

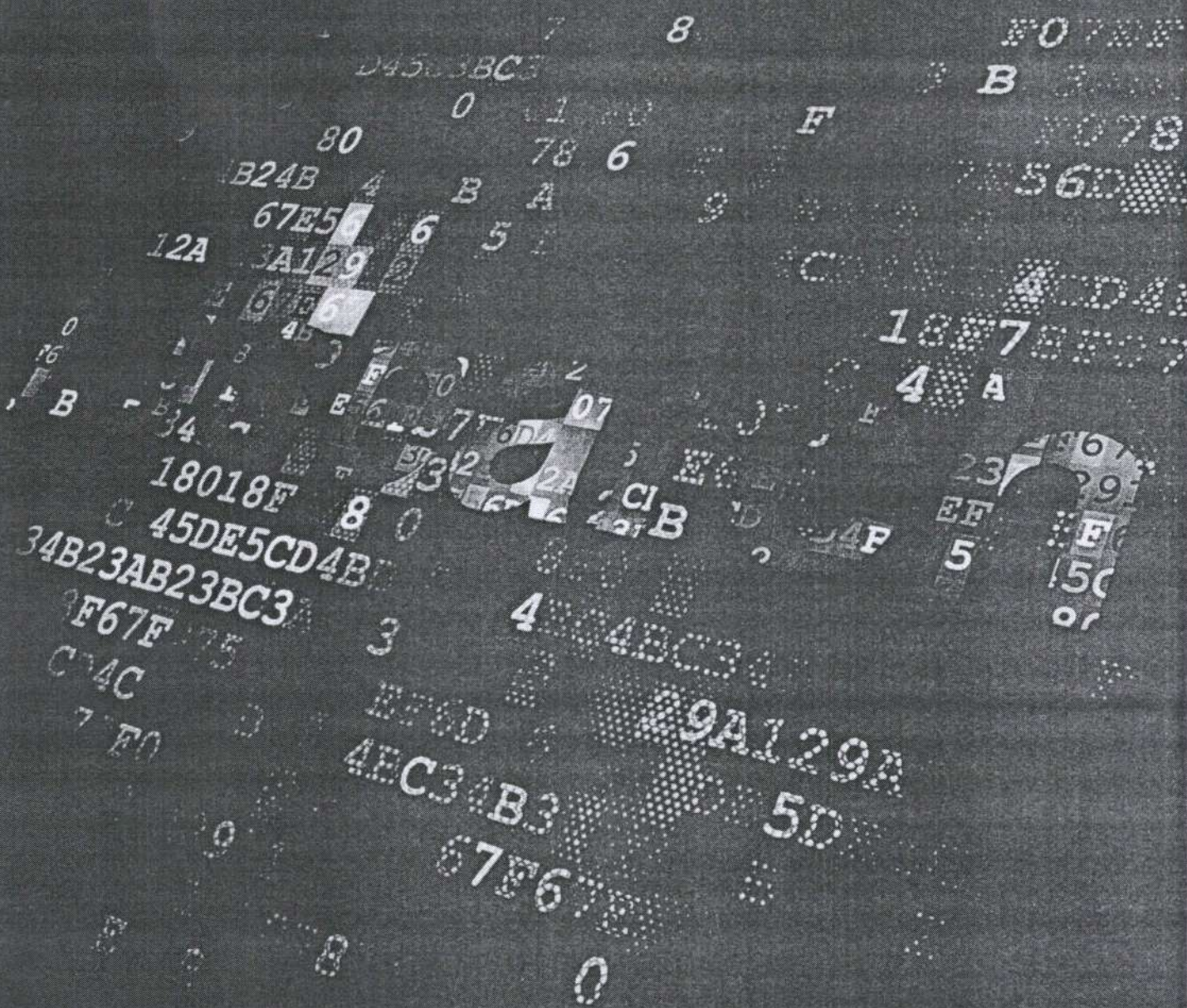
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## GENDER AND LOCALITY WISE ANALYSIS OF EMOTIONAL MATURITY OF HIGH SCHOOL TEACHERS

A. Vences

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### ABSTRACT

This paper focuses on the teaching learning process by evaluating the emotional maturity of high school teachers. The research was a survey type, which consists of purposive sampling of 50 high school teachers in Dindigul district. The authors had used a standardized tool (Yashvir Singh & Mahesh Bhargava, 1990) for measuring the Emotional maturity of high school teachers in Dindigul district in Tamil Nadu. Personal data sheet was prepared by the investigators. The interpretation of data was done with statistical methods such as mean, standard deviation and 't'-test. There is no significant difference between high school teachers in their emotional maturity with reference to their gender. But they significantly differ with respect to locality.

**Key words:** Emotional Maturity, High School Teachers.

### Introduction

Teachers' effectiveness is used broadly, to mean the collection of characteristics, competencies and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively and become effective citizens. An effective teacher shares some common characteristic like sense of humour, positive attitude, emotional maturity, high expectations, consistency, fairness and flexibility. Emotions do play a vital role in the life of an individual. To lead an effective life one is expected to have higher emotional maturity. It is also true that peoples' behaviour is constantly influenced by the emotional maturity level that people possess.

### Need and Significance of the Study

Emotional maturity of an individual is an important determiner of one's behaviour. The consistency of an individual in any endeavour is bound to the emotional maturity he attained. This will further lead him to accept one as he or she is. Especially, teaching community feels deeply concerned about the emotional well being of teachers. The quality in education depends upon the

quality of teaching learning process. Teachers can no longer afford to overlook this part of their duty. There is also a need to prepare teachers with the demands and effect of their own emotional well being and maintaining their emotional balance. It has been observed that an effective teacher is that who is the master of his subject, but it is he, who can transact the knowledge to students as per their needs and interests and who can understand them well. To maintain a good classroom environment and control over the class, a teacher must be able to think properly and act emotionally balanced. The teachers' should have high emotional maturity in all their activities. They must be emotionally balanced, matured, competent and sharp. So that they may understand the feelings of the learners. This emotional attachment would create a congenial atmosphere among students. As a teacher, this thought, directs this researchers towards analyzing the emotional maturity of high school teachers.

### Related Indian studies

Balakrishnan (2013) conducted a study on emotional maturity of teachers in relation to their subjects and their years of experience. This study concluded that the post graduate teachers with 15 years of experience had scored less on emotional maturity than the teachers with more than

15 years of experience. Emotional maturity of teachers had no relationship with their subjects and their years of experience. Thus the teachers with up to 15 years of experience were better in their emotional stability, social adjustment, independency, flexibility and adaptability in comparison to teachers with above 15 years of experience.

Mosavi and Iravani (2012) investigated on the relationship between emotional maturity and marital satisfaction. The findings of the study were that there was a negative correlation between emotional maturity and marital satisfaction. The result rejected the null hypothesis, which specified that there was a meaningful relationship between marital satisfaction and emotional maturity.

**Objectives**

1. To find out the level of emotional maturity of high school teachers with regard to gender.
2. To find out the level of emotional maturity of high school teachers with regard to locality of school.
3. To find out whether there is any significant difference in emotional maturity of high school teachers with regard to gender.
4. To find out whether there is any significant difference in emotional maturity of high school teachers with regard to locality of school.

**Hypotheses**

**H<sub>0</sub>1:** There is no significant difference between male and female high school teachers in their emotional maturity.

**H<sub>0</sub>2:** There is no significant difference between rural and urban high school teachers in their emotional maturity.

**Delimitation**

1. The study is limited to high school teachers in Dindigul district only.
2. The investigators had selected only 50 teachers as sample for the study.

**Method used**

The investigator had adopted survey method to do a "Gender and Locality wise analysis of Emotional maturity of high school teachers".

**Population and Sample**

The population of the present study consisted of teachers those who are working in high schools of Dindigul district, Tamilnadu. The investigators had used purposive sampling technique for selecting the sample from the population. The sample consists of 50 high school teachers. Among them 9 were male and 41 were female.

**Tool used**

This study aims to evaluate the gender and locality wise emotional maturity of high school teachers. The investigators had used the Emotional Maturity Scale constructed and standardized by Yashvir Singh and Mahesh Bhargava (1990).

**Statistics Techniques used**

Mean, SD and 't' test were used to analyse the data.

**Table 1**  
**Difference between Male and Female High School Teachers in their Emotional Maturity**

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Male	9	38.78	6.418	0.04	NS
	Female	41	38.61	10.084		
Emotional Progression	Male	9	29.56	6.930	0.06	NS
	Female	41	29.54	8.477		
Social Adjustment	Male	9	32.33	5.431	0.68	NS
	Female	41	34.17	7.592		
Personality Integration	Male	9	31.89	5.667	0.32	NS
	Female	41	30.90	8.683		
Independence	Male	9	22.33	3.354	1.18	NS
	Female	41	24.44	5.070		
Overall Emotional Maturity	Male	9	154.89	17.913	0.22	NS
	Female	41	157.66	35.417		

(At 5% level of significance the table value of 't' is 1.96) (NS - Not Significant)

**Table 2**  
**Difference between Rural and Urban**  
**High School Teachers in their**  
**Emotional Maturity**

Dimensions	Locality of the School	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Rural	35	36.09	8.870	3.17	S
	Urban	15	44.60	8.288		
Emotional Progression	Rural	35	27.89	8.267	2.28	S
	Urban	15	33.40	6.631		
Social Adjustment	Rural	35	32.71	7.290	1.97	S
	Urban	15	36.47	6.610		
Personality Integration	Rural	35	29.51	8.034	2.1	S
	Urban	15	34.73	7.554		
Independence	Rural	35	22.74	4.003	3.20	S
	Urban	15	27.13	5.370		
Overall Emotional Maturity	Rural	35	148.94	31.071	2.90	S
	Urban	15	176.33	29.395		

(At 5% level of significance the table value of 't' is 1.96) (S - Significant)

- The table 1 reveals that there is no significant difference between male and female high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity.
- The table 2 reveals that there is significant difference between rural and urban high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity. While comparing the mean scores, the urban high school teachers are better than the rural high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity. This may due to the fact that the urban school teachers have more exposure to visit many schools and they involve in many activities, they are members in many organizations and acquire better social characteristics from social medias. So they

are better than rural teachers in their emotional maturity. Further, the urban teachers have more chances to observe and interact with different cultural groups. This finding is supported by the findings of Soni, J.C, (2015). It was found that the mean scores of both rural and urban students are 111.03 and 107.41 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (2.46) was greater than the table value 1.96 at 0.05% level of significance. This means that the mean difference was significant. Hence, hypothesis was rejected.

**Conclusion**

Emotional development is one of the major aspects of human growth and development. The findings of study reveal that the locality of the teachers has a significant influence on their emotional maturity. In order to improve the emotional maturity of the teachers' group activities, picnics, tours and seminars should be regularly arranged. Further, students are considered as the future of our nation. But it is relied on how they grow up and brought up in the society. Much of this is depended upon teachers. So by cultivating a better emotional maturity among teachers would create a congenial atmosphere among students. So teachers should take initiatives to apply different measures to improve their emotional maturity.

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*"Our maturity will be judged by how well we are able to agree to disagree and yet continue to love one another, to care for one another and cherish one another and seek the greater good of the others."*

*Desmand Tutu*

*"Maturity is not measured by age, its an attitude build by experience".*

*"Emotional maturity occurs when we can express our true feelings without need for reciprocation, validation, appreciation or trepidation. Our feelings become companions and not enemies"*

*CA Andrew*