

Emotional Maturity of Secondary School Teachers in Relation to Their Type of Management and Religion

Abdul Rahim

School of Education, Department of Science Education, Kampala International University (Western Campus), Uganda.

Email: rahim.abdul@kiu.ac.ug; towardsrightpath@yahoo.co.in

Mobile: +256756584456 or +919491524395

ABSTRACT

The word 'emotion' was derived from Latin word 'emovere', which means 'to move', or 'to agitate'. According to Psychology, 'maturity' is defined as the ability to respond to the environment in a right manner and this response can be acquired only through the process of learning, but is not instinctive. Emotional maturity is defined as "an array of capabilities, competencies and skills that influence one's ability to cope with environmental demands". As the teachers will be facing different kinds of situations at different interval of times during their stay at school, so in order to deal appropriately with all those kinds of situations, their emotional maturity plays a significant role. Hence by controlling their maturity levels, teachers can concentrate on their daily activities in their classrooms, and can use their skills to transform their students as the responsible citizens. Hence an attempt has been made to study the emotional maturity of secondary school teachers. The investigator employed random sampling technique to gather information from 640 secondary school teachers, by utilizing the Emotional Maturity Scale developed by Singh & Bhargava, and it was analyzed, by using Mean, Standard Deviation, C.R test and ANOVA. The findings revealed that the type of management of secondary school teachers does make a significant difference in their emotional maturity, and religion of secondary school teachers doesn't make a significant difference in their emotional maturity.

Keywords: Emotion, Maturity, Emotional maturity, Type of management, Religion and Secondary school teachers.

INTRODUCTION

Emotions influence us in many different ways. Generally, emotions are of two types, namely positive and negative [1,2,3,4]. Meanwhile the emotions expressed during the state of happiness or joy etc. are termed as positive emotions, and whereas the emotions which will be expressed during the state of anger or sorrow or in some undesirable conditions etc. are termed as negative emotions and the art of dealing with these two types of emotions can be termed as an emotional maturity [1,5,6,7,8].

As we know that the teachers will be facing different kinds of situations at different interval of times during their stay at school, so in order to deal appropriately with all those kinds of situations, their emotional maturity plays a significant role [2,3,4,5,6]. Hence by

controlling their maturity levels, teachers can concentrate on their daily activities in their classrooms, and can use their skills to transform their students as the responsible citizens [9,10,11].

Concept of Emotional Maturity

The word 'emotion' was derived from Latin word 'emovere', which means 'to move', or 'to agitate'. It is subjective experience of prolonged feelings of an individual [12,13,14].

In the words of Psychology, 'maturity' is defined as the ability to respond to the environment in an appropriate manner and this response is generally acquired through the process of learning but it is not instinctive in nature [3].

Emotional maturity is defined as "an array of capabilities, competencies and skills that influence one's ability to cope with environmental demands" [4].

Abdul

It can be generally observed that in critical situations, everybody cannot come up with the same reaction and result. Some are expert to manage the things and turn an adverse situation to a favorable one, and whereas some create havoc. In both the situations one factor plays a crucial role i.e. controlling their mind and it could be done only by those persons who are having high emotional maturity.

Need of the Study

As we all know that children's can be transformed in to a responsible and a competent human beings only through by providing them with the quality education and the task of doing so, apart from the Government, it mainly rests on the shoulders of teachers and administrators [5]. Hence, teachers play an important role in imparting education to the children right from the formative years. The role of the teachers has changed dramatically over the years and particularly in this century teachers are working under several challenging conditions both inside and outside the class room. The capacity of the teacher to meet these challenges and commit to the cause of education largely depends on the emotional maturity of the teachers [6]. Any study involving the emotional maturity of the teachers would be of great help to teachers, educational planners, curriculum developers,

Population

Teachers who are employed in secondary schools of Kurnool District of Andhra Pradesh State represent the population for this study.

Sample

640 secondary school teachers drawn from 120 schools of Kurnool Mandal of Andhra Pradesh State constituted as the sample for this study.

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 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 type of management and religion.

Objectives of the Study

1. To study the impact of type of management on emotional maturity of secondary school teachers.
2. To study the impact of religion on emotional maturity of secondary school teachers.

Hypotheses of the Study

1. Type of management of secondary school teachers doesn't make a significant difference in their emotional maturity.
2. Religion of secondary school teachers doesn't make a significant difference in their emotional maturity.

Limitations of the Study

This study is limited to study 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

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 participants who have participated in the study with brief explanation on how to fill it.

Statistical techniques

The data were analyzed using Mean, Standard Deviation, C.R test and ANOVA.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Comparison of emotional maturity scores of secondary school teachers belonging to different types of management

Type of Management	N	Mean	S.D.
Government	073	82.32	18.78
Local body	247	80.34	18.70
Private	320	84.94	20.87

From the above Table 1, it can be observed that the lowest mean score among the three groups is 80.34 for the Government secondary school teachers and the highest mean score is 84.94 for

the private secondary school teachers. The spread of the sample is less in the first group i.e. government and more in the third group i.e. private.

Table 2: Emotional maturity - Type of management - ANOVA

Source of variation	df	Sum of Squares	Mean squares	F- value
Between groups	2	2974.262	1487.131	3.78*
Within the groups	637	359.956	393.030	
Total	639	253334.218		

* Significant at 0.05 level

It is found from the above Table 2 that the obtained F-value (3.78) for df = 2 and 637 is greater than the table value of 3.01. Hence, it is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that type of management of secondary school teachers makes a significant difference in their emotional maturity.

Since the F-value is significant, further probe was attempted to know which type

of management groups differ significantly in their emotional maturity with other sub groups.

Mean and S.D of different sub-groups of this variable were computed. Standard error of difference between means was also computed and from these, t-values were calculated and the data is presented below in Table 3.

TABLE 3: EMOTIONAL MATURITY - TYPE OF MANAGEMENT - MEAN - S.D -t -VALUES

Variable	N	Mean	SD	df	D	σ_D	t- value
Government	073	82.32	18.78	318	1.98	2.50	0.79
Local body	247	80.34	18.70				
Government	073	82.32	18.78	391		2.49	1.05
Private	320	84.94	20.87		2.62		
Local body	247	80.34	18.70	565		1.66	2.77**
Private	320	84.94	20.87		4.60		

** Significant at 0.01 level

It is found from the above Table 3 that the obtained t-values (0.79 and 1.05) for $df = 318$ and 391 respectively are less than the table value of 1.97. Hence, they are not significant at 0.05 level. Therefore, the null hypotheses are retained. Hence, it can be inferred that the government teachers differed significantly with their neighbour sub-groups i.e. local body and private school teachers in their emotional maturity.

The remaining t-value (2.77) for $df = 565$ is greater than the table value of 2.59. It is significant at 0.01 level. Therefore, the

null hypothesis is rejected. Hence, it can be inferred that private school teachers differed significantly with neighbor sub-group i.e. private school teachers in their emotional maturity. The mean value of private secondary school teachers is 84.94. It is higher than the mean value of local body school teachers. Therefore, it can be inferred that private secondary school teachers are more emotionally immature than their counterpart. In other words, local body secondary school teachers possess more emotionally mature than private school teachers.

TABLE 4: EMOTIONAL MATURITY - RELIGION - MEAN - S.D

Religion	N	Mean	S.D.
Hindu	472	82.55	20.56
Muslim	109	83.81	17.47
Christian	059	83.64	19.05

From the above Table 4, it can be observed that the lowest mean score among the three groups is 82.55 for Hindu group. The highest mean score is

83.81 of Muslim group. The spread of the sample is less in the third group i.e. Christian group and more in the first group i.e. Hindu group.

TABLE 5: EMOTIONAL MATURITY - RELIGION - ANOVA

Source of variation	df	Sum of Squares	Mean squares	F- value
Between groups	2	179.611	89.805	0.23
Within the groups	637	253108.148	397.344	
Total	639	253287.7589		

Not significant at 0.05 level

It can be observed the from the above Table 5, that the obtained F-value (0.23) for $df = 2$ and 637 is less than the table value of 3.01. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is accepted. Hence, it can be inferred that religion 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 of obtaining differences in subcategories of the religion is attempted.

FINDINGS

After analyzing the data, the findings are:

There is a significant difference in emotional maturity of secondary schools teachers in relation to their type of

management and there is no significant difference in emotional maturity of secondary school teachers belonging to different religions.

CONCLUSION

It is reported that there is a significant difference in emotional maturity of secondary school teachers belonging to different types of managements and there is no significant difference in emotional maturity of secondary school teachers belonging to different religions.

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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