



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Emotional Maturity Of Prospective Secondary School Teachers In Relation To Gender And Family Environment

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### ABSTRACT

The current research was carried out to study the emotional maturity of prospective secondary school teachers with respect to gender and family environment. Utilizing the descriptive survey method, data was collected from a representative sample of 1200 prospective secondary school teachers, pursuing Bachelor of Education (B.Ed.) in different teachers training colleges of Mandi, Kangra, Hamirpur and Bilaspur districts of Himachal Pradesh. The emotional maturity scale and family environment scale were used for collection of data. The techniques of descriptive statistics, T-test and Analysis of Variance (Two Way) were used to analyze the data. The results revealed that male and female prospective secondary school teachers did not differ significantly in terms of their emotional maturity and prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Further more gender and family environment (in combination with each other) did not have significant difference on emotional maturity of prospective secondary school teachers. The implications of the study were suggested the necessity for family-oriented support and emotional competency training in teacher preparation. Implications for schools, policy makers, and teacher educators are clear in terms of promoting emotionally intelligent pre-service teachers.

**KEYWORDS:** Emotional Maturity, Family Environment, Prospective Secondary School Teachers.

## INTRODUCTION

Emotional maturity is one of the most important elements of a teacher's personality that plays an important role in his/her classroom issues management, establishment of good relationships, and promotion of a healthy learning environment. For prospective secondary school teachers, emotional maturity takes even more importance as they are to take care of adolescents at a crucial stage of learning and personal development. Among several factors responsible for emotional maturity, gender and home environment have been most frequently enumerated as significant factors. While females have been said to be somewhat more emotionally mature according to some research, others have found no substantial differences between genders. Likewise, while those brought up in well-adjusted and supportive families are most frequently reported to become healthier at interpersonal skills and emotional control.

## REVIEW OF RELATED LITERATURE

**Yadav et al. (2024)** studied the correlation between emotional maturity and life satisfaction among Haryana teacher educators. Research indicated a highly positive correlation ( $r = 0.823$ ), which shows that higher emotional maturity has a correlation with higher satisfaction with life. This suggests that emotional maturity is needed to build the overall well-being and job satisfaction of teachers. **Rani and Sharma (2024)** examined home environment's effect on emotional maturity of students of secondary class in Uttar Pradesh. According to the study, gender per se had no significant influence on emotional maturity, yet home environment-gender interaction was found significant ( $F = 5.403$ ,  $p < 0.05$ ). More precisely, female students with good home environments were more emotionally mature compared to males. **Kaur and Anjali (2025)** discussed how psychological well-being and emotional maturity come into play in the career development of teachers in blended teacher education programs. The review concluded that teachers with good psychological well-being and emotional maturity can better handle stress, conflict handling, and interpersonal relationships, which improve their career development.

## OBJECTIVES OF THE STUDY

1. To study the emotional maturity of prospective secondary school teachers with respect to gender.
2. To study and compare the emotional maturity of prospective secondary school teachers with respect to level of family environment.
3. To study the interactional effects between gender and family environment with regard to emotional maturity of prospective secondary school teachers.

## HYPOTHESES OF THE STUDY

1. There will be no significant difference in the emotional maturity of prospective secondary school teachers with respect to family type.

2. There will be no significant difference in the emotional maturity of prospective secondary school teachers with respect to family environment.
3. There will be no significant interaction between family type and family environment with regard to emotional maturity of prospective secondary school teachers.

## METHODOLOGY

To fulfill the objectives of the study descriptive survey method of the research was used.

## SAMPLING

A representative sample of 1200 prospective secondary school teachers were selected from 12 B.Ed. teacher training colleges from Mandi, Kangra, Hamirpur and Bilaspur districts of Himachal Pradesh.

## RESEARCH TOOL USED

For the present investigation following research tools were used for data collection.

1. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargva (2012).
2. Family Environment Scale: Developed by the researcher himself.

## ANALYSIS OF DATA

The techniques of descriptive statistics, T-test and Analysis of Variance (Two Way) were used to analyze the data. Detailed description of the results was given below:

In order to study the main and Interactional effect of gender and family environment on emotional maturity of prospective secondary school teachers, Analysis of Variance (2x2x3 factor design) involving two levels of gender i.e. male and female and three types of family environment i.e. healthy, moderate and unhealthy family environment, was applied on mean scores of emotional maturity of prospective secondary school teachers. The mean emotional maturity scores of prospective secondary school teachers with respect to gender, family type and family environment are given in table-1.

Table-1

**GENDER AND FAMILY ENVIRONMENT-WISE SCORES AND MEANS ON EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS**

S. No.	Gender and Level of Family Environment		Healthy	Moderate	Unhealthy	Total
1.	Male	Mean	101.91	99.325	96.40	99.432
		SD	23.113	23.216	23.263	23.106
		N	103	120	80	303
2.	Female	Mean	107.93	101.71	95.765	101.176
		SD	23.081	23.089	23.091	23.074
		N	212	382	303	897
3.	Total	Mean	105.96	101.14	95.898	100.735
		SD	23.081	23.089	23.091	23.074
		N	315	502	383	1200

From the mean overall emotional maturity scores of prospective secondary school teachers with respect to their gender, family type and family environment, the 'F' values were calculated. The results are given in table-2.

Table-2

**SUMMARY TABLE OF ANALYSIS OF VARIANCE OF EMOTIONAL MATURITY SCORES OF PROSPECTIVE SECONDARY SCHOOL TEACHERS**

Source of Variation	Sum of Squares	df	Mean Square	'F' Ratio
Gender (A)	1063.141	1	1063.141	2.056NS
Family Environment (B)	11055.909	2	5527.954	10.688**
Gender and Family Environment (AXB)	1124.042	2	562.021	1.087NS
Error Variance	614451.396	1188	517.215	-----
Corrected Total	638379.259	1199	-----	-----

NS Not Significant

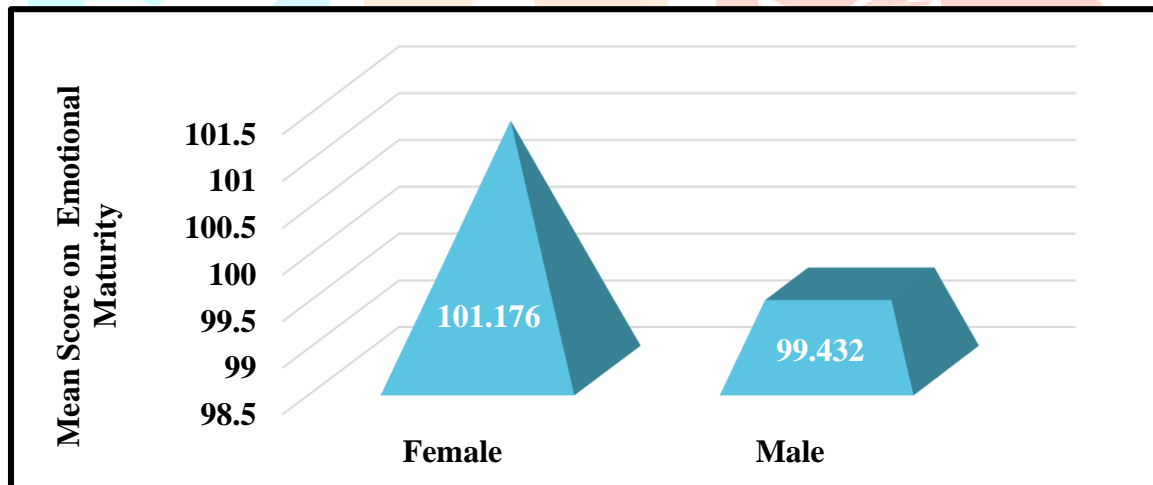
\*\* Significant at 0.01 level of Significance

## MAIN EFFECTS

(a) **Gender (A):** The obtained value of 'F' for the main effect of gender on emotional maturity of prospective secondary school teacher, for degree of freedom 1/1188, came out to be 2.056 which is less than the table value (6.64) even at 0.01 level of significance hence **Hypotheses No. 1** "There will be no significant difference in the Overall Emotional Maturity of prospective secondary school teachers with respect to Gender" was accepted, therefore it may be interpreted that male and female prospective secondary school teachers did not differ significantly in terms of their emotional maturity. Further the mean score of female prospective secondary school teachers is 101.176 which is higher than the mean score of male prospective secondary school teachers i.e. 99.432. therefore, it can conclude that female prospective secondary school teachers possessed higher emotional maturity as compared to male prospective secondary school teachers. The significant difference in overall emotional maturity of male and female prospective secondary school teachers is shown in figure-1.

**Figure-1**

**Difference in Emotional Maturity of Prospective Secondary School Teachers with Respect to their Gender.**



(b) **Family Environment (B)** To study the main effect of family environment on emotional maturity of prospective secondary school teachers the calculated value of 'F' for degree of freedom 2/1188, came out to be 10.688 which is much greater than the table value (6.64) even at 0.01 level of significance, so the **Hypothesis No. 2** "There will be no significant difference in the Emotional Maturity of prospective secondary school teachers with respect to family environment" was not accepted. Thus, it may be inferred that prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Further it is also evident from the table-1 that mean scores of overall emotional maturity of prospective secondary school teachers having Healthy family environment is 105.96, which is higher than the mean score of prospective

secondary school teachers having Moderate family environment (101.14) and prospective secondary school teachers with Unhealthy family environment (95.898).

In order to study the significant difference in emotional maturity of prospective secondary school teachers with respect to level of family environment, statistical technique of T-test was applied. the results are given below:

**(i) Comparison of Emotional Maturity of Prospective Secondary School Teachers having Healthy Family Environment and Moderate Family Environment.**

To compare the overall emotional maturity of prospective teachers possessing healthy and moderate family environment, t-value was calculated and given table-3 below:

**Table-3**

**COMPARISON OF EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS HEALTHY FAMILY ENVIRONMENT AND MODERATE FAMILY ENVIRONMENT**

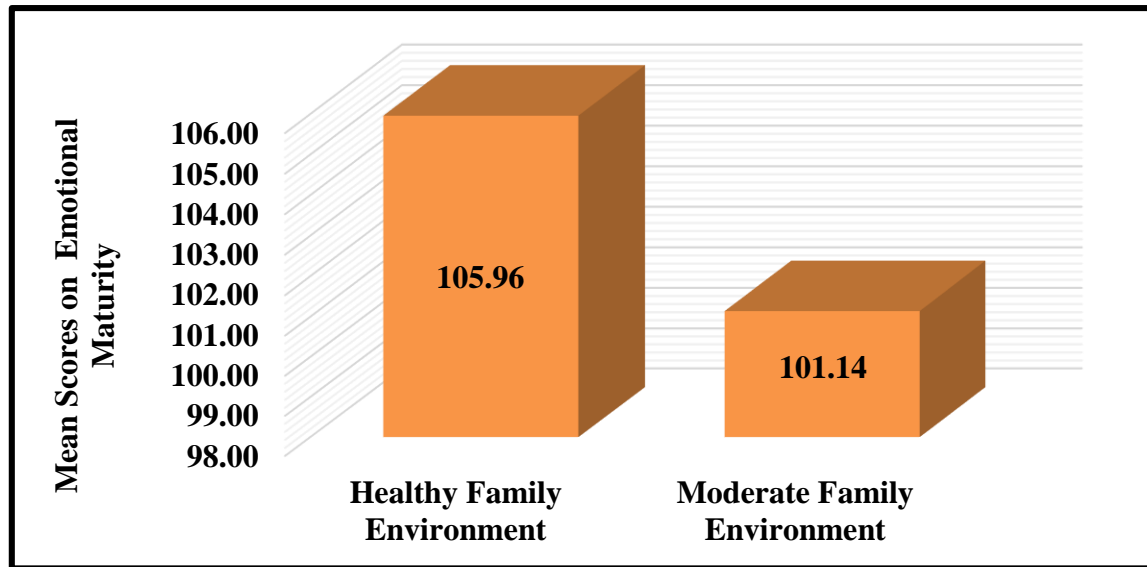
S. No.	Comparison Groups	N	Mean	S.D.	df	SE <sub>D</sub>	t-value
1.	Healthy Family Environment	315	105.96	23.081	883	1.467	3.443**
2.	Moderate Family Environment	502	101.14	23.089			

\*\* Significant at 0.01 Level of Significance

From table-3 it can observe that the obtained value of 't' for the comparison of prospective secondary school teachers with healthy family environment and moderate family environment on overall emotional maturity, came out to be 3.443 for degree of freedom 883 which is significant even at 0.01 level of significance so, it may be interpreted that prospective teachers having healthy family environment and moderate family environment differ significantly with respect to their overall emotional maturity. Further, it is clear from the mean scores that prospective secondary school teachers possessing healthy family environment (105.96) had shown high overall emotional maturity as compare to prospective teachers having moderate level of family environment (101.14). the significant comparison of mean scores on overall emotional maturity of prospective secondary school teachers having healthy and moderate family environment were given in figure-2.

**Figure-2**

**Comparison of Mean Scores on Emotional Maturity of Prospective Secondary School Teachers having Healthy Family Environment and Moderate Family Environment**



(ii) **Comparison of Emotional Maturity of Prospective Secondary School Teachers having Healthy Family Environment and Unhealthy Family Environment.**

In order to compare the emotional maturity of prospective teachers possessing healthy family environment and unhealthy family environment, t-value was calculated and given table-4.

**Table-4**

**COMPARISON OF EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS HAVING HEALTHY FAMILY ENVIRONMENT AND UNHEALTHY FAMILY ENVIRONMENT**

S. No.	Comparison Groups	N	Mean	S.D.	df	$SE_D$	t-value
1.	Healthy Family Environment	315	105.96	23.081	698	1.842	5.397**
2.	Unhealthy Family Environment	383	95.898	23.091			

\*\* Significant at 0.01 Level of Significance

For the comparison of prospective secondary school teachers with healthy family environment and moderate family environment on emotional maturity, the obtained value of 't' came out to be 5.397 for degree of freedom 698 which is significant even at 0.01 level of significance so, it may be interpreted that prospective teachers having healthy family environment and unhealthy family environment differs

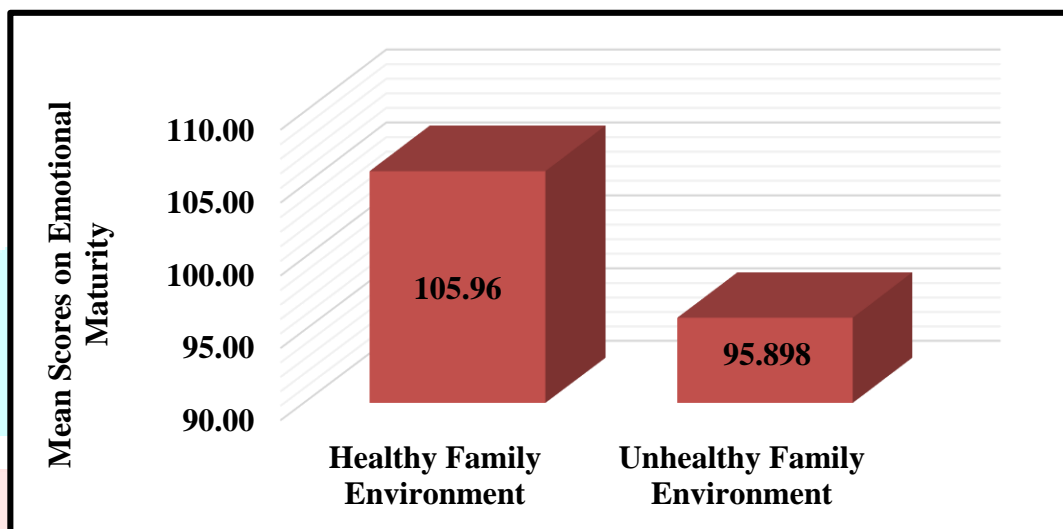


significantly with respect to their overall emotional maturity, further it is clear from the mean scores that prospective secondary school teachers possessing healthy family environment (105.96) had shown high overall emotional maturity as compare to prospective teachers having moderate level of family environment (95.898).

Figure-3 showing the significant comparison of overall emotional maturity of Prospective Secondary School Teachers having healthy family environment and unhealthy family environment.

**Figure-3**

**Comparison of Emotional Maturity of Prospective Secondary School Teachers having Healthy Family Environment and Unhealthy Family Environment.**



(iii) **Comparison of Emotional Maturity of Prospective Secondary School Teachers having Moderate Family Environment and Unhealthy Family Environment.**

To compare the overall emotional maturity of prospective teachers possessing moderate and unhealthy family environment, t-value was calculated and given table-5.

**Table-5**

**COMPARISON OF EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS HAVING MODERATE FAMILY ENVIRONMENT AND UNHEALTHY FAMILY ENVIRONMENT**

S. No.	Comparison Groups	N	Mean	S.D.	df	SE <sub>D</sub>	t-value
1.	Moderate Family Environment	502	101.14	23.089	813	1.632	2.998**
2.	Unhealthy Family Environment	383	95.898	23.091			

\*\* Significant at 0.01 Level of Significance

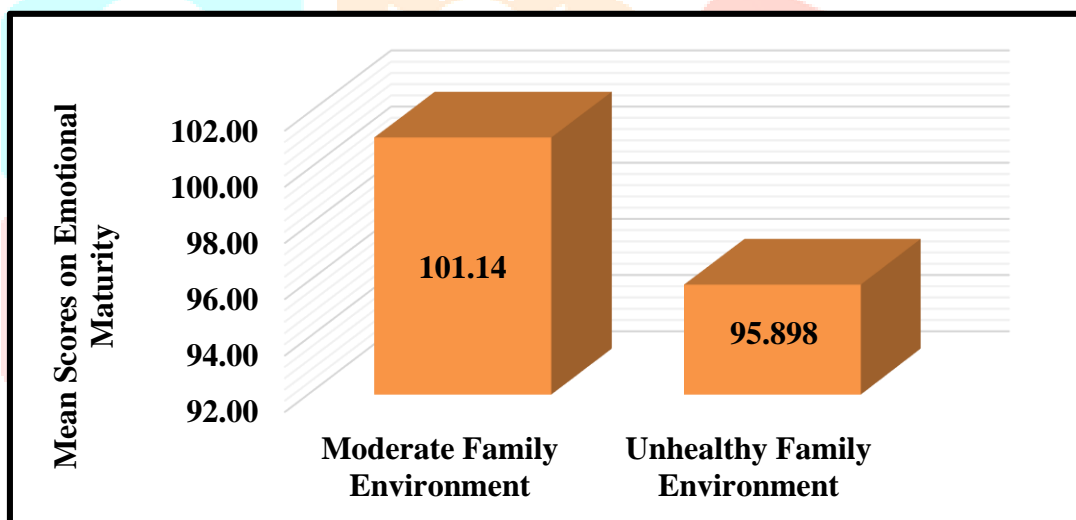


Table-5 depicted that the obtained value of 't' for the comparison of prospective secondary school teachers with moderate family environment and unhealthy family environment on emotional maturity, came out to be 2.998 for degree of freedom 813 which is significant at 0.01 level of significance so, it may be interpreted that prospective teachers having moderate and unhealthy family environment differ significantly with respect to their emotional maturity further it is clear from the mean scores that prospective secondary school teachers possessing moderate family environment (101.14) had shown moderate level of emotional maturity as compare to prospective teachers having unhealthy family environment (95.898).

Figure-4 showing the significant Comparison of overall emotional maturity of Prospective Secondary School Teachers having average self-control and low self-control.

**Figure-4**

**Comparison of Emotional Maturity of Prospective Secondary School Teachers having Moderate Family Environment and Unhealthy Family Environment.**



## INTERACTIONAL EFFECTS

**Gender and Family Environment (AXC)** Table-2 further depicted that the calculated value of 'F' for the interactional effect of gender and family environment on emotional maturity of prospective secondary school teachers came out to be 1.087 for degree of freedom 2/1188, which is less than the table value (2.99) even at 0.01 level of significance. So, the **Hypothesis No. 3 "There will be no significant interaction between Gender and Family Environment with regard to Emotional Maturity of Prospective Secondary School Teachers"** was retained, this means that gender and family environment (in combination with each other) did not have significant difference on emotional maturity of prospective secondary school teachers.

## CONCLUSIONS

1. The obtained value of 'F' for the main effect of gender on emotional maturity of prospective secondary school teacher, for degree of freedom 1/1188, came out to be 2.056 which is less than the table value (6.64) even at 0.01 level of significance hence it may be interpreted that male and female prospective secondary school teachers did not differ significantly in terms of their overall emotional maturity. Further the mean score of female prospective secondary school teachers is 101.176 which is higher than the mean score of male prospective secondary school teachers i.e. 99.432.
2. The calculated value of 'F' for degree of freedom 2/1188, came out to be 10.688 which is much greater than the table value (6.64) even at 0.01 level of significance. Thus, it may be inferred that prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Further it is also evident from the table-1 that mean scores of overall emotional maturity of prospective secondary school teachers having Healthy family environment is 105.96, which is higher than the mean score of prospective secondary school teachers having Moderate family environment (101.14) and prospective secondary school teachers with Unhealthy family environment (95.898).
3. The computed value of 'F' for the interactional effect of gender and family environment on emotional maturity of prospective secondary school teachers came out to be 1.087 for degree of freedom 2/1188, which is less than the table value (2.99) even at 0.01 level of significance. This means that gender and family environment did not have significant difference on emotional maturity of prospective secondary school teachers in combine manner.

## IMPLICATIONS

The present research was to study the emotional maturity of prospective secondary school teachers in relation to gender and family environment. After analyzing the results, it was found that there was no significant difference between male and female prospective secondary school teachers in relation to emotional maturity. Even when the mean scores of female prospective secondary school teachers were marginally higher, it was not sufficient enough to necessitate differential gender-based interventions, and prospective secondary school teachers with healthy family background exhibiting much higher emotional maturity than those with moderate or unhealthy family environments. This shows the importance of early home interaction and emotional climate in determining the emotional competence of a teacher. Further there was no combined interactional effect between gender and family environment on emotional maturity of prospective secondary school teachers, this simplifies for teacher educators and policymakers to organize the plan, with the proposal that interventions are able to address emotional skill acquisition and prevention of negative family impacts in separate ways from each other without having to respond to the intricacies of interdependence between them. Overall, findings promote integrated emotional education,

equal access to counseling, and early intervention approaches within teacher training schools for increased emotional preparedness and psychological resilience in prospective teachers.

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