

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

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Abstract

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

The survey research technique was used for the study. The data were analyzed using descriptive and inferential statistics. The study inferred that the secondary school teachers possessed or moderate level of emotional maturity.

Keywords: Emotional Maturity, Professional commitment and Secondary Level

Introduction

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

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

1. Self-Awareness

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

2. Emotional Regulation

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

3. Empathy and Compassion

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

4. Responsibility and Accountability

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

5. Healthy Boundaries

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

6. Constructive Communication

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

7. Patience and Resilience

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

8. Forgiveness and Letting Go

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

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

Professional commitment

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

1. Commitment to Students

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

2. Commitment to the Profession

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

3. Commitment to Lifelong Learning

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

4. Commitment to the School and Community

- Actively participating in school activities, committees, and programs.
- Building strong relationships with parents and the local community.

- Advocating for students' well-being and overall school improvement.

5. Commitment to Ethical and Professional Standards

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

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

Review Related Literature:

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

Statement of the Problem:

A Study of Emotional Maturity And Professional Commitment of Teachers At Secondary Level.

Objective of The Study:

- To Study and Compare the emotional maturity of male and female secondary level teachers.
- To Study and Compare the Professional Commitment of male and female secondary level teachers.

- To Study and Correlation Between Emotional Maturity and Professional Commitment of Secondary Level Teachers.

Hypothesis:

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

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

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

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

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

Tools for the study: tools used to be:

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

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

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

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

Variable	EMOTIONAL MATURITY					
Gender	N	M Score	SD Score	T- Value	Significance of level 0.05 & 0.01	Result
Male	100	160.3	5.4	4.4	1.96 & 2.59	Null Hypothesis Rejected
Female	100	166.1	6.7			

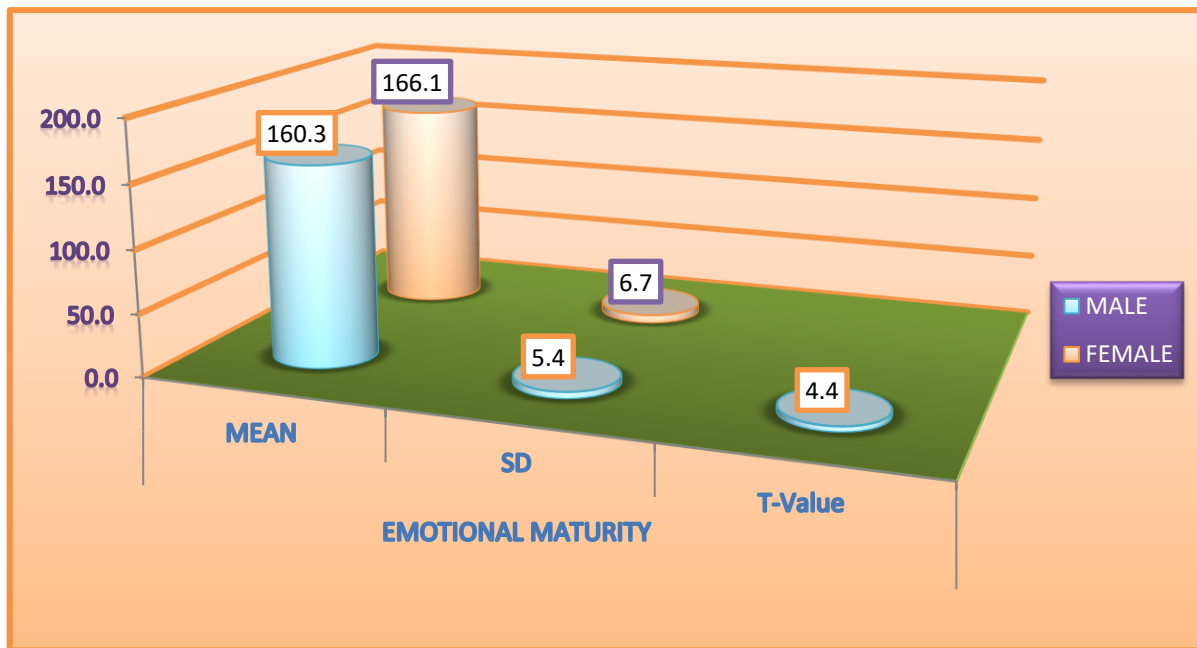


Figure 1

Interpretation:

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

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

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

Variable	PROFESSIONAL COMMITMENT					
Gender	N	M score	SD score	T- Value	Significance of level 0.05 & 0.01	Result
Male	100	219.5	8.6	3.18	1.96 & 2.59	Null Hypothesis Rejected
Female	100	214.32	5.5			

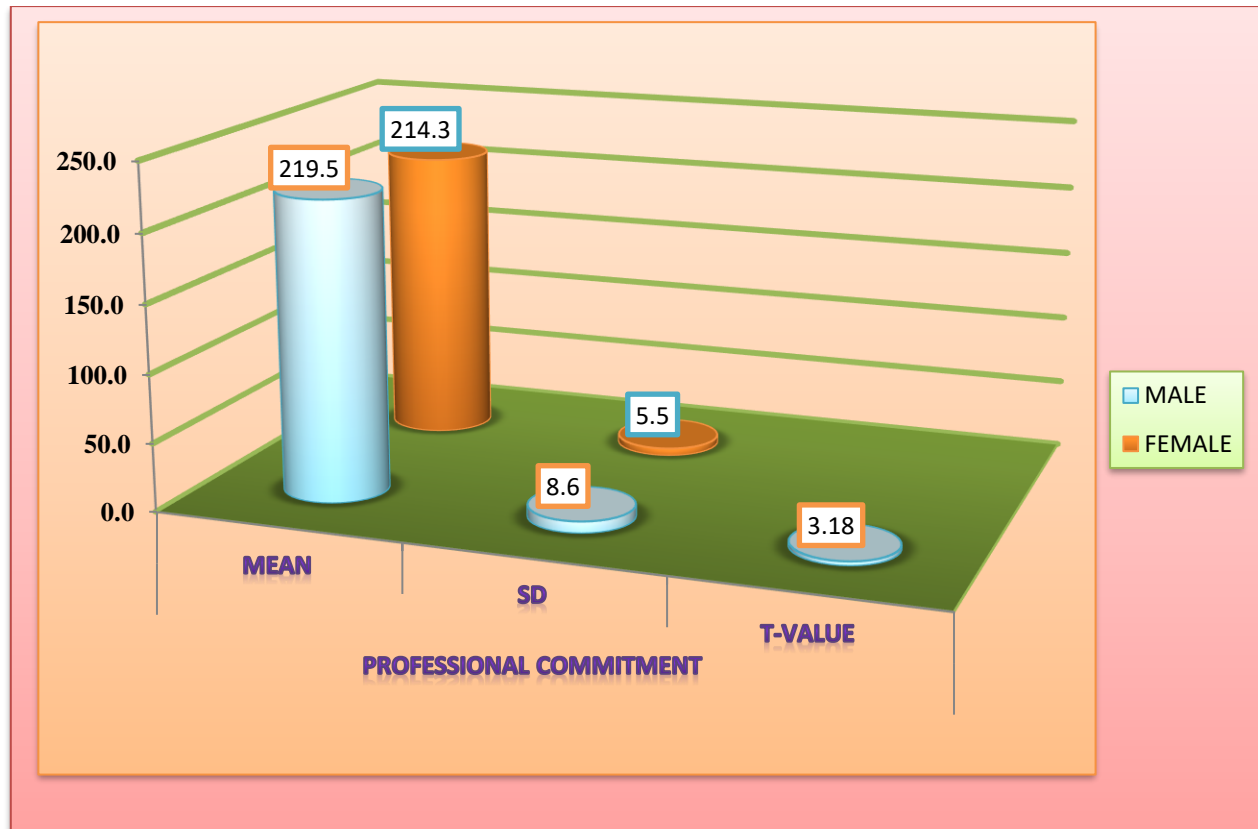


Figure 2

Interpretation:

Table 2 shows that Mean score of male teachers for Professional Commitment are 219.5 ± 8.6 and female teachers is 214.32 ± 5.5 the calculated t-value is 3.18 which is significant at 0.05 level of significance . it indicates that there is significant difference between the male and female teachers on their level of professional commitment. Thus our Null hypothesis that “There is no significant difference between male and female secondary level teachers on Professional Commitment.” is rejected at 0.05 level and 0.01 level of significance.

Hypothesis 3: There is no significant correlation between emotional maturity and professional commitment.

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

Variable	N	r	Table Value	Significance Level finding	Result
EM	200	0.598	0.099	Positive Correlation	Null Hypothesis Rejected
PC	200				

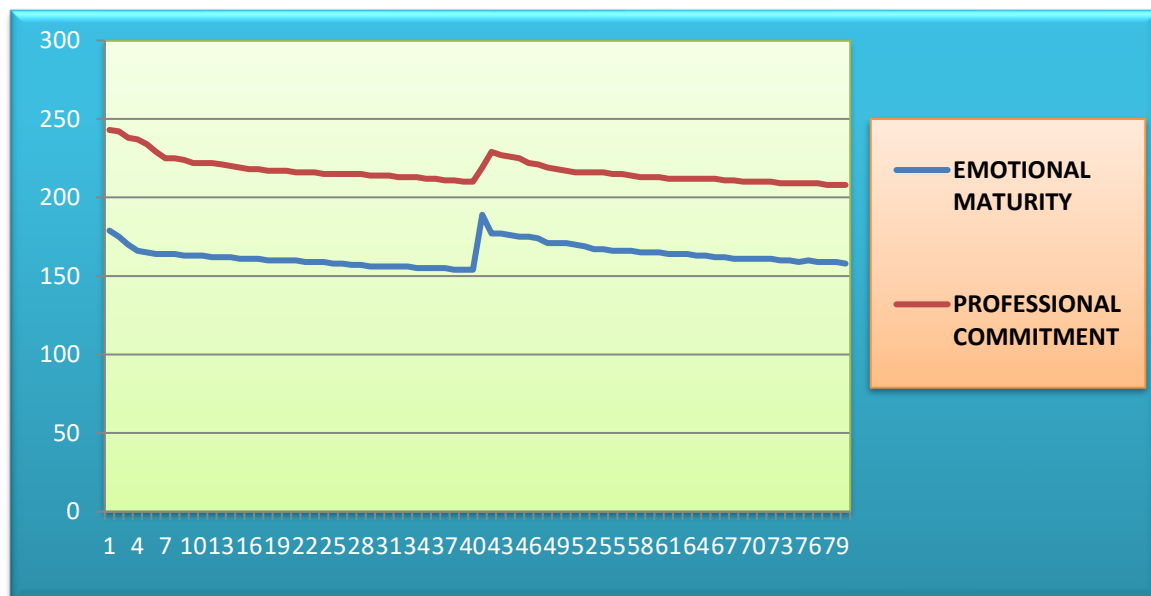


Figure 3

Interpretation :

Table 3 : According to correlation value shows between Teacher's Emotional Maturity and Professional commitment have a positive correlation. Thus our Null Hypothesis that "There is no significant correlation between emotional maturity and professional commitment" is rejected. Therefore we can say that teacher who has good emotional maturity, his teaching commitment will also good.

Findings:

Findings Major findings of the present study are as under:

1. There is significant difference between male and female secondary level teachers on emotional maturity.
2. There is significant difference between male and female secondary level teachers on Professional commitment.
3. There is significant positive correlation between Emotional Maturity and Professional Commitment.

Suggestions for Further Study :

1. Further research might examine emotional maturity and professional commitment across elementary, and higher education levels.
2. Future research should look at the effects of emotionally mature instructors on the engagement, performance, and general wellbeing of their students.
3. The relationship between emotionally mature instructors and better classroom management, student motivation, and academic success might be investigated.

Conclusion :

From the above said findings, we can conclude that:

- The male teachers are different on emotional maturity as compared to female teachers. The female teachers show better emotionally matured as compared to male teachers.
- The male teachers show better professionally committed as compared to female teachers.
- Teacher's Emotional maturity showed high correlation with their professional commitment we can say that teacher who has good emotional maturity, his professional commitment is also good.

Emotionally mature teachers tend to demonstrate higher levels of dedication, resilience, and engagement in their profession. Emotional maturity enables teachers to manage stress, build positive relationships with students and colleagues, and adapt to challenging classroom environments.

Furthermore, a significant positive correlation is often found between emotional maturity and professional commitment. Teachers who possess high emotional maturity are more likely to be committed to their roles, showing enthusiasm, responsibility, and a long-term dedication to the teaching profession. They are better equipped to handle job-related pressures, student behavior issues, and institutional challenges without experiencing burnout or disengagement.

The progress of any nation depends on the integrated personality of its younger generation. Based on the findings and discussions, it can be concluded that fostering a positive attitude and emotional stability among secondary-level teachers is crucial for inspiring academic excellence. In the era of liberalization, privatization, and globalization of education, there is an urgent need for a healthy, productive, creative, and innovative education system.

Teachers play a pivotal role in shaping future generations by instilling emotional maturity and a sense of responsibility. Teacher education serves as a cornerstone in building a better society by preparing educators who can guide students toward becoming emotionally stable, confident, and equipped with essential life skills. This, in turn, enables students to excel academically and navigate future challenges effectively.

Furthermore, it is the collective responsibility of teachers and school administrators to create a nurturing learning environment that motivates educators to strive for excellence. They must ensure the integration of emotional intelligence into academic performance, critical thinking, and creativity. By doing so, teachers can contribute significantly to national development, fostering a generation that is not only academically proficient but also emotionally resilient and socially responsible.

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