

## Emotional Maturity of Secondary School Teachers In Relation To Their Academic Qualification and Social Status

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### ABSTRACT

The term or word 'emotion' is derived from Latin word 'emovere', which means 'to move', or 'to stirrup'. In Psychology, the concept of 'maturity' is termed as the ability to respond to the environment in an apt manner and this act is generally learned through experiences and is not instinctive. Hambrick, described emotional maturity in terms of two features i.e. a) the skill of identifying and differentiating their own emotions, and b) exposing themselves to emotions to gain experiences, and in order to know which emotion suits to a particular kind of situation. As we know that the teachers are always working under several challenging conditions both within and outside the classroom i.e. not only engaging with their students, colleagues and as well as their administrators, thus in order to deal aptly with all of them, emotional maturity of the teacher plays a vital role in maintaining conducive atmosphere and to carry out all their day to day activities smoothly. Hence the investigator made an attempt to study about the emotional maturity of secondary school teachers. 640 secondary school teachers of Kurnool Mandal were taken as a sample, employed random sampling method and used the Emotional Maturity Scale developed by Singh & Bhargava to measure emotional maturity of secondary school teachers to carry out this study. The data were analyzed by using both descriptive statistics and as well as inferential statistics i.e. Mean, Standard Deviation, C.R test and ANOVA were employed to analyze the data. The findings revealed that there is a significant difference in emotional maturity of secondary school teachers in relation to their academic qualification and there is no significant difference in emotional maturity of secondary school teachers in relation to their social status.

**Keywords:** Emotion, Maturity, Emotional maturity, Academic qualification, Social status and Secondary school teachers.

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### INTRODUCTION

We know that the emotions influence us in many ways and generally, they can be classified as positive and negative emotions [1,2,3,4]. The emotions which are expressed during the state of happiness or joy or feeling love etc. are called as positive emotions, and similarly the emotions which are expressed during the state of anger or sad or in an undesirable condition or situation etc. are called negative emotions [1,5,6,7,8]. The art of dealing with these two types of emotions can be termed as maturity or emotional maturity [9,10].

As we know that the teachers are always working under several challenging conditions both within and outside the classroom i.e. not only engaging with their students, colleagues and as well as their

administrators, thus in order to deal aptly with all of them, emotional maturity of the teacher plays a vital role in maintaining conducive atmosphere and to carry out all their day to day activities smoothly [2,11,12,13,14].

#### Concept of Emotional Maturity

The term or word 'emotion' is derived from Latin word 'emovere', which means 'to move', or 'to stirrup' and it is subjective experience of prolonged feelings.

In Psychology, the concept of 'maturity' is termed as the ability to respond to the environment in an apt manner and this act is generally learned through experiences and is not instinctive.

Hambrick [3] described emotional maturity in terms of two features i.e. a) the skill of

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identifying and differentiating their own emotions, and b) exposing themselves to emotions to gain experiences, and in order to know which emotion suits to a particular kind of situation [8,9,10,11,12].

It is generally observed that in critical situations, everybody cannot come up with the same reactions and results, because some are expert to manage the things and are able to turn an adverse situation to a favorable one, but whereas some create havoc, so, in both the situations, only one factor plays a crucial role i.e. controlling their mind and this could be done only by those persons who are having high emotional maturity [4,13,14].

#### **Need of the Study**

Providing quality education to the children is the basic need, because it helps to transform them as responsible and competent human beings. Education is a single factor that improves the quality of life. Hence teachers are important facet of any society for a number of reasons because of their valuable contribution in the education of the younger generations i.e. they begin to influence the children from the formative years [5]. There are many factors that influence the teaching behaviour and the performance of the teachers. Some of them are personality factors, adjustment mechanisms, emotional maturity, job satisfaction, and spiritual intelligence etc. The role of the teachers has changed dramatically over the years and particularly in this century teachers are working under several challenging conditions both within and outside the class room. Some of the immediate issues are professional status, inadequate financial compensation, commercialization of education, lack of motivation and support, poor or restricted opportunities for professional development, absence of

psychological support to balance work and personal life, clash between personal image and social expectations etc [6]. The capacity of the teacher to meet these challenges and commit to the cause of education largely depends on their emotional maturity. Any study involving the emotional maturity of the teachers would be of great help to teachers, educational planners, curriculum developers, educationists and administrators in the field of education. Such studies would go a long way in addressing vital issues pertaining to education and in improving the quality of education and also to meet the ever emerging challenges in the field of education [7]. Further it is one of the few research areas that needs frequent updating. Hence, the investigator intends to carry out a study on the emotional maturity of secondary school teachers in relation to their academic qualifications and social status.

#### **Objectives of the Study**

1. To study the influence of academic qualification of secondary school teachers on their emotional maturity.
2. To study the influence of social status of secondary school teachers on their emotional maturity.

#### **Hypotheses of the Study**

1. Academic qualifications of secondary school teachers don't make a significant difference in their emotional maturity.
2. Social status of secondary school teachers doesn't make a significant difference in their emotional maturity.

#### **Limitations of the Study**

This study is limited to study about the emotional maturity of secondary school teachers belonging to Kurnool District of Andhra Pradesh State.

The levels of significance considered in this study are 0.05 and 0.01.

### **METHODOLOGY**

#### **Population**

The population of this study comprises of teachers who are working in secondary schools of Kurnool District, Andhra Pradesh.

#### **Sample**

Sample consists of 640 secondary school teachers drawn from 120 schools of Kurnool Mandal of Andhra Pradesh State.

#### **Research tool**

Emotional Maturity Scale developed by [8] was used to measure emotional maturity of secondary school teachers.

#### **Administration of the tool**

Emotional Maturity Scale was given to the respondents who have participated in the study with brief instructions to fill them.

#### **Statistical techniques**

The data were analyzed by using both descriptive and as well as inferential

**ANALYSIS AND INTERPRETATION OF DATA**

**Table 1: Comparison of emotional maturity scores of graduate and post graduate secondary school teachers**

Variable	N	Mean	SD	D	$\bar{D}$	C.R.
Graduate	221	86.02	20.70	4.82	1.68	2.86**
Postgraduate	419	81.20	19.30			

\*\* Significant at 0.01 level

It can be observed from the above Table 1 that the C.R. value (2.86) obtained is greater than that of the table value of 2.58. So it is significant at 0.01 level. Therefore, the null hypothesis is rejected. Hence, academic qualifications of secondary school teachers make a significant difference in their emotional maturity. The mean value of graduate secondary school teachers is

86.02. It is higher than the mean value of postgraduate secondary school teachers. Therefore, it can be inferred that graduate secondary school teachers are more emotionally immature than their counterpart. In other words, postgraduate secondary school teachers possess more emotional maturity than graduate secondary school teachers.

**Table 2: Comparison of emotional maturity scores of secondary school teachers belonging to different social status groups**

Social status	N	Mean	S.D.
O.C	246	82.31	19.22
B.C	295	83.38	20.51
S.C	085	82.71	19.01
S.T	014	83.00	26.80

From the above Table 2, it can be observed that the lowest mean score among the four groups is 82.31 for O.C group. The highest mean score is 83.38 for B.C group. The

spread of the sample is less in the fourth group i.e. S.T and more in the other extreme group i.e. B.C.

**Table 3: ANOVA on emotional maturity scores of secondary school teachers belonging to different social status groups**

Source of Variation	df	Sum of Squares	Mean Squares	F-value
Between groups	3	156.286	52.095	0.13
Within groups	636	253872.176	399.170	
Total	639	254028.462		

Not significant at 0.05 level

It is found from the above Table 3 that the obtained F-value (0.13) for df = 3 and 636 is less than the table value of 2.62. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that social status of

secondary school teachers doesn't make a significant difference in their emotional maturity. As F-value is not significant at 0.05 level, no further probing is done.

### FINDINGS

The findings are:

There is a significant difference between graduate and post graduate secondary school teachers in relation to their emotional maturity i.e. graduate secondary school teachers are more

emotionally immature than their counterparts and there is no significant difference in emotional maturity of secondary school teachers belonging to different social status categories.

### CONCLUSION

It is reported that post graduate secondary school teachers are more emotionally mature than their counterparts and there is no significant difference in emotional maturity of secondary school teachers belonging to different social status categories.

### Suggestion for Further Research

Now it is suggested that the studies may be further carried out to find out the influence of other variables on emotional maturity of secondary school teachers and the study can also be extended to other districts as well.

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