above PG as their qualifications had no significant difference. It was found that teachers had good awareness about the responsibilities and emotions of self and their students, which is very important for an effective and efficient pedagogy, strategies and methods in educational institutions. Results also indicated that teachers had the capability to identify and control the emotions of self, and of their students in their teaching institution, which is a crucial part in a teaching learning process.

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