

A STUDY ON EMOTIONAL MATURITY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Emotional maturity is required to deal with sensitive situations. There are some factors which causes a person to be satisfied with his job e.g. autonomy, commitment, connectedness, cooperation, creativity, energy, flexibility, honesty, integrity, knowledge, mortality, patience, quality, respect, responsibility, sense of duty, sincerity and tolerance. So the present study intends to measure the emotional maturity of secondary school teacher. Teacher has an important role to play in nurturing an emotionally matured child. They should strive to create an environment of the trust, respect and support. They can teach their children strategies to deal with life's ups and downs. Particularly elementary level education plays a crucial role in the foundation of learning in a child. Each and every activity organized by the teacher in the classroom has an impact of the achievement of the child in the subject matter. Teacher with optimal learning emotional maturity will defiantly humanistic in their approach in the designing of the learning activities. High emotional maturity will also enable a teacher trainee to think logically and use his or her mind in best possible way. This could be seen when the student has a high motivation and self-awareness.

KEYWORDS: *Emotional Maturity, Self-Awareness, Secondary School Teachers*

INTRODUCTION

This will also indirectly encourage the students to study hard to excel not only in their students but also in the life. This achievement in life is related to a good relationship that can be built in a society students are required to be smart facing all the positive and negative influence from the environments. The ability to think well, based on the high level emotional maturity will encourage finding solution to free environment influence well. The specific needs or identifying these phenomena of Emotional Maturity as a natural and essential outcome of student growth and development rather than among pathological symptom the emotional maturity becomes important in the behavior of individuals. As the teachers are the pillars of the future generations their value pattern of emotional maturity are vital. Emotional maturity is required to deal with sensitive situations.

There are some factors which causes a person to be satisfied with his job e.g. autonomy, commitment, connectedness, cooperation, creativity, energy, flexibility, honesty, integrity, knowledge, mortality, patience, quality, respect, responsibility, sense of duty, sincerity and tolerance. So the present study intends to measure the emotional maturity of secondary school teachers. Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. A secondary school teacher seems to be the formative stage. Lot of opportunities and avenues are there to get them emotionally disturbed. The events and incidents projected in the media portray how the youth of today are fall as victims in the name of modernity and

spoiling their life due to emotional imbalance. This motivates the Investigator to conduct a study on Emotional Maturity of Secondary school teachers particularly in Narasaraopet, Palnadu District.

REVIEW OF RELATED LITERATURE

- **R Puar, Surjit Singh (2012)** Made a study on the role of social maturity in academic achievement of high school students. It was found that the social maturity contributed the highest in the academic achievement of high school students in a given set of variables. Moreover, the total variance accounted for the variable of social maturity in case of boys was lesser than those of girls and the total sample. Boys and girls as well as rural and urban high school students did not differ significantly in their social maturity.
- **Singh, Rashee (2012)** Made a study on a comparative study of rural and urban senior secondary school students in relation to emotional maturity She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.
- **Kumar, Tiwari Vinit (2012)** Made a study on the academic stress and emotional maturity among higher secondary school students of working and non-working mothers. In his study he conducted on a sample of 240 higher secondary students from Palakkad and Trissur districts. The findings of the study revealed that Emotional maturity of children of non-working mothers was lesser than that of children of working mothers. The study revealed that negligible relationship existed between Academic stress and Emotional maturity of higher secondary school students. Children of working mothers were more emotionally matured than children of non-working mothers were lower stressed than children of working mothers. Children of working mothers possessed high Emotional maturity and at the same time, they were more indisposed to stress and strain.
- **Lohita & Satsangi (2013)** conducted a study on “Career Maturity in relation to Family Environment of Senior Secondary Students”. The study used a sample of 120 (60 boys and 60 girls) senior secondary students studying in XII class UP Board. In this study they found that there was significant independent effect of gender and family environment on career maturity. They also found that there were significant difference of scores between high and moderate, low and high and high moderate and low family environment on career maturity was found to be significant at 0.01 level of significance.
- **Kaur, Manjeet (2013)** Made a study on a comparative study of emotional maturity of senior secondary school students. In his study he investigated the emotional maturity of adolescents of Chandigarh. He conducted on a group of 200 students, 100 boys and 100 girls from govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students, no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.
- **Malliick Rinku, Singh Archana, Chaturvedi Poonam & Kumar Narendra (2014)**, “A Study on Higher Secondary Students Emotional Maturity and Achievement”. This study found that (i) There is significant difference between male and female higher secondary students with respect to level of emotional maturity. (ii) There is no significant difference between rural and urban higher secondary students with respect to level of

emotional maturity.

PLAN AND PROCEDURE OF THE DATA

Emotional

- An affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness.

Maturity

- Maturity can be considered as a state of better understanding of the things. The state, fact, or period of being mature.

Secondary School Teachers

- In our country Teaching to students of class VI to X teachers is considered secondary school teachers.

OBJECTIVES OF THE STUDY

1. The researchers as framed the following objectives for the present study
2. To find out the level of Emotional Maturity of Secondary School Teachers and to classify them
3. To find out the effect of the following variables on the emotional maturity of secondary school teachers
 - a. Gender Male / Female
 - b. Locality Rural / urban
 - c. Type of Management Government / Aided
 - d. Age group [below 40 above 40]
 - e. Marital status Married / Un-married

HYPOTHESIS OF THE STUDY

1. There is no significant difference between rural and urban secondary school teachers in their emotional maturity.
2. There is no significant difference between male and female Secondary School Teachers on their emotional maturity.
3. There is no significant difference between government and aided Secondary School Teachers on their emotional maturity
4. There is no significant difference between above 40 and below 40 years age of Secondary School Teachers on their emotional maturity
5. There is no significant difference between Married and Un-married Secondary School Teachers on their emotional maturity.

METHOD OF RESEARCH

The normative survey method uses statistics and values considered normal for the group being surveyed to understand and collect data on a specific subject.

SCOPE OF THE STUDY

The scope of the present study is Palnadu district only. Secondary school teachers only The scope of the present study is gender, locality, type of institute, age and marital status only.

DELIMITATIONS OF THE STUDY

- The study is limited to 100 secondary school teachers only.
- The study is limited to Palnadu district only
- The sample of study is limited to gender, locality, type of institute, age and marital status only.

SAMPLE OF THE STUDY

The sample for the study collected from 100 secondary school teachers who are residing in Palnadu District. For this study, the investigator used stratified random sampling technique.

Table: 3.1 showing plan of the Sample

S.No.	Variable	Category	No. of Teachers	Total
1	Location	Urban	36	100
		Rural	64	
2	Gender	Male	40	100
		Female	60	
3	Type of Management	Government	80	100
		Private	20	
4	Marital Status	Married	50	100
		Unmarried	50	
5	Age group	Below 40 yr.	50	100
		Above 40 yr	50	

TOOL USED THE STUDY

Emotional maturity scale (EMS) was used by Dr. Yashwir sing and Mahesh Bhargava (1999). The scale comprised of total 48 items. It was a self-reporting five-point scale.

ANALYSIS AND INTERPRETATION OF DATA

Objective Wise Analysis

Objective: 1

- To find out emotional maturity of secondary school teachers and to classify them

Table: 4.1 Shows the Mean, SD and % of Mean Values of the Whole Sample

Sample	Number	Mean	Standard Deviation	% of mean	1/5th of mean
Whole	100	71.4	18.89	51.45	10.29

Observations

- From the above table it is observed that the mean value is 71.4 and SD being
- 18.89. The % of mean is 71.4 and 1/5th of mean is 10.29.

Interpretation

Secondary school teachers are found to have Extremely stable on their level of emotional maturity. Since 1/5th of mean value is less than the S.D. Value. The sample of the teachers is heterogeneous in Emotional Maturity.

Classification

Classification of Teachers on their Emotional Maturity the minimum possible score on the Emotional Maturity is 47 and maximum possible score is 131 the range is 73 it is divided into four categories starting with extremely stable moderately stable, Unstable, and ending with extremely unstable.

Table: 4.2

Category	Score scale	No of Teachers	%
Extremely stable	42 - 65	45	45%
Moderately stable	66 - 91	39	39%
Unstable	92 - 117	10	10%
Extremely unstable	118 - 143	06	6%

From the above table it is observed that

1. 45% of teachers are having below extremely stable of their emotional maturity.
2. 39% of teachers are having moderately stable of their emotional maturity.
3. 10% of teachers are having above unstable level of their emotional maturity.
4. 6% of teachers are having above extremely unstable level of their emotional maturity.

Interpretation

From the above observation it is inferred that Majority of the teachers are having emotional maturity at above average level.

Variable wise Analysis

Objective: 2

- To find out the influence of gender (Male and Female) on their emotional maturity of secondary school teachers.
 - a) Gender: Male / Female
 - b) Locality: Rural / Urban
 - c) Marital Status: Married / Unmarried
 - d) Age: Below 40 years / Above 40 years
 - e) Type of Management: Government / Private / ZP / Municipality / Aided

VARIABLE WISE DISCUSSIONS

- **Gender / Male / Female:** To find out the influence of Gender (male/female) on their emotional maturity of secondary school Teachers

Table: 4.3 Shows the Mean, % of Mean, S.D. And ‘T’ Value Of The Male And Female Teachers

Variable	N	Mean	S.D.	S.Ed	‘t’
Male	40	70.25	19.36	0.8927	1.511
Female	60	71.5	18.48		

Significant at 0.05 level

Observations

- From the above table it is observed that the mean value of male teachers 70.25 and SD 19.36. The mean value of female teachers 71.5 with SD is 18.48. ‘t’ value is 1.511.

Interpretation

- The calculated ‘t’ value is 1.511 is less than the table value 1.97 at 0.05 level.
- Which is not significant at 0.05 level.
- The table value shows that there is no significant difference between male and female teachers emotional maturity. Hence the null hypothesis is accepted.

Objective: 3

- Locality: Rural & Urban
- To find out the influence of Locality (Rural/Urban) on their emotional maturity of secondary school Teachers

Table: 4.4 Shows the Mean, % of Mean, S.D. and ‘T’ Value of the Rural and Urban Teachers

Variable	N	Mean	S.D.	S.Ed	‘t’
Rural	36	73.055	18.085	0.8152	3.94*
Urban	64	69.84	21.064		

Significant at 0.05 level

Observation

- From the above table it is observed that the mean value of rural school teachers 73.055 and SD 18.085. The mean value of urban school teachers 69.84 with SD 21.064 ‘t’ value is 3.94.

Interpretation

- The calculated ‘t’ value is 3.94 is more than the table value 1.97 at 0.05 level.
- Which is significant at 0.05 level.
- The table value shows that there is significant difference between rural and urban secondary school teachers on their emotional maturity. Hence the null hypothesis is rejected.

Objective: 4

- Marital Status: Married & Un-married
- To find out the influence of Marital Status (Married & Un-married) on their emotional maturity of secondary school teachers

Table: 4.5 Shows the Mean, % of Mean, S.D. and ‘T’ Value of the Married and Unmarried Teachers

Variable	N	Mean	S.D.	S.Ed	‘t’
Married	80	70.625	18.892	1.090	5.38
Unmarried	20	76.5	19.04		

Significant at 0.05 level

Observation

- From the above table it is observed that the mean value of married teachers 70.625 and SD 18.892. The mean value of unmarried teachers 76.5 with SD 19.04 ‘t’ value is 5.389.

Interpretation

- The calculated ‘t’ value is 5.389 is more than the table value 1.97 at 0.05 level. Which is significant at 0.05 level.
- The table value shows that there is significant difference between married and unmarried teachers on their emotional maturity. Hence the null hypothesis is rejected.

Objective: 4

- Age: Below 40 years / Above 40 years
- To find out the influence of Age (Below 40 years / Above 40 years) on their emotional maturity of secondary school Teachers.

Table: 4.6 Shows the Mean, % of Mean, S.D. and ‘T’ Value of the Above 40 Years and Below 40 Years Age of Teachers

Variable	N	Mean	S.D.	S.Ed	‘t’
Below 40 years	50	70.6	17.79	0.753	1.328NS
Above 40 years	50	71.6	19.86		

NS= Not Significant at 0.05 level

Observation

- From the above table it is observed that the mean value of below 40 years
- 70.6 and SD is 17.79. The mean value of above 40 years is 71.6 with SD is 19.86 ‘t’ value is 1.328.

Interpretation

- The calculated ‘t’ value is 1.328 is less than the table value 1.97 at 0.05 level.
- Which is not significant at 0.05 level.
- The table value shows that there would be no significant difference between above 40 years and below 40 years

ago on their emotional maturity. Hence the null hypothesis is accepted.

Objective: 5

- Type of Management: Government / Private / ZP / Municipality / Aided
- To find out the influence of Type of Management (Government / Private / ZP / Municipality / Aided) on their emotional maturity of secondary school teachers

Table: 4.7 Shows The Mean, SSM, SDW and 'F' Value of Teachers

Variable	Mean	df	SSM	SSW	'F' value
Government	70.46	95	25068.5	9895.02	2.533*
Private	70.92				
ZP	71.42				
Municipality	70.68				
Aided	70.56				

Significant at 0.05 level

Observation

- From the above table it is observed that the mean value of govt. is 70.46, mean value private 70.92, mean value of ZP 71.42, mean value of municipality 70.68 and mean value of aided 70.56. df is 95 and SSM is 25068.5 and SSW value 9895.02. The calculated 'F' value 2.533

Interpretation

- The calculated 'F' value is 2.533 is more than the table value 1.94 at 0.05 level. Which is significant at 0.05 level. The table value shows that there is significant difference in the type of management of teachers on their emotional maturity. Hence the null hypothesis is rejected.

MAJOR FINDINGS

Objective: 1

- To study the level of emotional maturity of secondary school teachers and to classify them.

Findings

- The level of emotional maturity of secondary school teachers are found to be extremely stable and the total sample is heterogeneous group among the research areas.

Discussion

- Their thinking power interests, attitudes are equal. They react in a same way for the situations around them. They get attracted to opposite sex. They mostly get many doubts and try to solve them with their own knowledge and in this process they interact with the peer group rather than the elders.

Objective: 2

- To find out the influence of Locality (Rural/Urban) on their emotional maturity of secondary school teachers.

Findings

- The variable locality is significant influenced on Emotional maturity of secondary school teachers

Discussion

- There is significant difference between Rural & Urban teachers because Rural teachers are having good emotional maturity than urban teachers. Urban teachers are having many problems faced in their daily life.

Objective: 3

- To find out the influence of the married and un-married on their emotional maturity of secondary school teachers.

Findings

- The variable marital status is significantly influenced on Emotional maturity of secondary school teachers.

Discussion

- There is significant difference between Married & Un-married teachers. Because Un-married Rural teacher are having good emotional maturity than married teachers.

Objective: 4

- To find out the influence of age group(below 40- above 40) on their emotional maturity of secondary school teachers.

Findings

- The variable age is not significantly influenced on Emotional maturity of secondary school teachers.

Discussion

- Both above 40 years and below 40 years age of teachers are having same emotional maturity.

Objective: 5

- To find out the influence of Government / Private / Aided / Z.P. / Municipal teachers on their emotional maturity

Findings

- The variable type of management is significantly influenced on Emotional maturity of secondary school teachers.

Discussion

- The calculated 'f' value is 2.533 is more than the table value 1.94 at 0.05 level. Which is significant at 0.05 level. The table value shows that there is significant difference in the type of management of teachers on their emotional maturity . Hence the null hypothesis is rejected.

SUGGESTIONS FOR PARENTS

1. Parents should spend much time with their children rather than their occupations.
2. Parents are expected to treat their children equally and not to give preferential treatment to anyone children.
3. Parents have to give chance to their children's to express their own ideas.

4. So that it can become easy to know about the thinking to the child.
5. Parents to take sufficient time for the personality development of their children.

SUGGESTIONS FOR TEACHERS

1. Teachers are expected to be impartial towards the students.
2. It is advised to the teachers that the punishments must not hurt the self-esteem of the child.
3. It is suggested that the teacher should not show frustrations of their home front on the children.
4. The punishment may be such that the child learns something from it.
5. The teachers are advised to provide enough time for the children to outdoor games to develop physical energy. So that no emotional disturbances takes place.

EDUCATIONAL IMPLICATIONS

1. The present generation is bright intellectually but lack of emotional balance and stability. Since emotions enter into every phase and fact of life society expects schools to provide for health, emotional and development of the children. i.e. future generation.
2. The teacher should try to practice and teach the children that are as possible. This is especially important for the distressing emotions of fear, pain and anger.
3. The teacher should guide the students not to allow the emotions and feelings are obstacles in one's path, one should be trained to use them as motivating agent to achieve goal. The teacher must be model for maintaining proper emotional bonds. If one is an emotionally intelligent individual, one can inspire or lead others also.

SUGGESTIONS FOR FURTHER RESEARCHER

1. A study can be taken up on the impact of emotional intelligence on academic achievement may be extended to other levels of education, viz, graduation and post-graduation at district and state level.
2. A study can be made to identify the role of environmental factors that promote emotional intelligence.
3. A study can be taken up to identify the role of various psychological variables in enhancing emotional intelligence.

CONCLUSIONS

Teacher has an important role to play in nurturing an emotionally matured child. Teacher with optimal learning emotional maturity will defiantly humanistic in their approach in the designing of the learning activities. High emotional maturity will also enable a teachers to think logically and use his or her mind in the best possible way. The emotional maturity becomes important in the behavior of individuals. As the teachers are the pillars of the future generations their value pattern of emotional maturity are vital. Based on the analysis of the data the investigator concluded that the secondary school teachers were found to have extremely stable on their level of emotional maturity. Fifty percent of the total sample of the secondary school teachers have extremely stable on their level of emotional maturity. A male and female secondary school teacher is slightly differ on their emotional maturity. Rural teachers is more than that of urban secondary school teachers on their

level of emotional maturity.

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