



EMOTIONAL MATURITY AMONG HIGH SCHOOL TEACHERS

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ABSTRACT :

The present study was explored to find out the emotional maturity of high school teachers. Survey method was employed. A simple random sample of 270 teachers was selected in Kancheepuram district, Tamil Nadu. Data was analyzed by t-test and F-test. Results indicated that there is no significant difference in emotional maturity of high school teachers with regard to gender, location of the school, type of management, teaching experience in years, marital status and teachers in the family. Findings also indicated that there is significant difference in emotional maturity of high school teachers with respect to teaching stream and no. of siblings.

KEYWORDS : *emotional maturity , marital status and teachers.*

INTRODUCTION

Education is a process of enlightenment and empowerment for the attainment of a better and higher quality of life. Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behavior at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Emotional Maturity is the process of impulse control through the agency of 'self'. It is a process of readjustment, which is patterned in accordance with the approved expression and repression in their cultures. According to Arther J. Jersild, emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things to relate himself to others to love and to laugh to feel sorrow at the time of grief to show anger when thwarted and to show fear when there is occasion to be frightened without wearing any false mask.

A person is said to emotionally mature when he feels proper emotion in a proper situation and express it in a proper quantity. Emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. Emotional maturity means suppression of one's emotions. Scientifically, a person is said to be emotionally mature when he, in a proper situation, feels proper emotion and express it in a proper form and in proper quantity.

The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

NEED AND IMPORTANCE OF THE STUDY

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the innate behavior of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensures a healthy democracy in the country. It is believed that the higher secondary students stage have got significant role in one's life. It is a period many questions may arise in their mind about their future. The development of the self-dependence among secondary students at this stage depend many reasons such as family, socio-economic status, mental health, school environment, emotional state, adjustment with course, teachers, students and so on. The investigator was interested in knowing the high school teachers Emotional Maturity. The findings of the present study will give fruitful result for the development of the high school teachers in their future Perspective. Hence, the present study has high need and importance of the hour.

OBJECTIVES OF THE STUDY

- To find out the significant difference in emotional maturity of high school teachers based on gender, location of the school, type of management, teaching stream, teaching experience in years, marital status, teachers in the family and no. of siblings.

HYPOTHESES

- 1) There is no significant difference between male and female high school teachers with respect to their emotional maturity.
- 2) There is no significant difference between rural and urban high school teachers with respect to their emotional maturity.
- 3) There is no significant difference among the sub-samples of type of school management of high school teachers with respect to their emotional maturity.
- 4) There is no significant difference among the sub-samples of teaching stream of high school teachers with respect to their emotional maturity.
- 5) There is no significant difference among the sub-samples of teaching experience in years of high school teachers with respect to their emotional maturity.
- 6) There is no significant difference between in emotional maturity of high school teachers in terms of marital status.
- 7) There is no significant difference in emotional maturity of high school teachers in terms of teachers in the family.
- 8) There is no significant difference in emotional maturity of high school teachers in terms of no. of siblings.

METHOD & SAMPLE

Survey method was employed. The simple random sample consists of 270 high school teachers in Kancheepuram district, Tamil Nadu.

Tool

- Emotional Maturity Scale (EMS) by K.M. Roma Pal (1984).

Data Analysis

Table 1: Emotional Maturity of High School Teachers based on Gender

Gender	N	Mean	SD	t-value	Remark
Male	121	148.71	14.31	0.288	Not Significant
Female	149	148.18	15.25		

Table-1 shows that the t-value (0.288) is not significant at 0.05 level. Hence, the hypothesis-1 is accepted.

Table 2: Emotional Maturity of High School Teachers based on Location of the School

Location of the School	N	Mean	SD	t-value	Remark
Rural	130	149.08	15.18	0.707	Not Significant
Urban	140	147.80	14.49		

Table-2 depicts that the t-value (0.707) is not significant at 0.05 level. Hence, the hypothesis-2 is accepted.

Table 3: Emotional Maturity of High School Teachers based on Type of School Management

Source of Variance	Sum of Squares	df	Mean Squares	F	Result
Between Groups	654.332	2	327.166	1.496	Not Significant
Within Groups	58401.534	267	218.732		
Total	59055.867	269			

Table-3 reveals that the F-value (1.496) is not significant at 0.05 level. Hence, the hypothesis-3 is accepted.

Table 4: Emotional Maturity of High School Teachers based on Teaching Stream

Source of Variance	Sum of Squares	df	Mean Squares	F	Result
Between Groups	1795.599	2	897.799	4.186	Significant
Within Groups	57260.268	267	214.458		
Total	59055.867	269			

From Table-4, the F-value (4.186) is significant at 0.05 level. Hence, the hypothesis-4 is rejected.

Table 5: Emotional Maturity of High School Teachers based on Teaching Experience

Source of Variance	Sum of Squares	df	Mean Squares	F	Result
Between Groups	662.045	2	331.023	1.514	Not Significant
Within Groups	58393.822	267	218.703		
Total	59055.867	269			

Table-5 reveals that the F-value (1.514) is not significant at 0.05 level. Hence, the hypothesis-5 is accepted.

Table 6: Emotional Maturity of High School Teachers based on Marital Status

Marital Status	N	Mean	SD	t-value	Result
Married	138	148.52	15.25	0.121	Not Significant
Unmarried	132	148.31	14.40		

Table-6 shows that the t-value (0.121) is not significant at 0.05 level. Hence, the hypothesis-6 is accepted.

Table 7: Emotional Maturity of High School Teachers based on Teachers in the Family

Teachers in the family	N	Mean	SD	t-value	Result
Yes	142	148.33	15.28	0.106	Not Significant
no	128	148.52	14.33		

Table-7 depicts that the t-value (0.106) is not significant at 0.05 level. Hence, the hypothesis-7 is accepted.

Table 8: Emotional Maturity of High School Teachers based on No. of Siblings

Source of Variance	Sum of Squares	df	Mean Squares	F	Result
Between Groups	1083.698	2	541.849	2.496	Significant
Within Groups	57972.169	267	217.124		
Total	59055.867	269			

From Table-8, the F-value (2.496) is significant at 0.05 level. Hence, the hypothesis-8 is rejected.

FINDINGS

- There is no significant difference in emotional maturity of high school teachers with regard to gender, location of the school, type of management, teaching experience in years, marital status and teachers in the family.
- There is significant difference in emotional maturity of high school teachers with respect to teaching stream and no. of siblings.

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