



# Gender And Type Of School As Determinants Of Emotional Maturity Among Secondary School Teachers

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**Abstract:** The present study investigated the influence of gender and type of school on the emotional maturity of secondary school teachers (SSTs). A descriptive survey design was employed within a quantitative research framework. The sample comprised 229 teachers (112 male and 117 female) drawn from government ( $n = 110$ ) and private ( $n = 119$ ) secondary schools in the Azamgarh district of Uttar Pradesh. Emotional maturity was measured by using a self-constructed and validated Teacher's Emotional Maturity Scale (TEMS). The data were analyzed by using percentage analysis, descriptive statistics, and a  $2 \times 2$  factorial analysis of variance (ANOVA). The findings revealed that the majority of teachers exhibited moderate levels of emotional maturity. The main effect of gender was not statistically significant,  $F(1, 225) = 0.87, p > .05$ , indicating no significant difference between the emotional maturity of male and female secondary school teachers. In contrast, the main effect of type of school was found to be statistically significant,  $F(1, 225) = 8.45, p < .01, \eta^2 \approx .03$ , suggesting that teachers working in private secondary schools demonstrated higher emotional maturity than those in government schools. The interaction effect between gender and type of school was not statistically significant,  $F(1, 225) = 0.44, p > .05$ , indicating that the influence of school type on emotional maturity is consistent with respect to gender. The results demonstrated that institutional context is more influential than gender in determining emotional maturity among secondary school teachers. The study emphasised the necessity of establishing supportive and emotionally favourable work conditions, especially in government schools, to improve teachers' emotional well-being and their professional effectiveness.

**Index Terms** - Emotional Maturity, Gender, Secondary School Teachers (SSTs), Type of School.

## I. INTRODUCTION

Current and future generations regard teachers as influential figures and custodians. They act as a mediator between the societal base and knowledge conveyed to students. To serve as a reliable and efficient source of information, educators must possess the requisite skills, knowledge, strategies, methodologies, and proficiency in the classroom. Emotional maturity among educators has been receiving a significant attention from educational institutions in recent years due to its growing importance. A proficient, informed, and accomplished teacher can regulate their negative emotions with detachment. The emotional maturity of a teacher, with subject expertise and proficiency in fostering learning abilities, can positively influence a student's holistic development by facilitating the emergence of untapped academic talents. The effectiveness of a teacher is strongly influenced by his/her capacity to manage and regulate his/her emotions.

To be an efficient and effective teacher, one must possess a comprehensive understanding of their intellectual, social, emotional, and professional identities. This competence is essential for educators to ensure that their work is productive and effective. Teachers can effectively manage their relationships with students, colleagues, and society when they possess emotional maturity. The objective of this research is to assess the emotional maturity of secondary school teachers.

In the era of digitalization of education, the demands and expectations placed on teachers are continually increasing. Education is an ongoing process that affects individuals in several ways by influencing their cognitive and emotional development. A key aspect of development is emotion, which profoundly affects individuals' perceptions and responses to their environment. Emotions go beyond mere feelings; they influence our behaviour, choices, and interactions with others (Kumari, 2018). Biswas (2018) suggested that emotions are interrelated with mood, temperament, personality, and motivation, all of which affect our response to obstacles in life. Emotions often serve as a stimulus for our actions, allowing us to overcome obstacles and sustain motivation, according to Arumugam (2014). The capacity to control and balance one's emotions in a positive way is a sign of emotional maturity, which is crucial for a balanced and sound personality. Since it affects how we respond to life's challenges and how we connect with others, emotional maturity is crucial. According to Wadge and Ganaie (2013), a person's behaviour has an unbreakable connection to their emotional maturity, which affects how they react to stress, conflict, and social situations. According to Finley (1996), emotional maturity is the ability to deal with change and uncertainty in a way that is developed throughout time. Adults who are emotionally mature understand their feelings, identify the reasons behind them, and skillfully control their reactions (Meena et al., 2016). For teachers, who must have to manage the complexities of the classroom and cultivate strong, supportive relationships with their students, emotional regulation is essential (Geeta & Vijaylaxmi, 2006; Shafeeq & Thaqib, 2015).

A balanced and unifying personality is primarily dependent on emotional maturity, which demonstrates self-control and resilience by exhibiting the ability to control and express emotions in keeping with cultural norms and values. An emotionally mature individual achieves emotional stability by avoiding neurotic tendencies, enduring difficult situations, and handling challenges with elegance (Moshahid, 2017). According to Sinha (2014), emotional maturity affects personality, attitudes, and behaviour by encouraging accountability, sound judgement, teamwork, positive interpersonal relationships, and elevated self-esteem.

Emotional Maturity is the primary contributor to how people react in diverse situations, control their emotions, and behave responsibly in social situations. They are proficient at adjusting to their environment and social situations, which include their families, workplaces, and educational institutions. On the other hand, emotional immaturity often manifests as tension, worry, anger, and disappointment, leading to general sadness (Bindu & Vajeela, 2014) Education plays a crucial role in cultivating emotional maturity by enabling individuals to transform instinctive emotional responses into socially acceptable behaviours.

### **Rationale of the study**

The level of complexity, workload, and professional demands placed on secondary school teachers have increased dramatically due to the quick spread of educational reforms, putting them in situations that could cause emotional strain and mental health issues. Emotional maturity is crucial for teachers because it allows them to control their emotions, manage stress and positively adjust to the changing needs of the classroom. This calls for an empirical investigation of the emotional maturity of teachers. The present study aims to assess emotional maturity among secondary school teachers (SSTs) with respect to their gender and type of school. It is anticipated that the results will add to the existing reservoir of knowledge and offer guidance to statutory bodies, school administrators, and mental health specialists in fostering emotional maturity of the teachers.

### **Objectives of the Study**

1. To study the level of emotional maturity among secondary school teachers.
2. To study the level of emotional maturity of secondary school teachers with respect to gender.
3. To study the level of emotional maturity of secondary school teachers with respect to type of school.
4. To compare the mean scores of emotional maturity of SSTs with respect to gender.
5. To compare the mean scores of emotional maturity of SSTs with respect to type of school.

6. To examine the interaction effect of gender and type of school on emotional maturity of secondary school teachers.

### Hypothesis of the Study

H<sub>0</sub>1: There is no significant difference between the mean scores of emotional maturity of SSTs with respect to gender.

H<sub>0</sub>2: There is no significant difference between mean scores of emotional maturity among SSTs with respect to type of school.

H<sub>0</sub>3: There is no significant interaction effect of gender and type of school on emotional maturity of secondary school teachers.

## II RESEARCH METHODOLOGY

The researchers employed a quantitative research approach and a descriptive survey design for the study. In this study, gender and school types were treated as independent (predictive) variables, while emotional maturity served as a dependent (criterion) variable.

### Population and Sample

The population for this study comprised of all secondary school teachers of Azamgarh district, Uttar Pradesh, India.

A sample of 229 secondary school teachers, teaching classes XI and XII from Azamgarh district was selected from the target population by using a multi-stage random sampling technique.

### Data and Sources of Data

The sample comprised of 112 male and 117 female teachers, including 110 teachers from government secondary schools and 119 from private secondary schools of Azamgarh district, Uttar Pradesh, India.

**Tools Used:** The researchers used a self-developed and validated Teacher's Emotional Maturity Scale-TEMS to assess emotional maturity among secondary school teachers.

**Data collection and Scoring:** The researchers administered Teacher's Emotional Maturity Scale on the 250 secondary school teachers, teaching XI and XII grades in secondary schools of the Azamgarh region of Uttar Pradesh, India and assured them about the purpose of the study and confidentiality of their responses. Then all questionnaires were collected then after examining the questionnaires, 21 questionnaires were rejected and only 229 were taken into account. The scoring was executed as per the norms of the scale given below-

The Teacher's Emotional Maturity Scale (TEMS) consists of 35 items (19 positively and 16 negatively worded), rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. Positively worded items were scored from 5 to 1, while negatively worded items were scored reversely. The total score was obtained by summing the scores of all responses across all items, with higher scores indicating higher emotional maturity and vice versa.

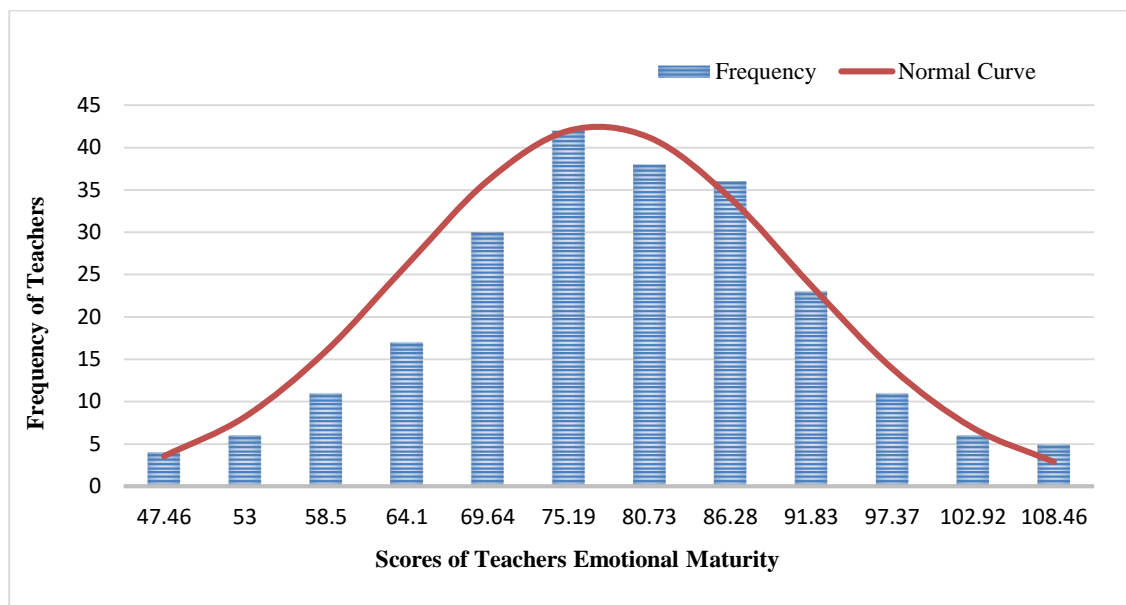
## III. DATA ANALYSIS

After finding out the normality of the data (Table-1 shows Normality Statistics of Emotional Maturity Scores among Secondary School Teachers), the researchers employed Percentage Analysis, Mean, Standard Deviation, and 2×2 factorial design ANOVA, to analyse the collected data by utilising SPSS software version 28.0.

**Table-1 Normality Statistics of Emotional Maturity Scores Among Secondary School Teachers**

Variable	N	Mean	S.D.	SE M	Skewness	SE of Skewness	Z-value of Skewness	Kurtosis	SE of Kurtosis	Z-value of Kurtosis
Emotional Maturity	229	77.34	13.408	0.886	-0.073	0.173	-0.422	-0.491	0.345	-1.423

Normality of the data (Emotional maturity of secondary school teachers) is shown below in Figure-1



**Figure-1 Normal Probability Curve Showing the Emotional Maturity of Secondary School Teachers.**

### Interpretation

Table-1 displays the normality statistics of emotional maturity scores for secondary school teachers. The skewness (-0.07) and kurtosis (-0.49) values are within the permissible range of  $\pm 1$ , signifying a relatively symmetrical and mesokurtic distribution. Additionally, the Z-values for skewness (-0.42) and kurtosis (-1.42) are within  $\pm 1.96$ , indicating that the distribution does not substantially diverge from normalcy, as illustrated in Figure-1.

Consequently, the emotional maturity scores exhibit an approximately normal distribution, thereby validating the application of parametric statistical methods such as the t-test and ANOVA for subsequent analysis.

### Objective-wise analysis is given below:

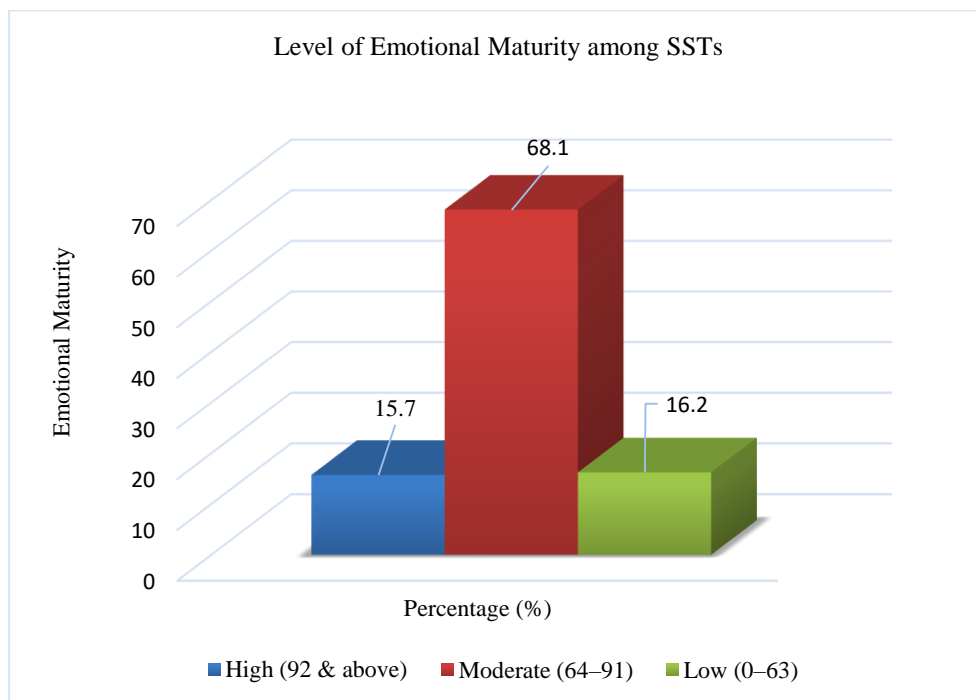
**Objective-1.** To study the level of emotional maturity among secondary school teachers.

**Table-2 Showing Emotional Maturity among Secondary School Teachers (N = 229)**

Emotional Maturity Level	Frequency (F)	Percentage (%)
High (92 & above)	36	15.7%
Moderate (64–91)	156	68.1%
Low (0–63)	37	16.2%
Total	229	100%

### Interpretation

Table-2 displays the level of emotional maturity of secondary school teachers. A substantial percentage of teachers 156 (68.1%) have been categorised at the moderate level, with 37 (16.2%) in the low level and 36 (15.7%) in the high level. This suggests that teachers' emotional maturity primarily falls within the average range, with relatively few exhibiting high levels, indicating an adequate balanced emotional disposition among the sample, as shown below in Figure-2.



**Figure-2 Level of Emotional Maturity among Secondary School Teachers**

**Objective-2.** To study the level of emotional maturity of secondary school teachers with respect to gender.

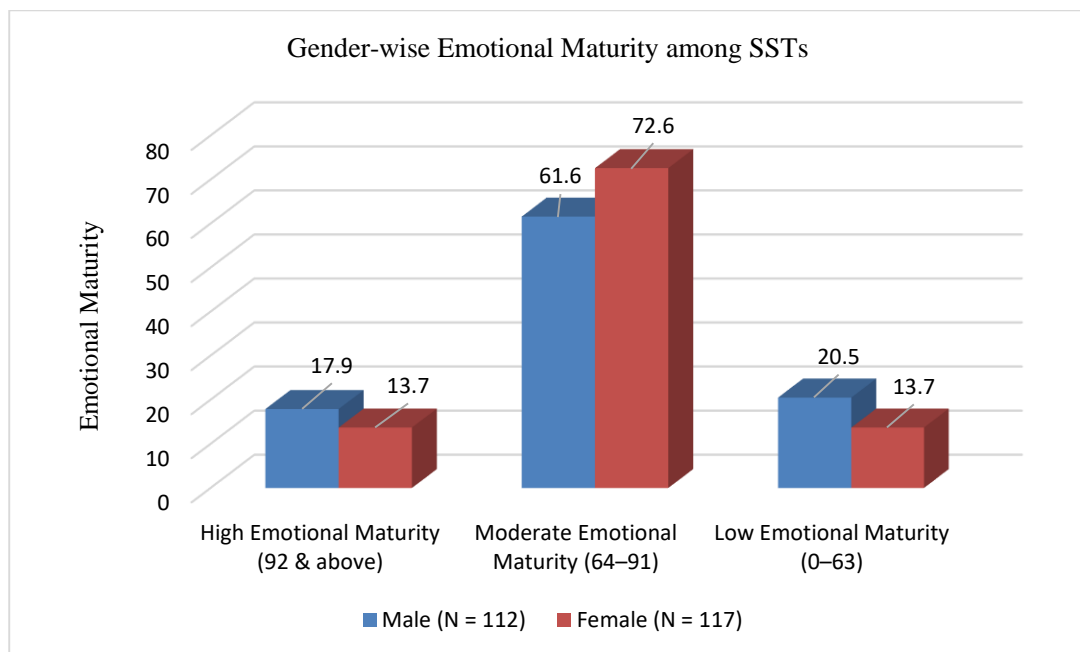
**Table-3 Gender-wise Emotional Maturity of Secondary School Teachers**

Emotional Maturity Level	Male (N = 112) F (%)	Female (N = 117) F (%)
High (92 & above)	20 (17.9%)	16 (13.7%)
Moderate (64-91)	69 (61.6%)	85 (72.6%)
Low (0-63)	23 (20.5%)	16 (13.7%)
Total	112 (100%)	117 (100%)

Table-3 exhibit the level of secondary school teachers by gender across various levels of emotional maturity. The results indicate that most male and female educators possess a moderate level of emotional maturity.

Among male educators, 69 (61.6%) demonstrate moderate emotional maturity, but a higher percentage of female educators 85 (72.6%) falls within this category. In response to a high level of emotional maturity, 20 (17.9%) of male educators and 16 (13.7%) of female educators are classified inside this category. Likewise, 23 (20.5%) of male educators and 16 (13.7%) of female educators are classified as possessing low levels of emotional maturity.

The results reveal that while both the groups primarily exhibit moderate emotional maturity, female teachers are more concentrated within this moderate range. Conversely, male educators exhibit far greater diversity, with elevated proportions are observed at both the high and low levels of emotional maturity as it is being displayed in Figure-3.



**Figure-3 Gender-wise Emotional Maturity among Secondary School Teachers**

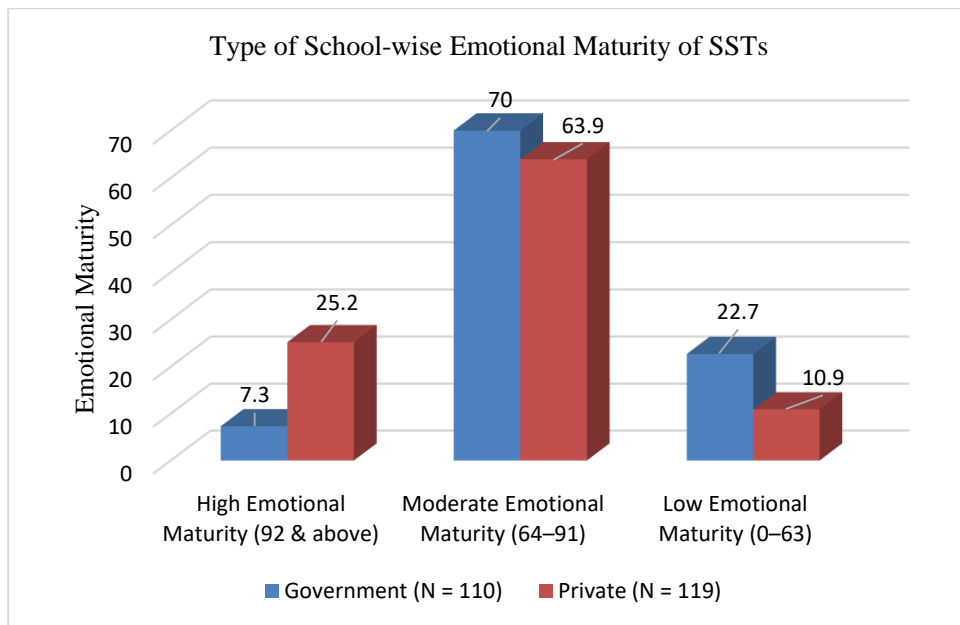
**Objective-3.** To study the level of emotional maturity of secondary school teachers with respect to type of school.

**Table-4 Type of School-wise Emotional Maturity of Secondary School Teachers**

Emotional Maturity Level	Government (N = 110) F (%)	Private (N = 119) F (%)
High (92 & above)	8 (7.3%)	30 (25.2%)
Moderate (64-91)	77 (70.0%)	76 (63.9%)
Low (0-63)	25 (22.7%)	13 (10.9%)
Total	110 (100%)	119 (100%)

The level of emotional maturity among secondary school teachers with respect to the type of school is clearly depicted in Table-4. The results indicate that a substantial number of teachers from both government 77 (70.0%) and private 76 (63.9%) secondary schools fall within the moderate level of emotional maturity while only 8 (7.3%) and 30 (25.2%) government and private secondary school teachers exhibit high level of emotional maturity respectively. Whereas 25 (22.7 %) teachers from government secondary schools and 13 (10.9%) teachers of private secondary schools exhibited low level of emotional maturity.

These findings reveal a clear variation in emotional maturity across school types, with private school teachers demonstrating relatively higher emotional maturity, while government school teachers show greater representation in the lower category. This difference suggests the need for further validation through inferential statistical analysis, as presented in Figure-4.



**Figure-4 Type of School-wise Emotional Maturity of Secondary School Teachers**

**Objective-4.** To compare the mean scores of emotional maturity of SSTs with respect to gender.

H<sub>01</sub>: There is no significant difference between the mean scores of emotional maturity of SSTs with respect to gender.

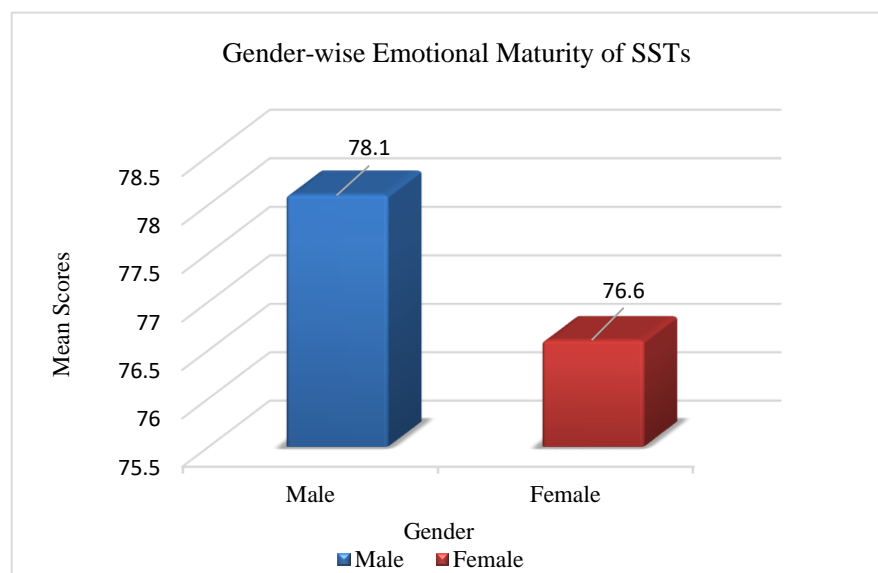
**Table-5 Gender-wise Emotional Maturity of Secondary School Teachers**

Gender	Mean	S.D.	N	t-value	df	p-value
Male	78.10	13.20	112			
Female	76.60	13.60	117	0.93	227	> 0.05

Note: Not significant at 0.05 level

**Interpretation**

Table-5 shows that there is no statistically significant difference in the mean scores of emotional maturity of male and female secondary school teachers, as the mean score of male SSTs is 78.10 and Mean score of female SSTs is 76.60 and calculated  $t(227) = 0.93, p > 0.05$ . This indicates that gender does not significantly influence emotional maturity among secondary school teachers. Therefore, the null hypothesis (H<sub>01</sub>) is not rejected. The comparison is further illustrated in Figure-5.



**Figure-5 Gender-wise Emotional Maturity of Secondary School Teachers**

**Objective-5.** To compare the mean scores of emotional maturity of SSTs with respect to type of school.

H<sub>02</sub>: There is no significant difference between mean scores of emotional maturity among SSTs with respect to type of school.

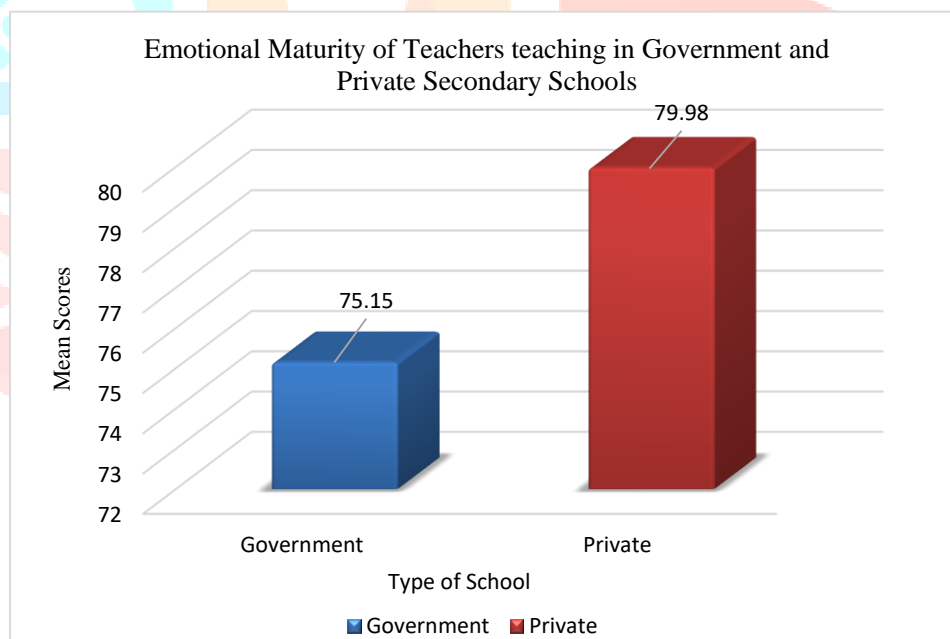
**Table-6 Emotional Maturity of teachers belonging to Government and Private Secondary Schools**

Type of School	Mean	S.D.	N	t-value	df	p-value
Government	75.15	12.96	110			
Private	79.98	13.52	119	-2.62	227	< 0.01**

Note: significance at the 0.01 level.

### Interpretation

Table-6 shows that there is a statistically significant difference in the emotional maturity of teachers belonging to government and private secondary schools as the mean score of teachers teaching in government secondary schools is 75.15 and the mean score of their private counterparts is 79.98 and calculated  $t(227) = 0.93$ ,  $t(227) = -2.62$ ,  $p < 0.01$ . Teachers working in private schools ( $M = 79.98$ ,  $SD = 13.52$ ) demonstrated significantly higher emotional maturity than those in government schools ( $M = 75.15$ ,  $SD = 12.96$ ). Therefore, the null hypothesis (H<sub>02</sub>) is rejected. The comparison is further illustrated in Figure-6.



**Figure-6 Emotional Maturity of Teachers teaching in Government and Private Secondary Schools**

**Objective-6.** To examine the interaction effect of gender and type of school on emotional maturity of secondary school teachers.

H<sub>03</sub>: There is no significant interaction effect of gender and type of school on emotional maturity of secondary school teachers.

**Table-7 Summary of 2 × 2 Factorial ANOVA for Emotional Maturity Scores of Secondary School Teachers with respect to Gender and Type of School**

Source of Variation	Sum of Squares	df	Mean Square	F-value
Gender (A)	173.779	1	173.779	0.87
Type of School (B)	1689.086	1	1689.086	8.45**
A × B (Interaction)	87.231	1	87.231	0.44
Error	45000.000	225	200.00	—
Total	46950.096	228	—	—

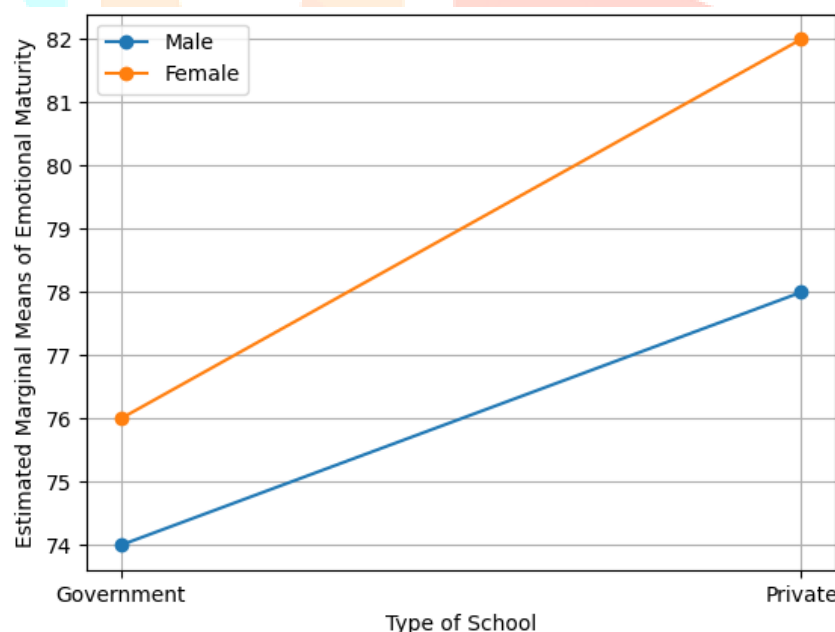
Note:  $p < .01$

A  $2 \times 2$  factorial analysis of variance (ANOVA) was conducted to examine the influence of gender and type of school on the emotional maturity of secondary school teachers.

The results revealed that the main effect of gender was not statistically significant,  $F(1, 225) = 0.87$ , indicating that male and female teachers do not differ significantly in emotional maturity. Hence, the null hypothesis related to gender was not rejected.

In contrast, the main effect of type of school was found to be statistically significant,  $F(1, 225) = 8.45$ ,  $p < .01$ ,  $\eta^2 \approx .03$ . This suggests that emotional maturity differs significantly between teachers working in government and private schools. Therefore, the null hypothesis related to type of school was rejected.

The interaction effect between gender and type of school was not statistically significant,  $F(1, 225) = 0.44$ , indicating that the effect of school type on emotional maturity is consistent across both male and female teachers. Hence, the null hypothesis concerning the interaction effect was not rejected.



**Figure-7 Interaction Plot of Estimated Marginal Means of Emotional Maturity by Gender and Type of School**

### Interaction Effect

The interaction effect of gender and type of school was not statistically significant,  $F(1, 225) = 0.43$ ,  $p > 0.05$ . The effect size ( $\eta^2 \approx 0.002$ ) indicates a negligible interaction effect. Therefore, the null hypothesis related to the interaction between gender and type of school was retained.

### Discussion

The findings indicate that most of the secondary school teachers exhibited a moderate level of emotional maturity, irrespective of gender and type of school, suggesting a generally stable emotional disposition among teachers. Although minor differences were observed across gender, these were not statistically significant, indicating that male and female secondary school teachers possess comparable levels of emotional maturity. This is consistent with earlier studies (Bindu & Vajeela, 2014; Das & Ghosh, 2014,

Meena et al., 2016, Moshahid, 2017), which also reported average levels of emotional maturity among teachers. However, this finding contradicts with the findings of (Kaur, 2013 and Singh, 2015) that reported gender-based differences, indicating that such variations may be context-specific.

In contrast, a significant difference was found with respect to the type of school, as private school teachers demonstrated higher emotional maturity than government school teachers. This highlighted the importance of institutional environment in shaping teachers' emotionally balanced behaviour. The relatively higher emotional maturity in private school teachers may be attributed to structured work culture, accountability, and professional engagement, whereas administrative constraints in government schools may hinder the emotional regulation of teachers. This is consistent with the research findings of (Geeta & Vijaylaxmi, 2006) emphasizing the role of institutional environment in shaping emotional competencies.

The interaction effect between gender and type of school was not significant, indicating that the influence of institutional context operates independently of gender. Overall, the findings suggest that emotional maturity is influenced more by organisational factors than by demographic variables, underscoring the need for supportive institutional environments, particularly in government schools.

### **Educational Implications**

- Since no significant gender differences were observed, programmes aimed at enhancing emotional maturity should be designed uniformly for all teachers, irrespective of gender, with a focus on emotional maturity and stress management skills.
- As teachers from government schools exhibited comparatively lower emotional maturity, there is a need to strengthen institutional support systems in these schools by promoting a positive work culture, reducing administrative burden, and encouraging professional engagement.
- Teacher education programmes should incorporate emotional maturity as a core professional competency by integrating structured training modules on emotional maturity, interpersonal skills, and coping strategies.
- School administrators should create emotionally supportive environments by fostering collaboration, recognition, and constructive feedback mechanisms to enhance teachers' emotional behaviour.
- Regular workshops and in-service training programmes should be organised to foster emotional maturity of secondary school teachers in challenging educational settings.

### **Suggestions for Further Research**

- Future researchers may examine the influence of improved infrastructural facilities and supportive working conditions offered by central and state governments on the emotional maturity of secondary school teachers, as enhanced work environments may strengthen teachers' emotional stability and confidence.
- Longitudinal studies may be undertaken to examine the impact of regular promotions, career advancement opportunities, and continuous professional development programs on the emotional maturity of secondary school teachers.
- Future research may explore the impact of a supportive and emotionally healthy school environment on promoting emotional maturity among educators in both public and private institutions, particularly in mitigating emotional stress and enhancing emotional control.
- Research may assess the influence of financial incentives, timely income disbursement, and job security on teachers' emotional maturity, as economic stability is anticipated to improve emotional equilibrium, professional commitment, and overall teaching effectiveness.

### **IV Acknowledgement:**

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