

EMOTIONAL MATURITY OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LIFE-SATISFACTION

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ABSTRACT

Present study made an attempt to study the emotional maturity of secondary school teachers in relation to their life-satisfaction. For this purpose a sample of hundred female secondary school teachers were selected through simple random sampling technique. Emotional Maturity Scale and Life-Satisfaction Scale were used to collect the data. The result of the study showed significant relationship between emotional maturity and life-satisfaction of female secondary school teachers. Furthermore, findings reported significant difference between emotional maturity and life-satisfaction of married and unmarried female secondary school teachers.

Key words: Emotional Maturity, Secondary School Teachers, Life-Satisfaction

INTRODUCTION

It is a well-accepted fact that the quality of education is mediated by the teacher and what the teacher does. Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self-directing learning. And teacher can also degrade the quality of education through error, laziness cruelty of education. In this view the quality of education depends upon the quality of teacher. Quality conscious teachers are those who are emotionally mature and satisfied towards their life and work.

An emotionally mature teacher learns and applies emotional maturity skill to improve: stress management, self-esteem and confidence; positive personal change, decision making, leadership, ascertain, comfort and commitment which would raise the quality of teacher and consequently quality of education. The concept “Emotional Maturity” refers to how maturely we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well.

Without emotions, human being would be little more than machines that run the same way day after day. We could not know the joys of love nor the happiness or success. We could not experience sympathy for the unfortunate, no grief for the loss of a loved one, pride, enemy and jealousy would be unknown to us. Life without feelings and emotions would be colourless. We all know something about feeling and emotion through our own personal experience. No one needs to be told that anger, fear, joy etc. are the typical human emotion. We are also aware of the importance of such feeling in our behavior, for what we do is often motivated by them. Emotions have great importance in human life as we have some personal familiarity with them. We have all experiences fear, anger, grief, guilt, joy, love and hate etc. and we observe these emotions in others also.

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EMOTIONAL MATURITY

Emotional maturity is that characteristic of emotional behavior that generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well- balanced emotional behavior in his day- to -day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions- positive or negative and is able to express them at the appropriate time in an appropriate degree.

The term emotional maturity it is very necessary and significant to define the term emotion and maturity separately, so that meaning of the collective term emotional maturity becomes clear. The term 'emotions' is derived from the Latin word 'Emovere' which means to move out, stirrup. Emotions are one of the dimensions of personal experience. There are eight types of innate emotions. These are joy, anticipation, anger, disgust, sadness, surprised, fear and acceptance. Emotions are present in every activity of human being. A person can be called emotionally matures if he is able to express his emotions in significant degree with responsible control. Emotions play an important role in influencing learning process and area of adjustment. The emotional development of an individual starts right from infancy and passes through the various stages of growth and development. At the stage of adolescence stage emotional development reaches its maturity. At this stage various emotions such as anger, fear, hated, discrimination, pleasure, clove etc. can be clearly seen in an individual.

The emotional maturity of an individual is mostly influenced by the family background and the type of family. An important element of family structure is the family background. The emotional maturity influenced by the educational, professional and economic condition of the family. These aspects of the family status influence his emotional development. The present study is directed towards studying the fact whether the family background (socio-economic status) has any effect on the emotional maturity of students.

According to **Goleman (1995)** we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two".

Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally mature person can have better adjustment with himself as well as others. The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (**Freud, James, Gardner and others**) the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The self contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a self which is more than the sum of its components and becomes a global factor in our personality. This global

factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Emotional maturity is a requirement for starting and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

Emotional maturity develops throughout one's life; however, it is very important that parents and teachers be aware that the emotional sphere must be nurtured in one's intelligence, and intelligence in one's emotions, from an early age. The seed that we plant in early childhood will bear fruit not only during one's active life but throughout one's various ages. Its climax will occur during old age, when each of our selves will act on basic and stable ground in the shrinking and withering world which surrounds the elderly person. Attention paid to emotional maturity in early childhood is, therefore, a long term investment in man's existence.

According to **Smitson (1974)** emotional maturity is a process in which the personality is continuously strivings for greater sense of emotional health, both intro-psychically and intrapersonally.

Hollingsworth (1928) mentions some characteristics of emotionality mature person in the following point-

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blow off he does not below up.
2. He is also able to delay his responses as controlled with the impulsiveness of young child.
3. Handling of self-pity, instead of showing unrestrained self-pity, he tries to feel for him.

The most outstanding mark of emotional maturity, according to **Cole (1974)** is ability to bear tension. Other marks are an indifference towards certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling thinking action.

CONCEPT OF LIFE-SATISFACTION

Life-satisfaction of teachers is an important and essential factor of the healthy functioning of the education system. The satisfied teachers can give the maximum output to the society. Life-satisfaction of teachers is a primary issue. Only the teachers can produce the positive generation and can distribute to build strong foundation of the nation.

Life-satisfaction of personal adjustment is defined as the quality, state and level of satisfaction which is a result of various interest and attitudes of a person towards life.

It is considered as positive attitude which is very important variable among younger, mature as well as aged people. Life-satisfaction is an overall assessment of feeling and attitudes about one's life at a particular point in time ranging from negative to positive.

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various interest and attitudes of a person towards life. It is considered as positive attitude which is very important variable among younger, mature as well as aged people. Life-satisfaction is an overall assessment of feeling and attitudes about one's life at a particular point in time ranging from negative to positive. **Diener Suh, Lucas & Smith (1999)** also include the following under life-satisfaction desire to change one's life; satisfaction with future; and significant other's views of one's life. Life-satisfaction can be assessed globally or by specific area, such as satisfaction with work, marriage and health. Life-satisfaction questionnaire focus on the individual's internal frame of reference.

Life-satisfaction is the way a person perceives how his or her life has been and how they feel about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a favourable attitude of one's life as a whole rather than their feelings. Life-satisfaction has been measured in relation to economic standing, amount of education, experiences, and the people's residence as well as many other topics. Life-satisfaction is considered to be a central aspect of human welfare. It is the ultimate goal, and human beings strive to achieve this goal throughout lives. Satisfaction with one's life implies acceptance of life circumstances and the fulfillment of wants and needs for life as a whole (**Webster's dictionary, 1996**). Life-satisfaction among the elderly is an important concept as it gives an overall view of the adjustment as well as adaptive coping ability of the elderly.

It is generally referred to as an assessment of the overall conditions of existence as derived from a comparison of one's actual achievements. It can also be defined as having a favourable attitude towards life. **Diener et al. (1999)** have demonstrated that life-satisfaction is a desire to change one's life, satisfaction with past, satisfaction with future, and significant views of one's life.

Life-satisfaction is defined as having a favourable attitude towards one's life as a whole. The vast majority of studies investigating life-satisfaction have been survey based. The current paper measure life-satisfaction with good reliability and validity. Although most research on life-satisfaction has not been directly focused on the experiences of women, few studies have investigated the unique predictors of life-satisfaction for women. For example , several studies have demonstrated that the greater the gender equality within a culture (i.e. , freedom to make reproductive choices, equal pay, equal value under the law , equal opportunity to education and achievement). The greater reported life-satisfaction (**Sousa and Lyubomirsky 2000**).

Life-satisfaction for **Sumner (1996)** is a positive evaluation of the conditions of your life, a judgment that, at least on balance, it measures up favorably against your standards or expectations.

There are two approaches to the study of life satisfaction. One is focused on the overt behaviour using social criteria of success, or competence, and second is an individual's own interpretation and evaluation of his / her present and past life (**Neugarten 1961**).

There are two types of satisfaction, whole or global life-satisfaction (**Argyle 2001; Salvatore & Munoz 2001**). Life domain satisfaction refers to satisfaction within specific areas of an individual's life such as marriage, education, job, income etc., whereas global life-satisfaction is a broad concept which includes one's judgment of life as a whole. People rely on domain satisfaction information when they evaluate their whole life events (**Schwarz & Strack, 1991**).

Life-satisfaction often refers to the attitudes that individuals have about their past, present as well as future in relation to their psychological well-being (**Chadha & Willigens, 1995**).

Furthermore, life-satisfaction is a situation or a consequence obtained through comparing someone's expectations (whatever desired) with possessions (whatever gained), when life-satisfaction is addressed, generally a satisfaction related to whole life experience is understood, rather than the satisfaction pertaining to certain conditions.

Research has indicated that the concept of life-satisfaction is elusive, and be highly susceptible to one's own social values or judgments about important aspects of life. However, this concept has psychological as well as social implications. Firstly, it implies the personal contentment with life and positive self-regard for an individual. Secondly, it includes a personal appraisal of fulfilling one's social roles.

Sarkisian et al. (2002) found that individuals with lower life-satisfaction and lower expectations about aging typically do not perceive it as important to seek health care for age associated conditions and therefore, experience higher levels of depression, have less energy and poor health related quality of life. The level of satisfaction among the aged affects not only their psychological adjustment but also physical emotional and social well-being.

NEED AND IMPORTANCE OF THE STUDY

Education is perceived to be a universal phenomenon. It is adequately organized and regulated through formal institutions like schools and colleges. There are different factors which determine the quality of education and its contribution to national development. The quality, competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality to the teaching profession, providing and to create in them satisfactory condition of work to make their teaching or work more effective. Life-satisfaction is of great significance for efficient functioning of any organization. Satisfied workers are the great assets at any organization and satisfaction leads them towards their profession.

The emotional maturity becomes important in the behaviour of individuals. As the students are the pillars of the future generation their emotional maturity is vital one. The specific needs for identifying this phenomenon of emotional maturity as a natural and inevitable essential outcome of student growth and development rather than among pathological symptoms. The emotional maturity becomes important in the behaviour of individual. As the students are the pillars of the future generation their value pattern at emotional maturity are vital.

Satisfaction is a mental concept which is enjoyed by the individual. Moreover, mature person begin their comprehensive view of job attitude and satisfaction, is employed in a variety of ways. The more the degree of satisfaction, more the attitude will be. Thus, no organization/institute can successfully achieve its goal unless and until those who constitute the organization are not satisfied in their job and life.

To conclude, we may say that secondary school teacher's emotional maturity and satisfaction in their lives and jobs plays an important role in growth and development of the students. They have a key role in the improvement of education if the secondary school researchers are efficient and satisfied in their lives and jobs they would neither be able to lay an effect on the minds of the students nor can they influence their learning outcomes. That is why, problem under investigation is very important. Keeping in view the importance of the present study, the investigator thought it worthwhile to take up the problem of emotional maturity and life-satisfaction of secondary school teachers.

OBJECTIVES OF THE STUDY

The objectives of the proposed investigation were:

1. To study emotional maturity and life satisfaction of female secondary school teachers.
2. To study relationship between emotional maturity and life-satisfaction of the female secondary school teachers.
3. To study difference between emotional maturity and life-satisfaction of married and unmarried female secondary school teachers.

HYPOTHESES

Following null hypotheses had been formulated for the present study:

- There exist no significant relationship between emotional maturity and life-satisfaction of female secondary school teachers.
- There exist no significant difference between emotional maturity and life-satisfaction of married and unmarried female secondary school teachers.

METHODOLOGY

Research Method

In the present descriptive research, correlative survey method was used.

Population

All the teachers of senior secondary schools of Kurukshetra comprised of the population of the present study.

Sample

In the present study hundred female senior secondary school teachers (fifty married and fifty unmarried) were selected through simple random selection method.

Tools used

Following research tools were used to collect the data:

1. Emotional Maturity Scale by Y. Singh and M. Bhargava (1984).
2. Life-satisfaction Scale by R. G. Alam and R. Srivastava. (1971).

Statistical Techniques Employed

Following statistical techniques were employed to analyze the data:

1. Descriptive statistics,
2. Pearson's product moment coefficient of correlation,
3. t- ratio.

RESULTS AND DISCUSSION

Analysis and Interpretation based on Descriptive Statistics

Analysis and interpretation based on descriptive statistics of emotional maturity total score of secondary school female teachers is given below:

Table-1
Descriptive Statistics Based on Emotional Maturity Total Scores of Secondary School Female Teachers

N	100
Mean	98.61
Median	99.5
Mode	101.00
S. D.	17.75
Variance	315.27
Range	102.00
Skewness	1.263
Krutosis	3.11
P ₂₅	87.00
P ₇₅	106.00

Table 1 shows that the mean, median, mode and standard deviation of emotional maturity of secondary school female teachers. The mean comes out to be 98.61; median 99.5, mode 101.00, standard deviation 17.75, variance 315.27 and the range is 102.00 that represent the normal scattered scores from the mean position. Value of skewness is 1.263 which shows the distribution is positively skewed. The value of kurtosis is 3.11 which is greater than the normal distribution i.e. 0.263 this curve is plytokurtic. The descriptive statistics of emotional maturity total scores of secondary school female teachers is shows in figure 1.

Figure-1
Bar Graph Showing Descriptive Statistics of Emotional Maturity Total Scores of Secondary School Female Teachers

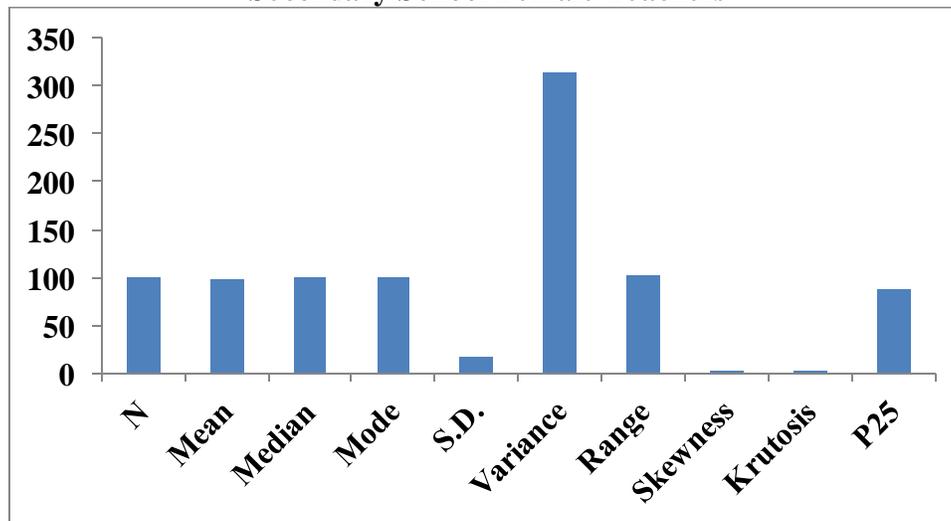
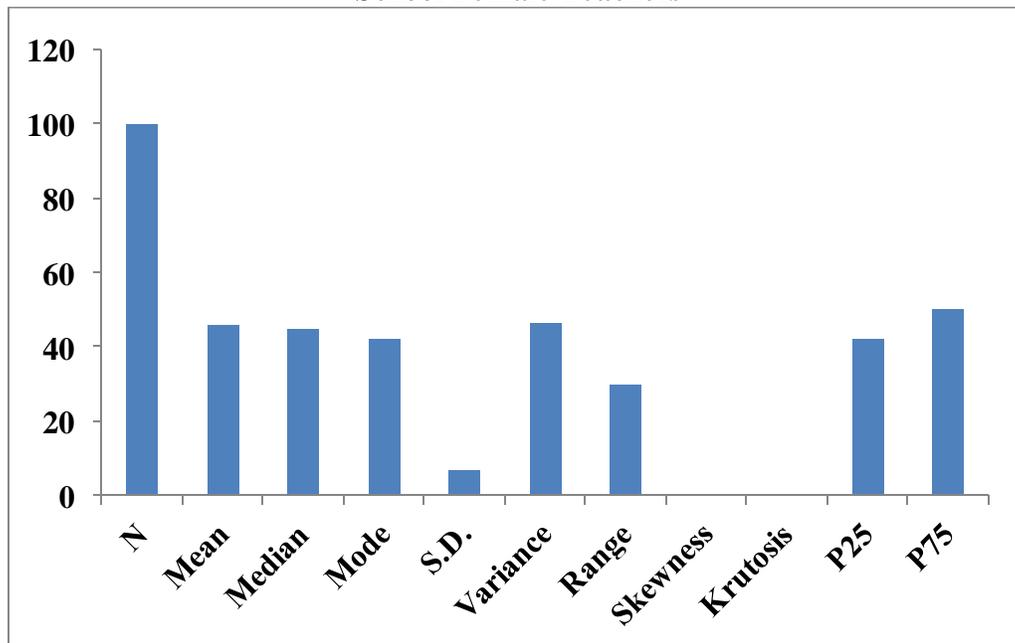


Table-2
Descriptive Statistics Based on Life-Satisfaction Total Scores of Secondary School Female Teachers

N	100
Mean	45.8
Median	45.0
Mode	42
S. D.	6.82
Variance	46.56
Range	30.00
Skewness	.046
Krutosis	.401
P ₂₅	42.00
P ₇₅	50.00

Table 2 depicts that the mean, median, mode and standard deviation of life-satisfaction total scores of secondary school female teachers. The mean score is 45.8, median is 45.0, mode is 42, standard deviation is 6.82, variance is 46.56 and range is 30.00 it represents the normal scattered scores from the mean position. Value of skewness is 0.046 which shows the distribution is positively skewed. The value of kurtosis is 0.401 which is greater than the normal distribution i.e. 0.263 this curve is platykurtic. The descriptive statistics of life-satisfaction total scores of secondary school female teachers being shows below in figure 2.

Figure-2
Bar Graph Showing Descriptive Statistics of Life-Satisfaction Total Scores of Secondary School Female Teachers



Analysis and Interpretation Based on Coefficient of Correlation ‘r’

The analysis and interpretation based on the data to find out the relationship between emotional maturity and life-satisfaction of secondary school female teachers. For this purpose, the data were collected from hundred secondary school teachers and were analyzed through Pearson’s product moment co-efficient of co-relation. The details of the same have been presented in table 3:

Table-3
Co-efficient of correlation between Emotional Maturity and Life-Satisfaction of Secondary School Female Teachers

Variables	df	Co-efficient of correlation “r”	Level of significance
Emotional Maturity	98	1.32*	P>0.01
Life Satisfaction			

***Significant at 0.01 level of significance with df/98 = 0.254**

It emerges from above table 3 that the calculated “r” value is 1.32 between emotional maturity and life-satisfaction of secondary school female teachers. The calculated value of ‘r’ is significant at 0.01 level of significance. This shows that there exist significant relationship between emotional maturity and life-satisfaction of secondary school female teachers. Further, the more emotionally mature secondary school teachers were found to be satisfied with their lives. Hence, the Null hypothesis No. 1 which is stated earlier that there will be no significant relationship between emotional maturity and life-satisfaction of secondary school female teachers is not retained.

Analysis and Interpretation Based on t-test (Differentials)

The analysis and interpretation based on the data pertaining to find out the significance of difference between mean scores of emotional maturity and life-satisfaction of married and unmarried secondary school female teachers. For this purpose, the data collected from hundred (fifty married and fifty unmarried) secondary school female teachers were analyzed through t-test. The details of the same have been presented in table 4-5:

Table-4
Significance of difference between mean Emotional Maturity scores of Married and Unmarried Secondary School Female Teachers

Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Married	50	93.14	15.58	5.39	3.22*	P>0.01
Unmarried	50	104.08	18.25			

***Significant at df/98 at 0.01 level of significance=2.63**

It emerges from the table 4 that the mean score of married and unmarried female secondary school teachers on emotional maturity are 93.14 and 104.08 with S.D.’s 15.58 and 18.25 respectively. The t-ratio comes out to be 3.22, which is significant at 0.01 level of significance.

This indicates that there is a significant difference between mean emotional maturity scores of married and unmarried secondary school female teachers. Hence, the hypothesis which is stated earlier that there exist no significant difference between emotional maturity of married and

unmarried secondary school female teachers is not retained. Comparison of mean and S.D. scores of married and unmarried secondary school female teachers on emotional maturity is shown below in figure 3:

Figure-3
Showing Comparison of Mean and S. D. Scores of Married and Unmarried Secondary School Female Teachers on Emotional Maturity

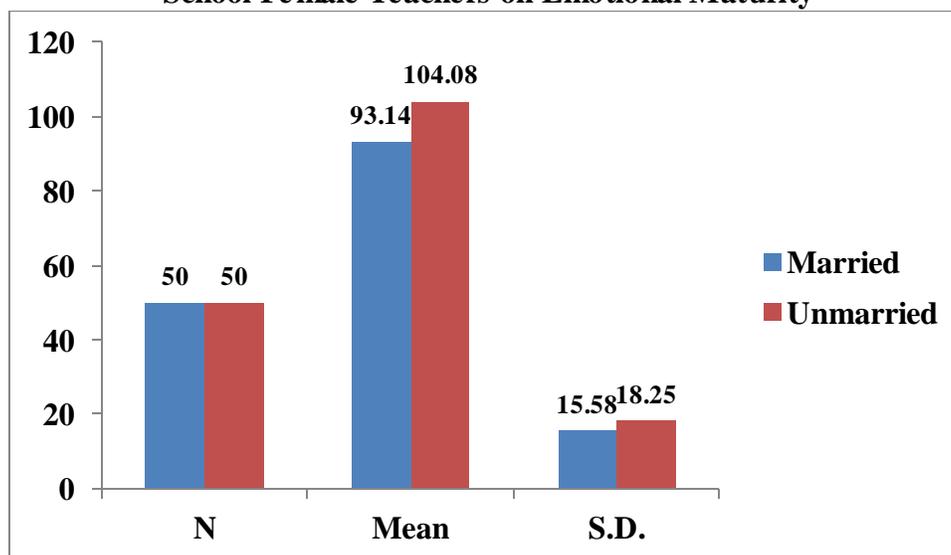


Table-5
Significance of difference between mean Life-Satisfaction scores of married and unmarried secondary school female teachers

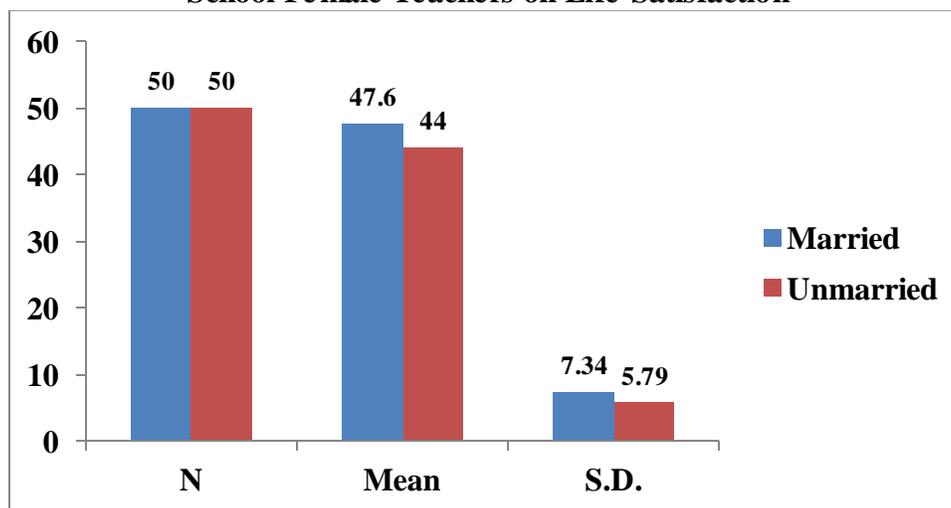
Group	N	Mean	S. D.	S.Ed.	t-ratio	Level of significance
Married	50	47.6	7.34	1.32	2.72*	P>0.01
Unmarried	50	44.0	5.79			

***Significant at df/98 at 0.01 level of significance=2.63**

It is evident from the table 5 that the mean score of married and unmarried female secondary school teachers on life-satisfaction are 47.6 and 44.0 with S.D.'s 7.34 and 5.79 respectively. The t-ratio comes out to be 2.72, which is significant at 0.01 level of significance. This indicates that there is a significant difference between mean life-satisfaction scores of married and unmarried secondary school female teachers.

Hence, the hypothesis which is stated earlier that there exist no significant difference between life-satisfaction of married and unmarried secondary school female teachers is not retained. Comparison of mean and S.D. scores of married and unmarried secondary school female teachers on life-satisfaction is shown below in figure 4:

Figure-4
Showing Comparison of Mean and S.D. Scores of Married and Unmarried Secondary School Female Teachers on Life-Satisfaction



MAIN FINDINGS

1. There exist significant relationship between emotional maturity and life-satisfaction of senior secondary school female teachers. Further, it emerges from the results that more emotionally mature secondary school female teachers were found to be satisfied with their lives.
2. There exists significant difference between mean emotional maturity scores of married and unmarried secondary school female teachers.
3. There exists significant difference between mean life-satisfaction scores of senior secondary school female teachers.

EDUCATIONAL IMPLICATIONS

The present study describes that there is significant relationship between emotional maturity and life-satisfaction of senior secondary school female teachers and there is significant difference between emotional maturity and life-satisfaction of married and unmarried senior secondary school female teachers.

The study has its implication for educational planners, administrators, policy makers, media persons, voluntary organizations and especially for teachers. Teachers are the backbone of an educational process. They are the guide and friend of students. They nourish the young ones with knowledge and make them enlighten citizen to service in society. The role of teachers for future of country is significant. Teachers can perform their role efficiently only when, they are mentally healthy, emotionally stress free environment then only that is performing the duty with best calibre. Teachers should be satisfied with their lives. A well satisfied and emotionally mature personality forms the capable manpower of country.

This capable manpower in form of bright, emotionally mature and satisfied teachers forms the future of any country. The present study revealed the following educational implications for the planner, administrators especially for the teachers to a great deal. These are:

1. It helps to studying emotional maturity levels of secondary school teachers.

2. It measures the life-satisfaction of secondary school teachers.
3. It helps in developing good institutions practices of satisfied and emotionally mature teachers.
4. It helps to improving and developing the personality of teachers as well as students.
5. It helps educational administrators looking after the institutions to understand the teachers.
6. It helps to explore the way to maximize the teacher's contribution in the field of education.
7. It helps to create healthy atmosphere in the class overall academic development in the school.
8. It helps in managing and controlling different schools more democratically and effectively.
9. Maturity helps the teachers to control and moderate their emotions.
10. It helps to teachers to learn how to dominate over crude and wild emotions with the help of noble sentiments which organized of their own forms of various emotions.
11. Emotional maturity needs to improve life-satisfaction of teachers.

DELIMITATIONS OF THE STUDY

The present study was delimited to:

1. The study is restricted to married and unmarried female teachers only.
2. The study is confined to female secondary school teachers of Government secondary school situate in district Kurukshetra of Haryana state.
3. The study is confined to the study of two variables i.e. emotional maturity and life-satisfaction only.

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