



A Study On The Emotional Maturity Of Secondary School Teachers

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Abstract

The present study examined the emotional maturity of secondary school teachers in Vizianagaram District, Andhra Pradesh, and explored differences across selected demographic variables such as gender, locality, academic qualification, and teaching experience. Using a survey method, data were collected from a sample of 255 teachers drawn from urban, rural, and tribal schools. Emotional maturity was measured using the standardized Emotional Maturity Scale developed by Singh and Bhargava, consisting of five factors: Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence. Descriptive and inferential statistics, including t-tests and ANOVA, were employed for data analysis. The results revealed that a majority of teachers (66.27%) possessed high emotional maturity. Significant differences were found across gender, locality, academic qualification, and years of teaching experience. Female, rural, postgraduate, and more experienced teachers exhibited significantly higher emotional maturity compared to their counterparts. These findings highlight the influence of demographic and professional factors on teachers' emotional maturity and underscore the importance of integrating emotional competence training in teacher education and professional development programs.

Keywords: Emotional Maturity, Secondary School Teachers, Demographic Variables, Teaching Experience, Professional Competence.

1. Introduction

A teacher is a professional who facilitates learning, nurtures intellectual growth, and supports the socio-emotional development of students. Rather than simply transmitting knowledge, teachers create meaningful learning environments, design instructional activities, and assess student progress to help learners achieve competency-based outcomes. As Shulman (1987) notes, effective teaching integrates subject expertise, pedagogical knowledge, and an understanding of learners. Teachers also act as mentors and role models, contributing to the holistic development of students and the broader aims of society (UNESCO, 2015). Modern educational perspectives emphasize the teacher's role as a facilitator, reflective practitioner, and co-learner, requiring continuous adaptation and professional commitment (Korthagen, 2017).

Teacher maturity refers to the level of professional and emotional development a teacher attains through experience, self-reflection, and continuous learning. Fuller's (1969) developmental model explains that teachers evolve from concerns about themselves, to concerns about teaching tasks, and finally toward concerns centered on student learning. This progression signifies a deepening understanding of teaching as a complex and relational practice. Maturity manifests in a teacher's capacity to use judgment, manage classroom dynamics, and make informed pedagogical decisions based on learners' needs and contexts.

Emotional maturity is a central component of teacher maturity. A mature teacher demonstrates emotional regulation, empathy, and resilience, enabling them to handle classroom challenges calmly and maintain positive relationships with students. Jennings and Greenberg (2009) argue that teachers with higher social-emotional competence create more supportive and prosocial learning environments, which in turn enhance student engagement and academic outcomes. Such emotional steadiness strengthens the teacher's professional identity and contributes to a stable, caring classroom climate.

Teacher maturity also encompasses reflective and ethical dimensions. Schön (1983) emphasizes that reflective practice—thinking critically about one's actions and decisions—allows teachers to refine their methods and improve continuously. Ethical maturity, supported by professional standards such as those outlined by CCSSO (2013), involves fairness, integrity, inclusiveness, and responsibility. As teachers move through their professional journey, these dimensions collectively contribute to a mature teaching practice, enabling them to act autonomously, respond effectively to diverse learner needs, and uphold high standards of professionalism (Korthagen & Vasalos, 2005).

2. Conceptual Background

Emotional maturity among secondary school teachers refers to their ability to understand, regulate, and constructively use their emotions in the complex social and instructional environments of schools. Emotionally mature teachers maintain composure under stress, respond to student behaviour with patience and empathy, and demonstrate consistency in their professional interactions. According to Goleman (1995), emotional maturity is grounded in emotional intelligence, which encompasses self-awareness, self-regulation, motivation, empathy, and social skills—competencies that directly influence teachers' effectiveness in managing classrooms and fostering positive learning climates. In the context of secondary education, where adolescents experience rapid emotional and cognitive changes, the teacher's emotional maturity becomes especially important. Jennings and Greenberg (2009) highlight that teachers with higher emotional competence create prosocial, supportive learning environments that reduce conflict, enhance student engagement, and improve academic outcomes.

Emotionally mature teachers are also better equipped to navigate occupational challenges, such as workload pressure, student diversity, and behavioural issues, without allowing these stressors to compromise instructional quality. Day and Gu (2010) emphasize that such teachers develop resilience through reflective practice, strong professional identity, and emotional balance, enabling them to sustain motivation and commitment over time. Moreover, emotional maturity contributes to healthy teacher-student relationships, which are critical for adolescents' socio-emotional development and academic success (Pianta, 1999). These relationships are characterized by trust, respect, and open communication, all of which stem from the teacher's capacity to manage their emotions constructively. Ultimately, emotional maturity allows secondary school teachers to create safe, inclusive, and nurturing classroom environments, supporting not only academic learning but also the holistic development of students.

Emotional maturity encompasses several interrelated dimensions that collectively shape how teachers understand, regulate, and express emotions in personal and professional contexts. **Emotional stability** refers to the teacher's ability to remain calm, composed, and rational during stressful classroom situations. An emotionally stable teacher manages frustrations without impulsive reactions and maintains a positive disposition even in demanding circumstances. According to Goleman (1995), emotional stability is rooted in self-regulation, a key component of emotional intelligence that enables individuals to handle disruptive emotions constructively. This stability helps teachers resolve conflicts, sustain student trust, and create psychologically safe classroom environments.

Emotional progression reflects the gradual development of emotional understanding and control as individuals mature. It involves moving from reactive, child-like emotional responses to more thoughtful and deliberate emotional behaviour. Havighurst (1972) explains that emotional progression is achieved when adults internalize societal norms, develop empathy, and acquire the ability to delay immediate emotional impulses. For teachers, this progression is essential for demonstrating patience, modelling appropriate emotional responses, and guiding adolescents—who are themselves navigating emotional changes.

Social adjustment refers to the ability to interact effectively, harmoniously, and responsibly with others within the school environment. Teachers with strong social adjustment maintain positive relationships with colleagues, students, and stakeholders, and are able to adapt to diverse social expectations. Jennings and Greenberg (2009) argue that teachers' social-emotional competence contributes to healthier classroom

climates and reduces interpersonal conflict. Effective social adjustment allows teachers to collaborate smoothly, communicate clearly, and foster inclusive learning spaces.

Personality integration involves the alignment of one's beliefs, values, emotions, and behaviours into a coherent and stable personality structure. A teacher with integrated personality exhibits consistency, integrity, and authenticity in interactions. Allport (1961) notes that personality integration represents the highest level of emotional development, where individuals demonstrate self-insight, balanced attitudes, and well-organized behaviour patterns. In teaching, this integration leads to ethical decision-making, stable professional identity, and dependable classroom leadership.

Independence, as a dimension of emotional maturity, refers to the ability to think, act, and make decisions autonomously while maintaining responsibility and accountability. Independent teachers show confidence in their judgment, regulate their behaviour without external control, and take initiative in solving classroom challenges. According to Rogers (1961), emotionally mature individuals are self-directed and capable of acting according to internal values rather than external pressures. For teachers, independence strengthens reflective practice, enhances professional autonomy, and supports innovative instructional strategies.

3. Theoretical Background of Emotional Maturity

The theoretical background of emotional maturity is grounded in several psychological and educational theories that explain how individuals understand, regulate, and express emotions in a socially appropriate manner. Early conceptualizations by Allport (1961) viewed emotional maturity as a hallmark of an integrated personality, where emotions, values, and behaviours are aligned into a stable and coherent pattern. Humanistic theorists, particularly Rogers (1961), emphasized that emotionally mature individuals are self-directed, capable of self-regulation, and guided by internal values rather than external pressures. These ideas were further expanded through developmental theory, with Havighurst (1972) proposing that emotional maturity develops progressively through life stages as individuals master social and emotional developmental tasks such as empathy, responsibility, and emotional control. In contemporary understanding, emotional maturity is closely tied to Goleman's (1995) theory of emotional intelligence, which identifies self-awareness, self-regulation, motivation, empathy, and social skills as core competencies that underpin mature emotional functioning. Within educational settings, the prosocial classroom framework proposed by Jennings and Greenberg (2009) highlights that teachers' emotional competence—rooted in emotional maturity—is essential for managing classroom challenges, fostering positive relationships, and creating supportive learning environments. Together, these theoretical perspectives emphasize that emotional maturity is a multidimensional construct shaped by personality integration, developmental progression, emotional intelligence, and social competence, all of which significantly influence personal well-being and professional effectiveness.

4. Holistic Influence of Emotionally Mature Teachers on Learners

An emotionally mature teacher is more likely to emerge as a successful teacher because emotional maturity enables balanced judgment, empathetic understanding, and stable interpersonal relationships—all of which are essential for effective teaching. Emotionally mature teachers regulate their emotions, handle classroom challenges with composure, and respond thoughtfully to students' socio-emotional needs. According to Goleman (1995), such teachers possess high emotional intelligence, allowing them to model appropriate emotional behaviour and create emotionally safe learning environments. Their maturity enhances their role as mentors, as they build trusting and supportive relationships with students, encourage self-confidence, and foster holistic development. Pianta (1999) emphasizes that emotionally attuned teachers establish strong teacher-student relationships, which promote academic growth and social competence. As guides, emotionally mature teachers demonstrate patience, empathy, and reflective thinking, enabling them to understand students' challenges and provide constructive guidance tailored to individual needs (Rogers, 1961). Furthermore, their emotional maturity strengthens their role as knowledge explorers, as they remain open-minded, curious, and intrinsically motivated to learn. Korthagen (2017) notes that emotionally grounded teachers engage in continuous professional development, reflective practice, and innovative exploration of new knowledge, allowing them to adapt to emerging educational demands. Thus, emotional maturity contributes to a stable professional identity, ethical decision-making, and a learner-centred approach, making the emotionally mature teacher an effective mentor, an empathetic guide, and an active knowledge explorer committed to students' success.

Emotionally mature teachers exert a profound holistic influence on learners because their balanced emotional functioning shapes students' academic, social, and psychological development. Their ability to regulate emotions, respond calmly to classroom challenges, and express empathy creates a safe and nurturing learning environment where students feel valued and supported. According to Goleman (1995), emotionally competent individuals foster positive social interactions, which helps learners develop emotional stability, self-confidence, and intrinsic motivation. Emotionally mature teachers also provide consistent encouragement, constructive feedback, and patient guidance, enabling students to navigate academic difficulties and develop resilience. Jennings and Greenberg (2009) emphasize that teachers with strong social-emotional competence cultivate prosocial classrooms that enhance student engagement, improve behaviour, and reduce stress. Such classrooms promote collaboration, empathy, and respectful communication among students, contributing to their social adjustment. In addition, emotionally mature teachers serve as role models, demonstrating ethical behaviour, self-control, and reflective thinking, which students internalize and apply in their own lives (Rogers, 1961). Their supportive relationships strengthen learners' sense of belonging, which Pianta (1999) identifies as essential for academic success and emotional well-being. Thus, emotionally mature teachers influence students holistically—not only improving their academic performance but also fostering emotional intelligence, social competence, moral values, and a positive self-concept.

5. Need and Significance of the Study

Teacher emotional maturity plays a vital role in determining the quality and effectiveness of teaching at the secondary level, as emotionally mature teachers manage their own emotions constructively, respond sensitively to student needs, and create supportive classroom environments. According to Goleman (1995), emotional maturity—rooted in emotional intelligence—enables individuals to regulate emotions, demonstrate empathy, and engage in thoughtful interpersonal interactions. These qualities are especially important in secondary classrooms, where adolescents experience intense emotional, social, and cognitive changes. Emotionally mature teachers maintain composure during challenging situations, respond to misbehaviour without hostility, and promote respectful dialogue, which contributes to positive classroom climate and improved student engagement. Jennings and Greenberg (2009) explain that teachers with strong emotional competence are more effective in managing stress, reducing classroom conflicts, and fostering prosocial behaviour among students. Emotional maturity also supports reflective practice; as Schön (1983) suggests, reflective teachers evaluate their own emotional responses and adapt their teaching strategies to enhance student learning. Furthermore, emotionally balanced teachers develop stronger teacher–student relationships, which Pianta (1999) identifies as a key predictor of student motivation, academic success, and socio-emotional development. Through their calmness, empathy, and stability, emotionally mature teachers serve as role models, influencing adolescents' emotional regulation, communication skills, and overall classroom behaviour. Thus, teacher emotional maturity significantly enhances instructional quality, classroom management, and the holistic development of secondary school students.

Emotional maturity in teachers has a significant influence on students' behaviour modelling at the secondary level because adolescents closely observe and internalize the emotional responses and interpersonal behaviours demonstrated by their teachers. Emotionally mature teachers exhibit calmness, self-control, empathy, and thoughtful communication, which become powerful behavioural models for students navigating the emotionally turbulent stage of adolescence. According to Bandura's Social Learning Theory (1977), learners acquire behaviours through observation, imitation, and reinforcement; thus, emotionally stable and empathetic teachers set standards for emotional regulation, conflict management, and respectful interaction. Goleman (1995) explains that individuals with high emotional maturity—grounded in emotional intelligence—demonstrate competencies such as self-awareness, empathy, and social skills, which adolescents tend to emulate in forming their own emotional and social identities. Jennings and Greenberg (2009) further note that emotionally competent teachers foster prosocial classroom climates, reducing aggressive behaviour and encouraging cooperative, empathetic peer interactions among students. In addition, emotionally mature teachers build supportive teacher–student relationships, which Pianta (1999) highlights as essential for shaping students' emotional expression and behavioural adjustment. When teachers model appropriate emotional responses, students learn to manage frustration, express their feelings constructively, and interact respectfully with peers. Thus, teacher emotional maturity plays a vital role in shaping the behavioural patterns, emotional regulation, and social development of secondary school students.

Teacher emotional maturity has a significant influence on maintaining work–life balance at the secondary level, as emotionally mature teachers are better equipped to manage stress, regulate emotions, and maintain healthy boundaries between professional responsibilities and personal well-being. According to Goleman

(1995), emotionally mature individuals possess high emotional intelligence, enabling them to identify their emotions, manage negative feelings, and adopt adaptive coping strategies. In secondary schools, where teachers often face heavy workloads, student behavioural issues, and administrative pressures, emotional maturity acts as a buffer against burnout and emotional exhaustion. Jennings and Greenberg (2009) emphasize that teachers with strong emotional competence are less likely to internalize work-related stress and more capable of maintaining emotional stability, which directly contributes to improved work–life balance. Emotionally mature teachers also utilize reflective practices to evaluate challenges and adapt responses, aligning with Schön's (1983) view that reflective professionals are more resilient and capable of sustaining long-term well-being. Day and Gu (2010) further note that teachers who demonstrate emotional stability and resilience are better able to manage professional demands without compromising their personal life, thereby achieving a healthier equilibrium between work and home. Thus, emotional maturity enhances stress management, supports resilience, and strengthens teachers' capacity to maintain work–life balance at the secondary level.

According to the above reflections, the researcher has taken up the problem entitled “*Emotional Maturity of Secondary School Teachers*” to identify the levels of emotional maturity and to examine the differences across selected demographic variables.

6. Review of Related Literature

Neha Srivastava and Sarita Goswami (2025) reported a significant positive relationship between emotional maturity and professional commitment among secondary school teachers, concluding that teachers with higher emotional maturity demonstrate stronger dedication and effectiveness. Warsi (2025) highlighted that both emotional maturity and sense of humour positively influence classroom climate, teacher–student interactions, and teaching effectiveness. Soulat Khan et al. (2024) found that emotional immaturity negatively affects mental well-being and increases physiological symptoms among emerging adults, while distress tolerance mediates these effects. Abdul Rahim (2023) revealed significant differences in emotional maturity based on academic qualifications but not social status among secondary school teachers. Similarly, Sarath Chandran et al. (2022) reported a significant positive correlation between spiritual quotient and emotional maturity of teachers.

Shafiuddin (2022) demonstrated that emotionally mature teachers are more effective, with no sex-based differences in effectiveness among highly mature teachers. Srinivasan and Pugalenti (2019) found no significant differences in emotional maturity or teaching competency based on gender or type of college among prospective teachers. Arumugam and Neelima (2018) identified significant differences in emotional maturity and mental health based on type of management, and a positive relationship between emotional maturity and mental health of graduate students.

Vences Cyril and Antony Raj (2017) developed and standardized the AVSEM Emotional Maturity Scale for high school teachers, ensuring high validity and reliability. Umender Malik and Shweta Kapoor (2014) reported significant differences in teaching effectiveness across varying levels of emotional maturity among male, female, urban, and rural teachers. Finally, Dinesh Kumar and Harpreet Singh (2013) found a significant positive relationship between emotional maturity and job satisfaction, with no gender differences in either variable.

7. Objectives of the Study

1. To find out the level of Emotional Maturity in Secondary School Teachers and classify them.
2. To find out the level of Emotional Maturity in Secondary School Teachers with respect to the following variables

Gender: Male/Female

Locality: Urban/ Rural/ Tribal

Academic Qualifications: Graduation/ Post Graduation

Teaching Experience: Below 10/ 11 to20/ Above 20

8. Hypotheses of the Study

1. There would be no significant difference between Male and Female Secondary School Teachers in their Emotional Maturity.
2. There would be no significant difference in the emotional maturity of secondary school teachers across urban, rural, and tribal localities.
3. There would be no significant between Graduate and Post Graduate Secondary School Teachers in their Emotional Maturity.
4. There would be no significant difference in the emotional maturity of secondary school teachers with below 10 years, 11–20 years, and above 20 years of teaching experience.

9. Methodology

The present study employed the survey method. The population consisted of secondary school teachers in the Vizianagaram District of Andhra Pradesh, from which a sample of 255 teachers was selected. To measure emotional maturity, the researcher adopted the standardized Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The EMS contains 48 items covering five factors: (1) Emotional Stability, (2) Emotional Progression, (3) Social Adjustment, (4) Personality Integration, and (5) Independence. The scale uses a five-point response format—Very Much, Much, Undecided, Probably, and Never. Data were collected from teachers working in 30 secondary schools located in urban, rural, and tribal areas of Vizianagaram district. Both descriptive and inferential statistical techniques, including the t-test and ANOVA, were applied for data analysis.

10. Data analysis

Objective-1: To find out the level of Emotional Maturity in Secondary School Teachers and classify them.

To test this objective, the following method is followed. Mean and standard deviation of the whole group on the scores belonging to Emotional Maturity obtained by Teachers have been computed.

The calculated values of mean and standard deviation are 142.65 and 7.96 respectively.

Table 1.
Emotional Maturity of Secondary School Teachers.

Sample	Mean	S.D	M %
255	142.65	7.96	85.93

Interpretation:

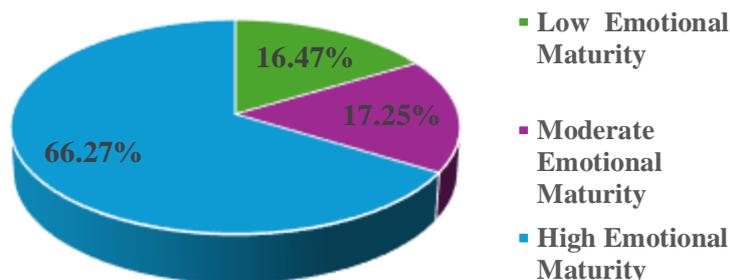
The mean emotional maturity score ($M = 142.65$) indicates that secondary school teachers, as a whole, possess a high level of emotional maturity. With an $M\%$ of 85.93, the group demonstrates well-developed emotional stability and adjustment, reflecting strong emotional competence.

Table 2.
Classification of The Total Sample on Emotional Maturity.

Sr. No	Scores	Size of sample (N)	%	Verbal Description
1	≤ 135 ($M - 1\text{ SD}$)	44	16.47	Low Emotional Maturity
2	Between 135 and 151 ($M \pm 1\text{ SD}$)	169	17.25	Moderate Emotional Maturity
3	≥ 151 ($M + 1\text{ SD}$)	42	66.27	High Emotional Maturity
	Total	255	100.00	

Figure 1.

Classification of Emotional Maturity Levels Based on Mean and SD



Interpretation

Table 2 shows the classification of secondary school teachers based on their emotional maturity scores. Results indicate that 16.47% of teachers fall in the *low emotional maturity* category, whereas the majority (66.27%) exhibit *high emotional maturity*. Additionally, 17.25% of teachers fall within the *moderate emotional maturity* range. Overall, the findings suggest that most secondary school teachers demonstrate a high level of emotional maturity.

Objective-2: To find out the level of Emotional Maturity in Secondary School Teachers with respect to the following variables

Gender: Male/Female

Locality: Urban/ Rural/ Tribal

Academic Qualifications: Graduation/ Post Graduation

Teaching Experience: Below 10/ 11 to20/ Above 20

Hypothesis-1: There would be no significant difference between Male and Female Secondary School Teachers in their Emotional Maturity.

Table 3.

Emotional Maturity- Gender – MEAN - SD – 't'-Value-p-value.

Gender	N	Mean	SD	SED	't'	p-value
Male	110	135.50	4.52	0.628	19.975*	0.000
Female	145	148.06	5.28			

Note: *Significant at 0.05 level

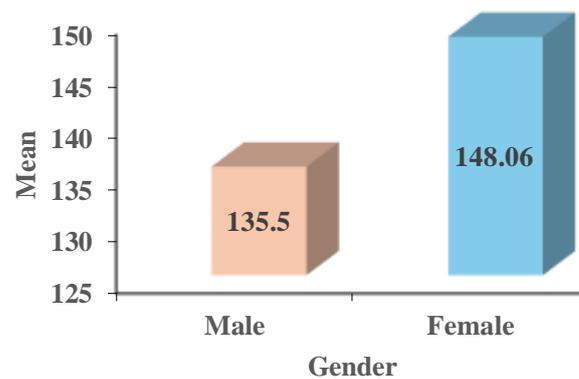
Figure 2.*Emotional Intelligence- Gender – Mean difference***Interpretation.**

Table 3 shows a significant difference in emotional maturity between male and female secondary school teachers, $t(253) = 19.98, p < .05$. Female teachers ($M = 148.06$) exhibit significantly higher emotional maturity compared to male teachers ($M = 135.50$). Thus, the null hypothesis is rejected.

Hypothesis-2: There would be no significant difference in the emotional maturity of secondary school teachers across urban, rural, and tribal localities.

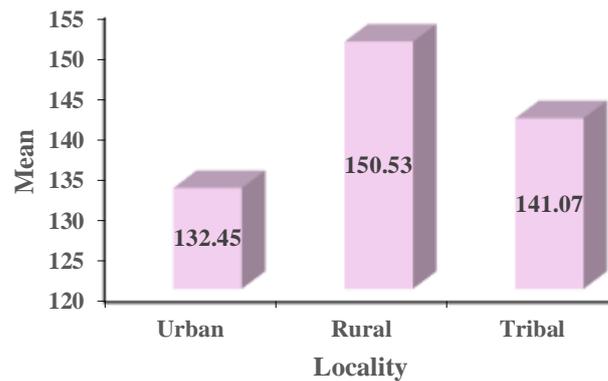
Table 4*Emotional Maturity- Locality- Means-SDs.*

Locality	N	Mean	Std. Deviation
Urban	61	132.45	3.82
Rural	98	150.53	4.657
Tribal	96	141.07	2.21
Total	255	142.64	7.96

Table 5.*Emotional Intelligence – Area- ANOVA.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12660.190	2	6330.095	462.903*	.000
Within Groups	3446.045	252	13.675		
Total	16106.235	254			

Note: *Significant at 0.05 level

Figure 3.*Emotional Intelligence- Locality – Mean difference***Interpretation.**

Tables 4 and 5 indicate a significant difference in emotional maturity across urban, rural, and tribal secondary school teachers, $F(2, 252) = 462.90, p < .05$. Rural teachers show the highest emotional maturity ($M = 150.53$), followed by tribal ($M = 141.07$), while urban teachers exhibit the lowest emotional maturity ($M = 132.45$). Therefore, the null hypothesis is rejected.

Table 6.*Post Hoc Tests-Locality- Multiple Comparisons*

(I) Locality	(J) Locality	Mean Difference (I-J)	Std. Error	Sig.
Urban	Rural	-18.07160*	.60309	.000
	Tribal	-8.61390*	.60549	.000
Rural	Urban	18.07160*	.60309	.000
	Tribal	9.45770*	.53102	.000
Tribal	Urban	8.61390*	.60549	.000
	Rural	-9.45770*	.53102	.000

Post Hoc Interpretation.

The Tukey HSD post hoc test revealed significant pairwise differences in emotional maturity among teachers from different localities. Rural teachers scored significantly higher than both urban ($MD = 18.07, p < .001$) and tribal teachers ($MD = 9.46, p < .001$). Tribal teachers also scored significantly higher than urban teachers ($MD = 8.61, p < .001$). These results confirm that emotional maturity varies substantially across localities, with rural teachers exhibiting the highest emotional maturity and urban teachers the lowest.

Hypothesis-3: There would be no significant between Graduate and Post Graduate Secondary School Teachers in their Emotional Maturity.

Table 7.

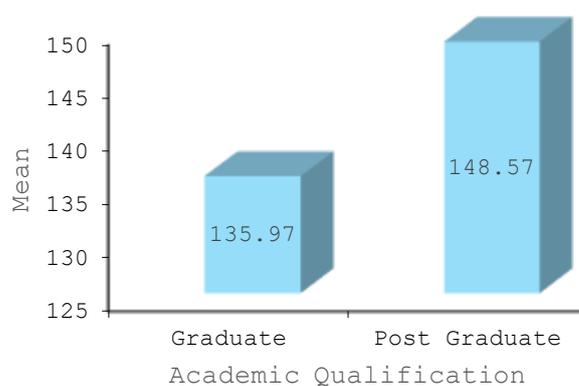
Emotional Maturity- Academic Qualification – MEAN - SD – 't-Value-p-value.

Academic Qualification	N	Mean	SD	SED	't'	p-value
Graduate	120	135.97	4.60	0.6117	20.600*	0.000
Post Graduate	135	148.57	5.10			

Note: *Significant at 0.05 level

Figure 4.

Emotional Intelligence- Academic Qualification – Mean difference



Interpretation.

Table 7 shows a significant difference in emotional maturity between graduate and postgraduate secondary school teachers, $t(253) = 20.60, p < .05$. Postgraduate teachers ($M = 148.57$) exhibit significantly higher emotional maturity than graduate teachers ($M = 135.97$). Therefore, the null hypothesis is rejected.

Hypothesis-4: There would be no significant difference in the emotional maturity of secondary school teachers with below 10 years, 11–20 years, and above 20 years of teaching experience.

Table 8

Emotional Maturity- Teaching Experience- Means-SDs.

Teaching Experience	N	Mean	Std. Deviation
below 10 years	30	129.40	3.14
11 to 20 Years	111	139.03	2.8
Above 20 Years	114	149.64	4.84
Total	255	142.6	7.96

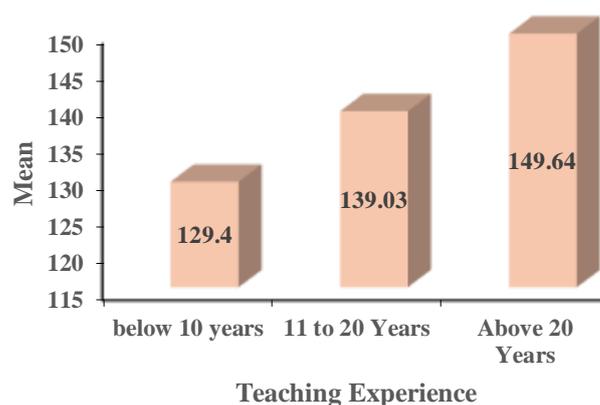
Table 9
Emotional Intelligence – Teaching Experience- ANOVA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12301.215	2	6150.607	407.344*	.000
Within Groups	3805.021	252	15.099		
Total	16106.235	254			

Note: *Significant at 0.05 level

Figure 4.

Emotional Intelligence- Teaching Experience – Mean difference



Interpretation.

Tables 8 and 9 reveal a significant difference in emotional maturity among secondary school teachers with varying teaching experience, $F(2, 252) = 407.34, p < .05$. Teachers with more than 20 years of experience ($M = 149.64$) exhibit the highest emotional maturity, followed by those with 11–20 years of experience ($M = 139.03$), while teachers with below 10 years of experience show the lowest emotional maturity ($M = 129.40$). Thus, the null hypothesis is rejected.

Table 10

Post Hoc Tests- Teaching Experience Multiple Comparisons

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
below 10 years	11 to 20 Years	-9.63604*	.79959	.000
	Above 20 Years	-20.24912*	.79735	.000
11 to 20 Years	below 10 years	9.63604*	.79959	.000
	Above 20 Years	-10.61309*	.51815	.000
Above 20 Years	below 10 years	20.24912*	.79735	.000
	11 to 20 Years	10.61309*	.51815	.000

Post Hoc Interpretation.

The Tukey HSD post hoc analysis indicates significant pairwise differences in emotional maturity across all teaching experience groups. Teachers with above 20 years of experience scored significantly higher in

emotional maturity than those with 11–20 years ($MD = 10.61, p < .001$) and those with below 10 years ($MD = 20.25, p < .001$). Similarly, teachers with 11–20 years of experience scored significantly higher than teachers with below 10 years ($MD = 9.64, p < .001$). These results confirm a clear progression: emotional maturity increases steadily with teaching experience.

11. Major Findings of the Study

1. **Most secondary school teachers demonstrated high emotional maturity**, with 66.27% falling in the high category, indicating strong emotional regulation and social adjustment.
2. **Female teachers exhibited significantly higher emotional maturity than male teachers**, showing greater emotional stability, empathy, and interpersonal sensitivity.
3. **Teachers from rural areas showed significantly higher emotional maturity** compared to their tribal and urban counterparts, with urban teachers displaying the lowest levels.
4. **Postgraduate teachers demonstrated significantly higher emotional maturity** than graduate teachers, suggesting that higher educational qualifications contribute to improved emotional competence.
5. **Emotional maturity increased significantly with teaching experience**, with teachers having above 20 years of experience showing the highest emotional maturity and those with below 10 years showing the lowest.

12. Discussion

The findings of the study provide important insights into the emotional maturity of secondary school teachers and its variation across demographic factors. First, the majority of teachers demonstrated high emotional maturity, indicating that they possess well-developed emotional stability, social adjustment, and personality integration. This is consistent with earlier studies (e.g., Srivastava & Goswami, 2025; Shafiuddin, 2022), which reported high levels of emotional competence among teaching professionals, suggesting that the demands of the profession may naturally foster emotional growth over time.

A significant gender difference was observed, with female teachers displaying higher emotional maturity than male teachers. This finding aligns with the conclusions of Dinesh Kumar and Harpreet Singh (2013), who also reported higher emotional maturity in female teachers. The result may reflect socio-cultural expectations and gender-based socialization patterns that encourage emotional expression, empathy, and interpersonal sensitivity among women—traits strongly associated with emotional maturity.

The study also revealed substantial differences based on locality, with rural teachers showing the highest emotional maturity, followed by tribal and urban teachers. Similar trends were noted by Malik and Kapoor (2014), who found locality-based variations in emotional maturity and teaching effectiveness. Higher emotional maturity among rural teachers may be attributed to close-knit community interactions, stronger interpersonal bonds, and fewer stressors associated with urban environments.

Academic qualification emerged as another significant factor; postgraduate teachers demonstrated higher emotional maturity than graduate teachers. This supports the findings of Abdul Rahim (2023), suggesting that higher education may broaden individuals' perspectives, enhance coping strategies, and strengthen emotional understanding. Advanced academic training may also expose teachers to reflective practices, psychological insights, and professional experiences that contribute to emotional development.

Finally, teaching experience showed a strong positive influence on emotional maturity. Teachers with more than 20 years of experience exhibited the highest emotional maturity, while those with fewer than 10 years showed the lowest. This result is in line with developmental theories (e.g., Havighurst, 1972) and previous empirical studies (Shafiuddin, 2022), suggesting that emotional maturity increases with age, experience, and prolonged exposure to diverse classroom situations. Experienced teachers are likely to have developed greater emotional regulation, resilience, and problem-solving skills, enabling them to manage challenging situations more effectively.

Overall, the discussion indicates that emotional maturity among secondary school teachers is shaped by multiple demographic and experiential factors. These findings highlight the need for teacher training

programs, professional development workshops, and institutional support systems that intentionally promote emotional resilience and social–emotional competence among teachers.

13. Educational Implications

1. **Strengthening Teacher Training Programs:**

Teacher education programs should incorporate structured modules on emotional maturity, emotional intelligence, and social–emotional learning to strengthen pre-service teachers' psychological readiness.

2. **Professional Development Workshops:**

In-service training programs should focus on enhancing teachers' emotional regulation, stress management, interpersonal skills, and reflective practices.

3. **Counselling and Support Services:**

Schools should provide access to counselling, peer-support groups, and wellness programs to help teachers manage emotional pressures effectively.

4. **Targeted Interventions Based on Need:**

Since younger, urban, and graduate-level teachers showed comparatively lower emotional maturity, targeted mentoring, induction programmes, and emotional skills training can help bridge these gaps.

5. **Leadership and Policy Focus:**

Educational administrators should recognize emotional maturity as a critical dimension of teacher professionalism and integrate it into teacher appraisal, mentoring, and professional growth frameworks.

6. **Positive School Climate:**

Enhancing emotional maturity among teachers contributes to a more supportive, respectful, and emotionally healthy school environment, benefiting both students and teachers.

14. Conclusion

The present study examined the emotional maturity of secondary school teachers across various demographic factors such as gender, locality, academic qualification, and teaching experience. The results revealed that the majority of secondary school teachers possess high emotional maturity, reflecting strong emotional stability, social adjustment, and interpersonal competence. Significant differences were found across gender, locality, educational qualification, and teaching experience, indicating that emotional maturity is shaped by both personal and professional variables. Female teachers, rural teachers, postgraduate teachers, and those with greater teaching experience demonstrated substantially higher emotional maturity compared to their counterparts. These findings confirm that emotional maturity is not uniformly distributed but varies meaningfully across demographic groups. Overall, the study highlights the central role of emotional maturity in enhancing teachers' effectiveness, decision-making, and classroom management, underscoring its importance as a foundational attribute in the teaching profession.

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