

A Comparative Study of Emotional Maturity and Teaching Commitment among Govt. and Private Secondary Level Teachers

Neha Srivastava* and Sarita Goswami

College of Education, IIMT University, Meerut, Uttar Pradesh, India

*Corresponding author: mpsrivastava.ne@gmail.com

Received: 11-10-2025

Revised: 28-11-2025

Accepted: 01-12-2025

ABSTRACT

Emotional maturity and professional commitment are essential psychological attributes that influence teachers' effectiveness, classroom behavior, and long-term engagement with the teaching profession. Secondary school teachers operate in complex educational environments where they are required to manage academic responsibilities along with students' emotional and behavioral needs. In such settings, emotional maturity helps teachers regulate stress and maintain interpersonal balance, while professional commitment reflects their dedication, responsibility, and attachment to the teaching role. The present study aims to compare emotional maturity and teaching commitment among government and private secondary school teachers. A descriptive survey method was employed, and a sample of 200 teachers (100 government and 100 private) was selected from secondary schools of Meerut district using stratified random sampling. Standardized tools were administered to measure emotional maturity and professional commitment. Descriptive statistics and the t-test were used for data analysis. The findings reveal no significant difference in emotional maturity between government and private school teachers, whereas a significant difference was found in teaching commitment, with private school teachers showing higher levels of commitment. The study emphasizes the importance of supportive institutional environments and professional policies that enhance teachers' commitment while nurturing their emotional competencies for improved educational outcomes.

Keywords: Emotional maturity, Teaching commitment, Secondary school teachers

Teaching at the secondary level has become increasingly demanding in the contemporary educational context. Teachers are expected not only to deliver subject knowledge but also to address students' emotional, social, and behavioral needs. These responsibilities require teachers to demonstrate emotional stability, patience, and professional dedication. As a result, emotional maturity and teaching commitment have emerged as significant factors influencing teachers' effectiveness and professional sustainability.

Emotional maturity refers to an individual's ability to understand emotions, control emotional reactions, and respond to situations in a balanced

and constructive manner. Emotionally mature teachers are better equipped to manage classroom stress, maintain healthy relationships with students and colleagues, and adapt to challenging teaching situations. Such teachers contribute positively to the school climate and promote a supportive learning environment.

Teaching commitment represents a teacher's sense of responsibility, loyalty, and dedication toward

How to cite this article: Srivastava, N. and Goswami, S. (2025). A Comparative Study of Emotional Maturity and Teaching Commitment among Govt. and Private Secondary Level Teachers. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 16(03): 343-348.

Source of Support: None; **Conflict of Interest:** None



the profession and the institution. It reflects the willingness to invest effort, maintain professional standards, and remain engaged in teaching despite workplace challenges. Teachers with high levels of commitment demonstrate consistency in performance, professional responsibility, and concern for students' academic development.

In the Indian educational system, government and private secondary schools differ significantly in terms of organizational structure, job security, administrative expectations, and performance accountability. Government school teachers generally experience greater job stability and structured service conditions, whereas private school teachers often face higher performance pressure and accountability. These differences may influence teachers' emotional development and level of professional commitment.

Although previous studies have highlighted the role of emotional intelligence and commitment in teaching effectiveness, limited research has examined emotional maturity as a distinct construct in relation to teaching commitment, particularly among secondary school teachers. Moreover, comparative studies focusing on government and private school contexts remain insufficient in the Indian setting. Therefore, the present study seeks to compare emotional maturity and teaching commitment among government and private secondary school teachers, with the aim of contributing meaningful insights for educational planning, teacher development, and institutional improvement.

Review of Related Literature

Li *et al.* (2024): Teachers with higher emotional competencies are more capable of coping with occupational stress, which strengthens their attachment to their institution and enhances their willingness to contribute responsibly to organizational goals.

Dreer, (2023): Studies suggest that emotional health prevents burnout and positively influences teacher retention and long-term organizational commitment

Nwoko *et al.* (2023): Teachers who demonstrate emotional maturity tend to experience lower stress, higher work satisfaction, and stronger professional connections with school stakeholders, which directly strengthens their professionalism

Wang (2022) investigated teachers' emotional intelligence, work engagement, and self-efficacy among secondary teachers and found that higher emotional intelligence significantly improves work engagement, which consequently enhances teachers' effectiveness and performance. This suggests that emotionally competent teachers are more dedicated and productive, reinforcing their Teaching Commitment.

In a systematic review, Paunan *et al.* (2022) analysed teacher commitment studies published between 2018 and 2022 and concluded that modern perspectives on commitment extend beyond institutional loyalty to include psychological well-being, motivation for growth, and emotional characteristics. Their findings highlight that emotional resilience and Teaching Commitment are closely interconnected in the contemporary educational environment.

A study by Noriawati *et al.* (2022) demonstrated that emotional intelligence positively influences Teaching Commitment, and that work motivation plays a mediating role. Teachers with higher emotional intelligence remain more motivated and committed toward achieving professional goals. This aligns with the belief that emotional maturity supports teachers in sustaining enthusiasm and commitment despite work stressors.

Mulla and Kaur (2022) reported a positive association between emotional intelligence and teacher effectiveness in Indian schools. Although their study focused on effectiveness rather than commitment, the results indicate that emotional capacity remains a strong predictor of teachers' professional functioning. Higher emotional maturity allows teachers to handle workload pressure effectively, which indirectly strengthens their Teaching Commitment.

Research Gap

A review of recent studies indicates that research on teachers' emotional attributes and professional commitment has gained momentum during the past decade. Most studies have primarily focused on emotional intelligence, job satisfaction, burnout, and organizational commitment. In contrast, emotional maturity, which represents a broader and more stable psychological construct related to emotional regulation and behavioral balance, remains comparatively under-explored.

Furthermore, a large proportion of existing research has been conducted at the primary or elementary school level, while secondary school teachers have received limited attention. Secondary teachers face unique challenges such as academic pressure, adolescent behavioral issues, examination responsibilities, and workload demands, which may significantly influence their emotional development and professional commitment..

Statement of the Problem

A Comparative Study of Emotional Maturity and Teaching Commitment among Govt. and Private Secondary Level Teachers.

Objective of The Study

1. To compare Emotional Maturity between Govt. and Private Secondary School Teachers.
2. To compare Teaching Commitment between Govt. and Private Secondary School Teachers.

Hypothesis

1. There is no significant difference in Emotional Maturity between government and private secondary teachers.
2. There is no significant difference in Teaching Commitment between government and private secondary teachers.

Delimitation

The present study being exploratory in nature has following delimitation:

- The study was delimited to high school teachers in Meerut in U.P.
- The study was delimited to 100 government and 100 private secondary level teachers only.
- Secondary school teachers have been selected on Simple random sampling biases.

Methodology

Methodology makes the most important contributions towards environmental of any study survey methods of research was employed by the investigator.

Sample of the study

In the present study sample of 200 teachers (100 govt. and 100 private) were taken using proportionate simple random sampling technique.

Tools for the study

Emotional Maturity Scale – Dr. Singh & Bhargava
Professional Commitment Scale – Dr. Umme Kulsum

Statistical Techniques

For the present investigation, the collected data were systematically coded, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. Initially, *descriptive statistics* such as mean, standard deviation. The t-test was selected due to its robustness and applicability for determining the significance of differences between two groups.

Procedure of Data Collection

The procedure of data collection was carried out in a systematic and ethically compliant manner to ensure the authenticity, reliability, and representativeness of the data. After obtaining formal permission from the school authorities of the selected secondary schools in Meerut district, the researcher established initial rapport with the teachers and explained the purpose and significance of the study. The participants were assured that their responses would remain confidential, anonymous, and used solely for academic research. The average time taken to complete both instruments ranged between 25 to 30 minutes. The researcher ensured a non-threatening and distraction-free environment to facilitate accurate self-reporting. After completion, the questionnaires were collected, checked for completeness, and coded systematically for further statistical analysis. No incomplete or inconsistent responses were included in the final dataset.

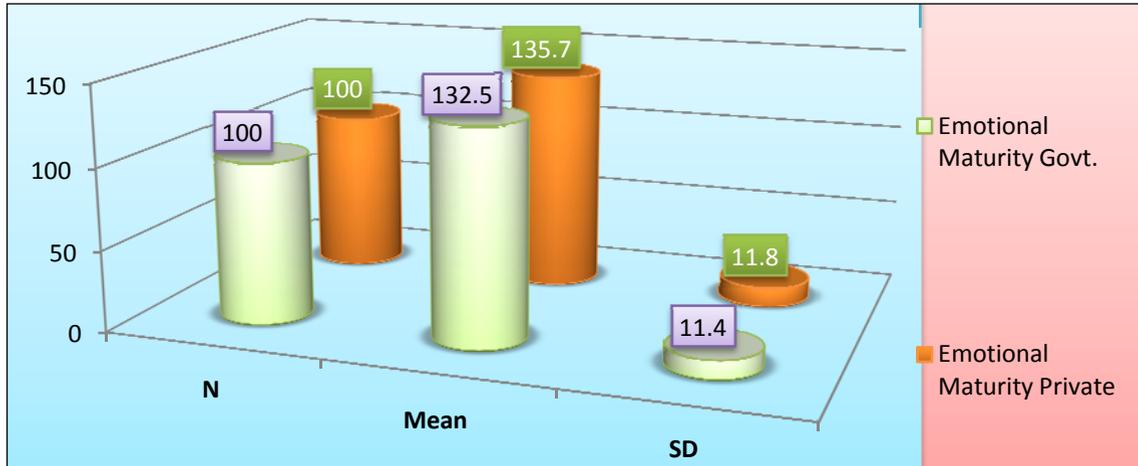
Data Analysis and Interpretation

Hypothesis 1: There is no significant difference in Emotional Maturity between government and private secondary teachers.

Table 1: Showing the Mean, SD, and T- value of 100 government and 100 private teachers on Emotional Maturity

Variable	Sector	N	Mean	SD	t-value	df
Emotional Maturity	Govt.	100	132.5	11.4	1.95	198
	Private	100	135.7	11.8		

Significance level: $\alpha = 0.05$

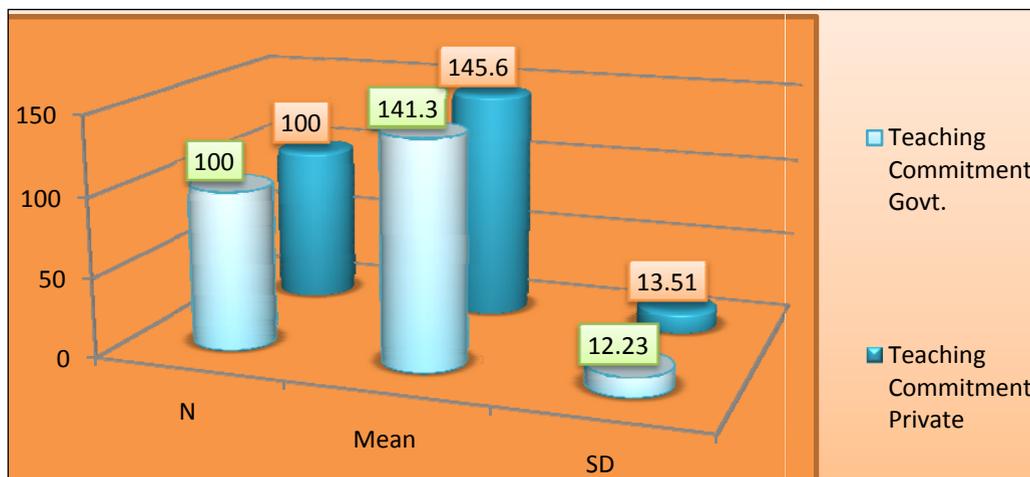


Graph 1: Emotional Maturity between government and private secondary teachers

Table 2: Showing the Mean, SD, and T- value of 100 government and 100 private teachers on Teaching Commitment

Variable	Sector	N	Mean	SD	t-value	df
Teaching Commitment	Govt.	100	141.3	12.23	2.35	198
	Private	100	145.6	13.51		

Significance level: $\alpha = 0.05$.



Graph 2: Teaching Commitment between government and private secondary teachers

Interpretation

The computed t-value of 1.95 for Emotional Maturity falls slightly below the critical value at the 0.05 significance level. This indicates that the difference

in Emotional Maturity between Government and Private school teachers is not statistically significant. Private school teachers reported a marginally higher mean score compared to government teachers, but

this difference is not strong enough to be considered statistically meaningful. Since the calculated t-value does not exceed the critical value at $\alpha = 0.05$: The null hypothesis is accepted.

Hypothesis 2: There is no significant difference in Teaching Commitment between government and private secondary teachers.

Interpretation

The results of the independent sample t-test indicate a *statistically significant difference* in the level of Teaching Commitment between Government and Private secondary school teachers. Private school teachers displayed *higher Teaching Commitment* compared to Government school teachers. Since the calculated t-value exceeds the critical value at the 0.05 level of significance, the null hypothesis is rejected. Private schools typically have stricter evaluation, job accountability, and stronger performance pressure, which may enhance commitment levels.

Conclusion of The Study

The present study examined emotional maturity and teaching commitment among government and private secondary school teachers. The findings indicate that emotional maturity does not significantly differ between teachers working in government and private schools. This suggests that emotional regulation, behavioral stability, and emotional resilience are more closely related to individual personality traits, life experiences, and professional exposure than to the type of school organization. However, a significant difference was observed in teaching commitment between the two groups. Private secondary school teachers demonstrated higher levels of teaching commitment compared to their government counterparts. This difference may be attributed to variations in organizational culture, performance accountability, evaluation systems, and job expectations. Private school environments often emphasize performance standards and continuous monitoring, which may foster higher professional engagement and responsibility among teachers. The study highlights that while emotional maturity appears to remain relatively stable across institutional settings, teaching commitment is strongly influenced by workplace conditions and organizational support mechanisms. These findings underline the importance of creating

balanced and motivating work environments that encourage professional dedication without compromising teachers' emotional well-being. Strengthening both emotional maturity and teaching commitment is essential for improving teacher effectiveness and ensuring quality secondary education.

Educational Implications

The findings of the study have several important educational implications:

- ❑ **Supportive Leadership:** School administrators should adopt supportive and empathetic leadership practices that promote teachers' emotional well-being and professional growth.
- ❑ **Professional Incentives:** Both government and private schools may introduce transparent incentive and recognition systems to enhance teachers' teaching commitment and job satisfaction.
- ❑ **Stress Management Programs:** Regular workshops on stress management, emotional regulation, and mental well-being can help teachers cope effectively with professional challenges.
- ❑ **Peer Mentoring:** Establishing peer mentoring and collaborative professional learning communities can strengthen emotional resilience and mutual professional support among teachers.
- ❑ **Continuous Professional Development:** Teacher training programs should integrate emotional maturity development and commitment-building strategies as core components of professional development initiatives.

Suggestions for Future Research

- ❑ Larger and Diverse Sample.
- ❑ Additional Variables
- ❑ Job satisfaction, burnout, teaching experience, classroom behaviour, or work-life balance.

REFERENCES

- Arif, M.I. and Rashid, A. 2017. Emotional intelligence and organizational commitment of teachers. *International Journal of Educational Management*, 31(5): 557-570.
- Arif and Rashid. 2017, reported that teachers possessing higher levels of emotional competence demonstrate

- stronger organizational commitment, as their ability to regulate emotions enables them to manage institutional stressors more effectively and sustain professional engagement.
- Day, 2008, emphasized that teachers' emotional experiences are closely linked with their sense of professional identity, moral purpose, and long-term commitment, especially within educational contexts shaped by accountability pressures, policy reforms, and performance-driven expectations.
- Day, C. 2008. Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, **9**(3): 243–260.
- Dreer, B. 2023. On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, **14**: 1205179.
- Li, M., Liu, F. and Yang, C. 2024. Teachers' emotional intelligence and organizational commitment: A moderated mediation model of teachers' psychological wellbeing and principal transformational leadership. *Behavioral Sciences*, **14**(4): 345.
- Mulla, K.B. and Kaur, G. 2022. The effect of emotional intelligence on teacher effectiveness at the elementary level. *International Journal of Economic Perspectives*, **16**(3): 17–28.
- Nias, 1981, conceptualized teacher commitment as a deep emotional attachment to teaching, students, and the school community, highlighting the affective dimension of professional dedication and persistence in the profession.
- Nias, J. 1981. Commitment and motivation in primary school teachers. *Educational Review*, **33**(3): 181–190.
- Noriawati, S., Sulaiman, M. and Mahrita. 2022. The relationship between emotional intelligence, work commitment and teacher performance through work motivation. *International Journal of Social Sciences and Humanities Research*, **5**(6): 401–412.
- Nwoko, J.C., Emeto, T.I., Malau-Aduli, A.E.O. and Malau-Aduli, B.S. 2023. A systematic review of the factors that influence teachers' occupational well-being. *International Journal of Environmental Research and Public Health*, **20**(12): 6070.
- Paunan, R., Tai, M.K. and Jain, J. 2022. A systematic literature review on teacher commitment: Methodological and contextual trends and its conceptualization (2018–2022). *International Journal of Academic Research in Progressive Education and Development*, **13**(3): 515–533.
- Wang, L. 2022. Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in Psychology*, **12**, Article 810559. <https://doi.org/10.3389/fpsyg.2021.810559>