

A Study of Emotional Maturity and Professional Commitment of Teachers at Secondary Level

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Abstract

The Present study explored the extent to which the emotional maturity and professional commitment of teachers at secondary level. The relationship between emotional maturity and professional commitment among secondary school teachers. Emotional maturity plays a vital role in shaping teachers' ability to manage stress, maintain positive relationships, and create a conducive learning environment. Similarly, professional commitment reflects the dedication, responsibility, and enthusiasm teachers exhibit toward their profession. This study employs a descriptive research design, utilizing standardized tools to assess emotional maturity and professional commitment among a sample of secondary school teachers. The findings indicate a significant correlation between the two variables, suggesting that teachers with higher emotional maturity tend to display greater professional commitment. The study highlights the importance of emotional well-being in the teaching profession and emphasizes the need for professional development programs that enhance emotional resilience. The implications of these findings are discussed in relation to teacher training, educational policies, and institutional support systems. The survey research technique was used for the study. The data were analyzed using descriptive and inferential statistics. The study inferred that the secondary school teachers possessed or moderate level of emotional maturity.

Keywords: Emotional Maturity, Professional commitment and Secondary Level

INTRODUCTION

The Development of human over a long period evolution in the growing world, teachers have played a vital role as constructive dimension provider to the up bringing of individuals by imparting them in education, the different shapes of life such as social development, moral strength, training motivating them. To Acquire life skills for livelihood and ingrain proper desirable life style. Educating life skill is need of the hour for the survival of mankind in any situation. Professional commitment is an occupational field in education that is directly responsible for the formation of young mind and health. Teachers play vital role in teachers life by helping them achieve their goals. Teaching is not the only profession, in fact it is the activity to serve Education.

Emotional maturity is the ability to manage emotions effectively, respond to situations with self-awareness, and maintain healthy relationships. It involves understanding your own emotions, regulating them appropriately, and empathizing with others. Some key traits of emotional maturity include:

1. Self-Awareness

- Recognizing your emotions and understanding their impact on yourself and others.
- Being honest with yourself about your strengths and weaknesses.

2. Emotional Regulation

- Managing emotions in a healthy way rather than reacting impulsively.
- Handling stress, anger, or disappointment without lashing out or shutting down.

3. Empathy and Compassion

- Understanding and respecting the emotions of others.
- Offering support without being judgmental.

4. Responsibility and Accountability

- Owning up to mistakes and learning from them.
- Not blaming others for personal shortcomings.

5. Healthy Boundaries

- Knowing when to say no and respecting others' boundaries.
- Avoiding codependency or emotional manipulation.

6. Constructive Communication

- Expressing thoughts and feelings clearly and respectfully.
- Listening actively without interrupting or getting defensive.

7. Patience and Resilience

- Handling challenges with a calm and solution-oriented mindset.
- Bouncing back from setbacks without becoming bitter or withdrawn.

8. Forgiveness and Letting Go

- Releasing grudges and moving forward rather than dwelling on past hurts.
- Understanding that people (including yourself) make mistakes.

Emotional maturity isn't about being perfect; it's about growing and improving over time.

Professional commitment

A teacher's **professional commitment** refers to their dedication to their role as an educator, their students' learning, and the broader educational community. It includes several key aspects:

1. Commitment to Students

- Providing high-quality education tailored to students' needs.
- Ensuring a safe, inclusive, and supportive learning environment.
- Encouraging students' personal growth, creativity, and critical thinking.

2. Commitment to the Profession

- Continuously improving teaching skills through professional development.
- Following ethical teaching practices and maintaining integrity.
- Collaborating with colleagues and contributing to educational innovation.

3. Commitment to Lifelong Learning

- Staying updated with new teaching strategies, technologies, and research.
- Pursuing further education, certifications, and training.
- Engaging in reflective practices to improve teaching effectiveness.

4. Commitment to the School and Community

- Actively participating in school activities, committees, and programs.

- Building strong relationships with parents and the local community.
- Advocating for students' well-being and overall school improvement.

5. Commitment to Ethical and Professional Standards

- Upholding fairness, equality, and respect in all interactions.
- Maintaining confidentiality and professionalism.
- Acting as a role model for students by demonstrating responsibility and ethics.

A committed teacher goes beyond simply delivering lessons—they inspire, support, and shape the future of their students and society.

Review Related Literature:

- Shaheen (2015) : In her study “Impact of emotional maturity on job satisfaction among School Teachers” it was observed that there exist a significant effect of gender in emotional maturity for school teachers. It was further reported that psycho emotional status of the teachers. Psycho emotional stability of the teacher has to be considered as a necessary and significant condition for the overall development of the teachers.
- Kiran kumar and Rafique Ahmed (2017) : In her study “Emotional Maturity : A study of secondary school teachers” it was observed that teacher had the capability to identify and control the emotion of self and of their teachers in their teaching institution, which is a crucial part in teaching learning process. There may be differences in emotional maturity between male and female teachers, but the exact nature of these difference is not specified.
- R. Srinivasan and N Pugalenti (2019) : In her study “Relationship between emotional maturity and teaching competency of perspective Teachers”. This study conclude that the process of reaching the goals in life by high teaching competency may enable emotional maturity and become a successful and professional teachers.
- Gupta and Nain (2016) conducted an exploratory study of professional commitment among teacher educators working in B.Ed. Colleges and revealed a significant difference in professional commitment with its dimensions among teacher educators working in govt. / govt. aided and self-financing B.Ed. colleges.
- Sunitha (2016) conducted a study on work commitment of secondary school teachers. The study shows that middle age teachers are more committed than olds and young teachers. Further, the study shows that female workers are more committed than the males. The study reveals that the more experienced are more committed towards their profession.
- Bashir (2017) investigated the job satisfaction in relation to professional commitment of secondary school teachers and found that there exists no significant difference between male and female secondary school teachers in their professional commitment.

Statement of the Problem:

A Study Of Emotional Maturity And Professional commitment Of Teachers At Secondary Level.

Objective of The Study:

- To Study and Compare the emotional maturity of male and female secondary level teachers.
- To Study and Compare the Professional Commitment of male and female secondary level teachers.
- To Study And Correlation Between Emotional Maturity And Professional Commitment Of

Secondary Level Teachers.

Hypothesis:

- There is no significant difference between male and female secondary level teachers on Emotional Maturity.
- There is no significant difference between male and female secondary level teachers on Professional commitment.
- There is no significant correlation between emotional maturity and professional commitment.

Delimitation: The present study being exploratory in nature has following delimitation.

- The study was delimited to high school teachers in Meerut in U.P.
- Secondary school teachers have been selected on Simple random sampling biases.
- The present study is delimited to three independent variables only.

Methodology: Methodology makes the most important contributions towards environmental of any study survey methods of research was employed by the investigator.

Sample of the study: In the present study sample of 200 teachers (100 male and 100 female) were taken using proportionatesimple random sampling technique.

Tools for the study: tools used to be:

- Emotional Maturity Scale – developed by Dr. Yashvir Singh and Dr. Mahesg Bhargava
- Professional commitment Attitude Scale – developed by Dr. Ravinder Kaur and Dr. Sarbjit Kaur Ranu

Statistical Analysis: The collect data were tabulated and analyzed using descriptive statistics namely Mean, Standard deviation, t-test and correlation to got results.

Analysis and Interpretation of Data: The essential stop in the process of Research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusion and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to by systemized and organized i.e., edited classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without between the variables, which lead in the verification of the hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques, after analysis interpretation has to be done carefully, logically and critically by examine the result obtain keeping in view limitation of the sample choose tools selected and used in the study.

Hypothesis 1: There is no significant difference between male and female secondary level teachers on emotional Maturity.

Table 1: Showing the Mean, SD, T- value and level of significance of 100 male and 100 female teachers on Emotional Maturity.

VARIABLE	EMOTIONAL MATURITY					
	N	Mean	SD	T-Value	Significance of level 0.05 & 0.01	Result
MALE	100	160.3	5.4	4.4	1.96 & 2.59	Null Hypothesis

FEMALE	100	166.1	6.7			Rejected
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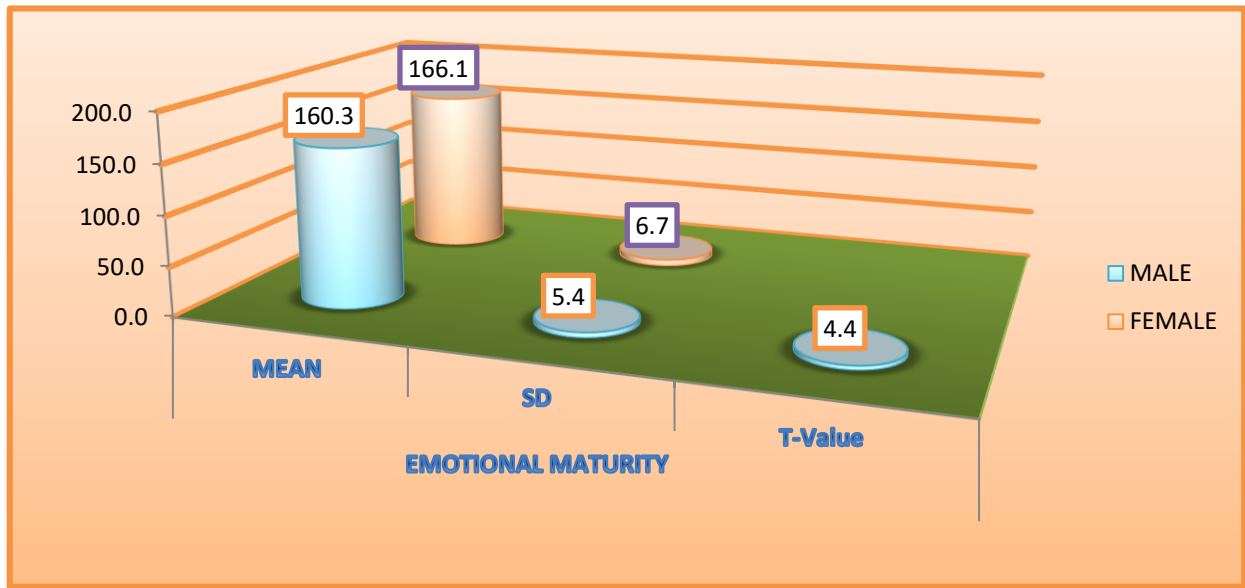


Figure 1

Interpretation:

Table 1 shows that Mean score of male teachers for emotional maturity are 160.35 ± 5.4 and female teachers is 166.10 ± 6.7 the calculated t-value is 4.4 which is significant at 0.05 level of significance . it indicates that there is significant difference between the male and female teachers on their level of emotional maturity. Thus our Null hypothesis that “there no significant differences between female and male secondary level teachers on emotional maturity” is rejected at 0.05 level of significance.

Hypothesis 2: There is no significant difference between male and female secondary level teachers on Professional commitment.

Table 2: Showing the Mean, SD, T- value and level of significance of 100 male and 100 female teachers on Professional commitment

VARIABLE	PROFESSIONAL COMMITMENT					
Gender	N	MEAN SCORE	SD SCORE	T- Value	Significance of level 0.05 & 0.01	Result
MALE	100	219.5	8.6	3.18	1.96 & 2.59	Null Hypothesis Rejected
FEMALE	100	214.32	5.5			

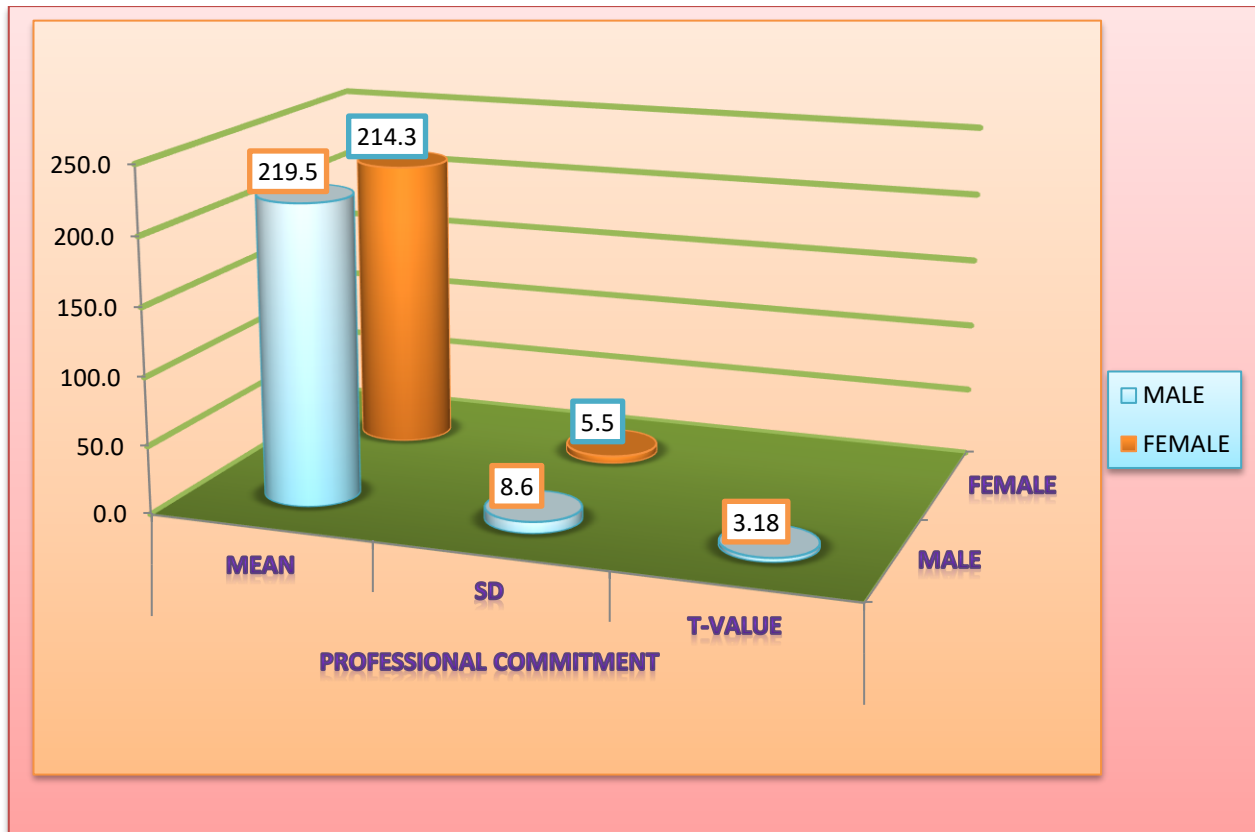


figure 2

Interpretation:

Table 2 shows that Mean score of male teachers for emotional maturity are 219.5 ± 8.6 and female teachers is 214.32 ± 5.5 the calculated t-value is 3.18 which is significant at 0.05 level of significance . it indicates that there is significant difference between the male and female teachers on their level of emotional maturity. Thus our Null hypothesis that “there no significant differences between female and male secondary level teachers on emotional maturity” is rejected at 0.05 level of significance.

Hypothesis 3: There is no significant correlation between emotional maturity and teaching profession.

Table 3: Showing the correlation between Emotional maturity and Professional Commitment.

VARIABLE	N	r	Table Value	Significance finding	Level	Result
EM	200	0.598	0.099	Positive Correlation		NULL HYPOTHESIS REJECTED
PC	200					

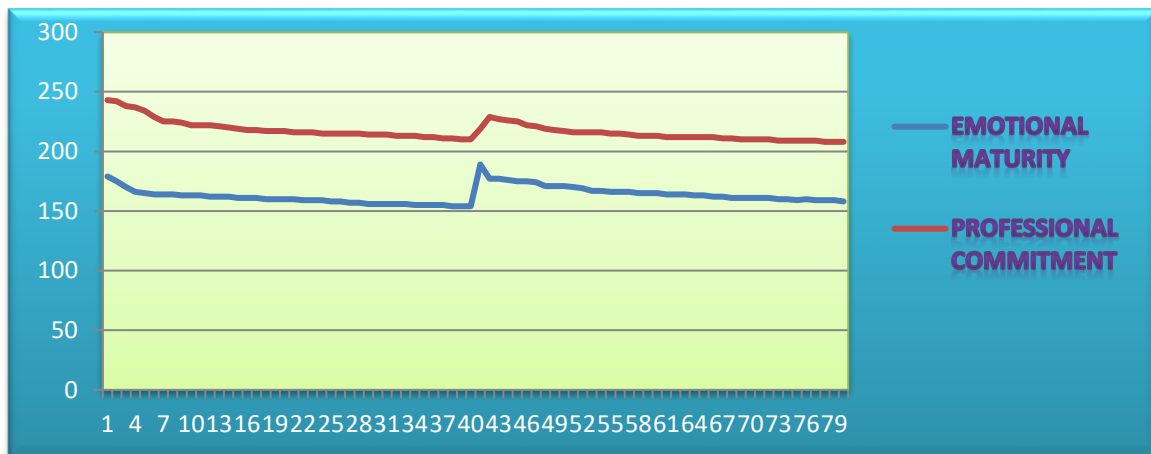


figure 3

Findings:

Findings Major findings of the present study are as under:

1. There is significant difference between male and female secondary level teachers on emotional maturity.
2. There is significant difference between male and female secondary level teachers on academic achievement.
3. There is significant positive correlation between Emotional Maturity and Teaching Profession.

Conclusions

From the above said findings, we can conclude that the male teachers are different on emotional maturity as compared to female teachers. The female teachers show better academic achievement as compared to male teachers. The development of any country requires integrated personality of younger generation. Based on the finding and discussions, it could be concluded that we must develop a positive attitude, emotional stability among secondary level teachers and aspire them for good academic achievement. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The education system relies on the future teachers. Teacher education is believed to be the only hope to make the society better. Teachers are the persons who could develop and mould the teachers as a good citizen and make them emotionally matured to hold the responsibility on their shoulders for developing their nation. The younger generation should be emotionally stable and confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses teachers' interest to achieve higher goals and they should ensure transfer of emotional intelligence into academic performance, critical and creative thinking.

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