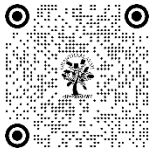


INFLUENCE OF EMOTIONAL MATURITY ON TEACHING PERFORMANCE OF HIGH SCHOOL TEACHERS IN RELATION TO GENDER, EXPERIENCE, AND SCHOOL TYPE

Anu Jain ¹✉, Dr. Rashmi Mehrotra ²✉

¹ Research Scholar, Faculty of Education, Teerthanker Mahaveer University, Moradabad

² Principal, Faculty of Education, Teerthanker Mahaveer University, Moradabad



Corresponding Author

Anu Jain, anushrenik@gmail.com

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ABSTRACT

This paper examines the influence of emotional maturity on the teaching performance of high school teachers in Moradabad and Meerut districts, located in Uttar Pradesh. Teachers' emotional maturity levels were assessed using an instrument developed by Yashvir Singh and Mahesh Bhargava. To explore this impact, the study focuses on secondary school teachers and consider various factors including gender, experience in teaching, and the type of school where the educators are employed. 128 teachers from a range of government and private educational institutions in the chosen districts were considered at random to form a representative sample. The investigation showed that no discernible variation existed in the emotional maturity levels of educators according to their gender. Teachers having less than or equal to 5 years experience and those who have beyond five years of experience in teaching demonstrate comparable emotional maturity. Interestingly, the degree of emotional maturity of teachers who worked in private schools was discovered to be quite different from that of instructors who worked in government schools. Teachers in government schools were discovered to be more emotionally mature than private school teachers. This difference was seen to be substantial.

Keywords: Emotional Maturity, Gender, Teaching Experience, Type of School

1. INTRODUCTION

Education is a multifaceted endeavor focused on positively influencing students' behavior, a goal that can be achieved by prioritizing simplicity, effectiveness, engagement, and the achievement of desired outcomes. (Jain V. S., 2023). An individual is considered to have achieved emotional maturity when they can manage their feelings well, even while facing tough situations. Being emotionally mature means you can handle challenges without getting overwhelmed and find effective solutions to problems. Emotionally mature people are often seen as reliable sources of guidance and support for others. Educators have a responsibility to support their students' mental and emotional development even in the presence of tough and demanding circumstances. An emotionally mature teacher can manage or control his class as well as situations, irrespective of the conditions, and is more likely to develop emotionally balanced students. "A proficient, productive, and capable educator is one who can manage their negative emotions in an impartial manner. A teacher's emotional maturity, in addition to their subject-matter expertise and capacity to foster learning skills, may

enhance a student's overall growth by helping them to discover and develop their latent abilities".(Rafiq Ahmad Kumar & Kiran, 2017). This investigation incorporates emotional maturity as a critical component in determining the effectiveness of teaching, and the research investigates the tremendous influence that these elements have on educators. Emotional maturity, which serves as the basis for successfully handling difficult circumstances, not only protects educators from the enormous pressures that they themselves face but also places them as guiding lights. This study seeks to understand how the skilful management of a variety of situations by an emotionally mature teacher contributes to the development of emotionally balanced students. This is done in recognition of the duty that teachers have in cultivating the emotional and mental intelligence of their students. The aim of this research is to specifically explore the complex link that exists between emotional maturity and teaching efficacy of high school educators by conducting analogous analysis based on gender, teaching experience, and the type of school as the factors of comparison.

2. REVIEW OF RELATED LITERATURE

Ganie, A.H. & Ganie, M.Y. (2021); examined the association between emotional maturity and academic achievement among adolescents in Kashmir. They concluded that male adolescents tend to display higher levels of emotional development compared to their female equivalents. See. Additionally, students enrolled in private schools demonstrated greater academic proficiency than those attending government schools. Along with it, they discovered that teenagers with great emotional maturity also fare better academically.

Srinivasan, R. & Pugalenthil.N. (2019); explored the balancing of emotional expression and teaching skills in pre-service teachers. It was found that male prospective educators had greater emotional growth and were seen as more skilled teachers in comparison to their female counterparts. The results of the research show that there is no noteworthy distinction in the emotional maturity of future educators, regardless of their gender or the kind of university they enroll in.

Abdunnazir, P.T. (2018) investigated the link between emotional maturity and teacher competence in pre service teachers. Results from the research indicate that male preservice teachers display greater emotional maturity and competency compared to their female peers. Results indicated that among prospective teachers there is a substantial and beneficial link between emotional maturity and their effectiveness as a teacher. Therefore, a conclusion was drawn from the study that teachers who are more adept at controlling their emotions while instructing students may also do better in the classroom.

Kaur, J. & Singh, J. (2018) conducted a study to assess the emotional intelligence of pupil teachers on the basis of their gender and the subjects they teach. The study findings demonstrate there were no appreciable differences between female and male teachers in training on a wide range of emotional maturity parameters.

Maheshwari R.R. & Mano Raj S. J. (2017) explored how stress impacts emotional growth and confidence in management students. They discovered that stress has a significant and adverse impact on emotional maturity, while emotional maturity is strongly correlated with self-confidence. Although stress and self-confidence are not significantly related, self-confidence is positively linked to emotional maturity.

Naik, P.K. & Stropharia. (2015); conducted a study to determine how West Bengali B.Ed. trainees' personalities were affected by their emotional maturity. They discovered that there is a link between personality and emotional development and that emotional development has a big influence on B.Ed. trainees' personalities.

2.1. RELEVANCE AND JUSTIFICATION OF THE STUDY

Emotional maturity demonstrates a substantial effect on effective teaching. Teachers with high emotional maturity are more resilient to face the diverse challenges of the classroom, manage stress and maintain positive interactions with students, colleagues and parents (Goleman, 1995; Jennings & Greenberg, 2009). In the context of teaching, these components translate to:

- **Emotional stability:** The efficacy of educators to maintain composure and manage to remain calm effectively in stressful situations, thereby ensuring a positive classroom environment.
- **Emotional progression:** Teacher's capacity for emotional growth and development, which includes understanding and learning from their emotional experiences.

- **Social adjustment:** The ability of teachers to interact positively with students, colleagues and parents, fostering a collaborative and supportive educational environment.
- **Personality Integration:** Teacher's capacity to maintain a consistent and balanced personality, which helps in delivering a stable and predictable classroom experience.
- **Independence:** The ability of teachers to function autonomously, make sound decisions, and take responsibility for their actions.

These components of emotional maturity are integral to effective teaching as they directly impact teacher's ability to manage classrooms, build relationships and deliver quality education.

3. THE GAP IN EXISTING LITERATURE

While previous studies have explored the relationship between emotional competence and teaching performance, limited research has been conducted, specifically focusing on emotional regulation (Salovey & Mayer, 1990; Brackett, Rivers, & Salovey, 2011). Existing literature tends to emphasize broader concepts of emotional intelligence without delving deeply into the nuanced aspects of emotional maturity. Moreover, few studies have examined how emotional maturity interacts with variables like gender, teaching experience and the type of schools in the context of teaching performance, particularly among high school educators. This study aims to fill this gap by investigating these relationships within the secondary school teaching environment, providing insights specific to this critical group of educators. Understanding the influence of emotional maturity on teaching performance, particularly among secondary school teachers, and can have significant implications for educational policy and practice. Insights from this study can inform professional development programs aimed at enhancing the emotional maturity of secondary school teachers, thereby improving their overall effectiveness in the classroom. Additionally, identifying specific areas where emotional maturity impacts performance can help in designing targeted interventions and support systems for these teachers.

3.1. OBJECTIVES

- To examine the difference in emotional maturity between male and female high school educators.
- To examine emotional maturity differences among high school educators based on their experience.
- To examine the emotional maturity differences among high school educators working in government schools compared to those working in private schools.

3.2. HYPOTHESES

- The level of emotional maturity among high school educators does not vary significantly with respect to gender.
- The level of emotional maturity among high school educators does not vary significantly with respect to teaching experience.
- The level of emotional maturity among high school educators does not vary significantly with respect to school type.

4. METHODOLOGY OF STUDY

- **Research Design:** A quantitative methodology is adopted in this study to explore the effect of emotional maturity on the teaching performance of secondary school educators.
- **Sample:** The sample comprised of secondary school educators from a range of private and government or government aided schools.

Data Collection Procedure

Sample Selection: The research sample included 128 secondary school teachers from both private and government schools in the Meerut and Moradabad districts. The selection aimed to ensure a diverse and representative sample of the teaching population in these districts. Teachers were invited to participate voluntarily ensuring a broad and inclusive representation.

Gender distribution: The sample included about 44% male and 56% female teachers.

Teaching experience: Participants have varying years of teaching experience, ranging from 1 – 40 years.

School Type: The sample comprised teachers from both private and government or government-aided school teachers with 50% from private schools and 50% from government or government- aided schools.

Tool: The study utilized the Yashvir Singh and Mahesh Bhargava Emotional Scale, a standardized tool, to assess teacher's emotional maturity. The tool consists of 48 statements based on emotional stability, emotional progression, social adjustment, personality, integration and independence of a person.

Data Collection Procedure: Data was collected through both online and hard copy formats. For online distribution, an online survey link was created using a secure and reliable survey platform and was distributed to the participants through various channels. Follow-up reminders were sent to increase response rates. For offline data collection printed copies of the questionnaire were distributed to the secondary school teachers in selected schools. In-person visits were made to these schools to explain the study's purpose and obtain consent from the teachers. Participation was voluntary, and anonymity was ensured throughout the process.

Statistical tests: Once the data collection was complete, both online and offline responses were combined and organized for analysis. For the data analysis, the mean, standard deviation and t-test were used.

Delimitations

This study was conducted only on secondary school teachers from Moradabad and Meerut districts.

4.1. ETHICAL CONSIDERATION

Confirming the principle of informed consent, the research participants were provided with information along with questionnaire specifying the purpose, nature of the research procedure, how their data will be used and the benefits of this research. It was also ensured to the participants that data collected during the research will remain confidential and their anonymity will be maintained. During research, participants were assured of their ability to quit from the research procedure at any stage without any negative consequences.

5. RESULTS AND DISCUSSION

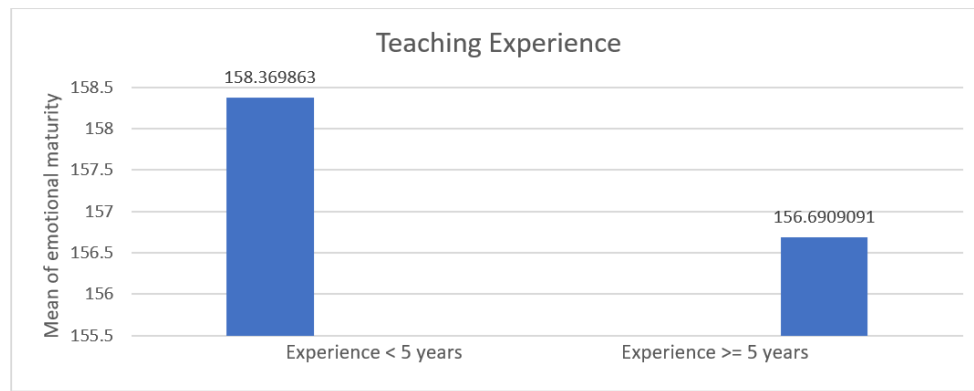
• Testing of hypothesis 1

To test hypothesis one, 128 teachers were chosen from diverse schools in Meerut and Moradabad districts of Uttar Pradesh. The Emotional maturity questionnaire (EMS -SB) was self-administered by participants and subsequently returned to the investigator. Data analysis was conducted by using a t-test. The results are presented in Table 1.

Teaching Experience	N	Mean	Standard deviation	t value	Significance
Less than or equal to 5 years	55	156.69	11.25	0.939	N.S.
More than 5 years	73	158.36	8.04		

Table 1: Comparative value of mean between school teachers having less than or equal to 5 years experience versus those having more than 5 years experience.

Table 1 indicates the derived t value to be 0.939 which is lower than the critical value, 1.98 (df: 93) at the 0.05 significance level. Therefore, the observed difference is not significant, leading to the acceptance of the null hypothesis. This indicates that the effect of emotional maturity on teaching efficacy is not significantly affected by the level of teaching experience, regardless of whether it is less than or equal to five years or more than five years.



Graph 1: Graph illustrating the average emotional maturity scores of teachers with less than or equal to 5 years of experience versus those having more than 5 years of experience.

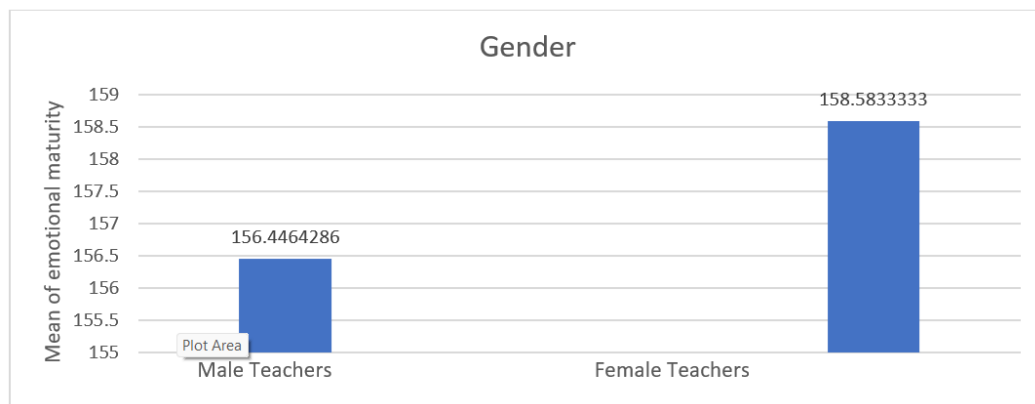
• Testing of hypothesis 2

To test the second hypothesis, 128 teachers (fifty-six male teachers and seventy-two female teachers) were chosen from diverse schools in Meerut and Moradabad districts of Uttar Pradesh. The Emotional maturity questionnaire (EMS-SB) was self-administered by participants and subsequently returned to the investigator. Data analysis was conducted by using a t-test. The outcomes are presented in Table 2.

GENDER	N	MEAN	SD	t value	Significance
Male	56	156.4464	10.67864	1.22369	N.S.
Female	72	158.5833	8.541118		

Table 2 Comparative value of mean between male and female school teachers.

Table-2 indicates the derived t value to be 1.223 which is lower than the critical value, 1.98 (df: 103) at the 0.05 significance level. Therefore, the observed difference is not significant, leading to the acceptance of the null hypothesis. This shows that when it comes to the ways in which emotional maturity influences the efficiency of instruction, gender does not appear to be a distinguishing factor.



Graph 2: Graph illustrating the average emotional maturity scores of male and female school teachers.

• Testing of hypothesis 3

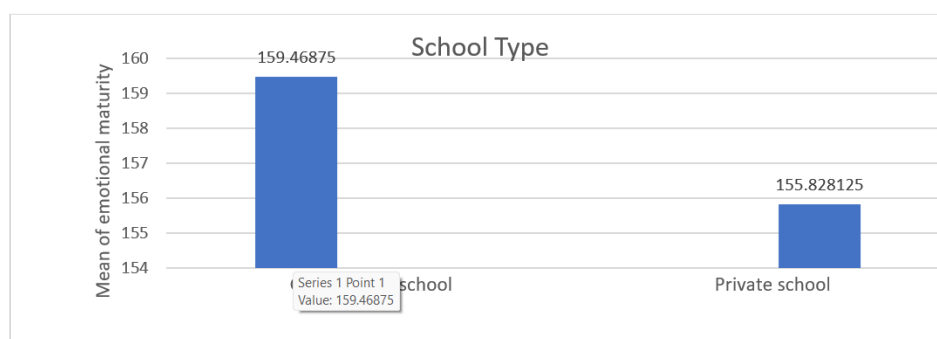
To test hypothesis three, 128 teachers (Sixty-four government or government-aided school teachers and sixty-four private school teachers) were chosen from diverse schools in Meerut and Moradabad districts of Uttar Pradesh. The

Emotional maturity questionnaire (EMS -SB) was self-administered by participants and subsequently returned to the investigator. Data analysis was conducted by using a t-test. The outcomes are presented in Table 3.

Type of School	N	MEAN	SD	t value	Significance
Government school	64	159.4688	6.289242	2.187204	0.05
Private school	64	155.8281	11.73728		

Table 3: Contrasting mean values between government and private school teaching staff.

For a 5% level of statistical significance the critical t-value is 1.985. Table-3 indicates the calculated t value to be 2.1872 which exceeds the critical value, 1.98 (df: 96) at 0.05 significance level. Therefore, the difference is considered significant and null hypothesis is not accepted. This shows that teachers in government schools exhibit greater emotional maturity than those in private schools.



Graph 3: Graph illustrating the average emotional maturity of teachers from government or government aided and private schools.

6. RESULTS AND CONCLUSION

The results and conclusions of the study are as follows:

There is no noticeable distinction between the teacher's emotional maturity level having at least five years of work experience and over five years of working expertise. So, it becomes evident that teaching experience, does not substantially change the influence of emotional maturity on teaching performance. This challenges the assumption that more experienced teachers are inherently more emotionally mature but, reveals that emotional maturity is a key stabilizing factor regardless of the teacher's experience level.

There is no noticeable distinction between the emotional maturity levels of female and male high school teachers. The investigation reveals that regarding teaching performance, emotional maturity exerts a similar influence on both male and female teachers. Gender does not emerge as a differentiating factor in how emotional maturity impacts teaching effectiveness. This aligns with existing literature suggesting that emotional maturity, as a personal and psychological attribute, is influenced more by individual experiences and personal development rather than by gender (Brackett et al. 2011).

The analysis reveals a notable distinction in the level of emotional maturity of government or government supported high school educators and privately funded high school educators. Government school teachers, with higher emotional maturity levels, demonstrate a positive association with teaching performance. Private school teachers, while showing modestly lesser emotional maturity on average.

In conclusion, the present study suggests that the observed higher emotional maturity within government high school educators may be linked to the inherent job security in their roles. The stability provided by government positions potentially alleviates stressors faced by private school teachers, influencing the development of emotional maturity and ultimately influencing teaching effectiveness. However, more-in-depth research is essential to uncover supplementary

contributing determinants and to inform strategies for fostering emotional maturity across diverse teaching environments.

Furthermore, this illuminates the value of identifying and cultivating emotional maturity in the framework of teacher training programs, which should be adapted to the specific dynamics of each type of school to optimize the overall potency of instructions. Establishing mentorship programs where experienced teachers guide and support novice teachers can help in developing emotional maturity, benefiting teaching performance across all levels.

CONFLICT OF INTERESTS

None.

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