

EMOTIONAL MATURITY OF SECONDARY SCHOOLS PRINCIPALS IN KERALA

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INTRODUCTION

Education means for development. Development indicates the personal, social, economic, which will in turn ultimately contribute National development. Fuller functioning of a person largely depends on his mental health. Capacity of controlling one's emotional states helps him to maintain good mental health. So achieving emotional maturity in accordance with the developmental stage is an important aspect of Human development. Emotional maturity can be defined as the capacity of an individual to manage and to check emotions, to evaluate others' emotional state and to persuade their judgment and actions. It implies controlling emotions rather than letting emotions get the better of. According to Smitson (1974) "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally". Encyclopaedic Dictionary of Psychology (2001) defines "Emotional maturity is an adult level of emotional control and expression as opposed to childish emotional behaviour".

Emotional maturity, then, is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behaviour. It is a capacity to withstand delay in satisfaction of needs and the ability to tolerate a reasonable amount of frustration. It enables a person for long term planning and make capable of delaying or revising his expectation in terms of demands of situations. Bernard (1954) has given following characteristics of mature emotional behaviour.

- Inhibition of direct expression of negative emotions.
- Cultivation of positive, upholding emotions.
- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction from socially approved responses.

- Increasing dependence of actions.
- Ability to make a choice and not brood about other choices.
- Freedom from unreasonable fear.
- Understanding and action in accordance with limitations.
- Awareness of the ability and achievement of others.
- Ability to err without feeling disgraced.
- Ability to carry victory and prestige with grace.
- Ability to bounce back from disappointing experiences.
- Ability to delay the gratification of impulses.
- The enjoyment of daily living.

CHARACTERISTICS OF EMOTIONALLY HEALTHY PERSON-

According to Pope (2010) a good indicator of emotional maturity is the quality of life. This doesn't mean that one don't ever disagree with others or get angry or have financial problems. The proof of emotional maturity is a person's behaviour. Pope identified the following five traits of an emotionally healthy individual.

Authenticity- An emotionally mature person is genuine. He is present in the moment, and his behaviour is authentic and appropriate to the situation. In dealing with others, the emotionally mature person utilizes his communication skills, patience, and sense of justice. The emotionally mature person is the one who others depend upon to be the voice of reason.

*Change-*An emotionally mature person is able to cope with an altered plan. An individual has to confront various life situations with many challenges, it is not necessary that all things might be happened according to the self plan. The person who is emotionally matured can adjust according to the changing situations.

*Relationships-*An emotionally mature person has intact relationships. During times of conflict, he deals with the problem appropriately. This could even mean getting a divorce from an abusive spouse or some other drastic action. But he does not make relationships change impulsively.

Impulse Control- People without impulsive control may confront many problems throughout life. Some aspects such as finances, relationships, jobs, and sometimes even freedom may be on threat. In such conditions to succeed in society, impulse control is mandatory.

*Resilience-*Resilience is another characteristic of the emotionally matured person. It is the capacity of a person to retrieve the mental health which is affected by unwanted life instances, like death of family members, seeing accidents or tragedy or the loss of career.

EMOTIONAL MATURITY AND EDUCATION

Education plays a vital role in changing one's behaviour. High School education plays a crucial part in determining one's emotional maturity. This period is associated with adolescents and their social problems which are the results of misinterpretation of one's sentiments, feelings and emotions. Emotions play a significant role in directing and shaping maturity and adjustment. The maturity of the individual has a marked impact on the behaviour of individuals. One outcome of healthy emotional development is increasing "emotional maturity". Emotional maturity is regarded as relative, not final or absolute. The children below the age group of six are emotional mature if they show capacity for emotional behaviour that is true to their level of development even though these groups are quite immature when compared with the eighteen or twenty year olds. The process of maturity emotionally is never complete, for a person in fairly good health mentally continues to grow more "mature" in his attitude towards life and towards himself as long as he is alive. Thus the major aim of a good educational programme is to help learners to gain adequate emotional maturity.

EMOTIONAL MATURITY AND LEADERSHIP

Leadership is more than a desire to delegate tasks. It is the ability of an individual to influence his followers. If the confidence of an individual provides orientation for unconfident followers, and the decisions are beneficial, he will be respected. An emotionally matured person can develop leadership qualities by adopting following techniques.

- Maintaining a clear vision that encourage people.
- Creating an environment where people want to be responsible.
- Clearly describing what is necessary for quality performance.
- Transferring responsibility to the people who do the work.
- Developing individual capability and competence.
- Setting an example and challenging people to continually learn.

RATIONALE OF THE STUDY

Emotional maturity is the process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intrapersonally. It reflects an individual's ability to be responsive to the entire hierarchy of emotions in a socially acceptable way. The degree to which an individual is unable to do so is the degree, regardless of social appearances, of that person's emotional immaturity. An emotionally matured person has the capacity to withstand delay in satisfaction of needs and ability to

tolerate a reasonable amount of frustration. He has the ability to make effective adjustment with himself, members of his family, subordinates, society and so forth. The emotional maturity of secondary school heads is relevant in this context. Head as a human beings need both physical as well as psychological maturity for keep their mind relaxed. Emotional Maturity helps him become wise and mentally healthy. As he has to lead and deals with hundreds of people, he has to face many situations which may need patience and balanced response. Hence Emotional Maturity has vital role in making one become a successful headmaster. Therefore it is the time to identify the levels of Emotional Maturity among the Secondary school heads in Kerala.

OBJECTIVES OF THE STUDY

1. To study the level of Emotional Maturity among the Principals of secondary schools in Kerala
2. To find out the significant differences in the Emotional Maturity among the Principals of secondary schools in Kerala based on Gender, Age, Experience and Type of Management.

HYPOTHESIS OF THE STUDY

3. There exist no significant differences in the mean scores of Emotional Maturity among the Principals of secondary schools in Kerala based on Gender, Age, Experience and Type of Management.

METHODOLOGY OF THE STUDY

In the present descriptive research the investigator adopted the survey method. Principals of secondary schools in Kerala were the population of the study. Due representation was given to the subsamples of the study. For the purpose of data collection the investigator contacted and communicated with 260 Heads of secondary schools from different parts of Kerala. Stratified Random Sampling technique was used for sample selection. The investigator was able to collect a total of 130 responses. Out of the total Sample of 130, 78 were males and 52 were females. Age group one (below fifty years) consisted of 36 heads while age group two (50 years and more) included 94 heads. 97 heads belonged to experience group one (below 5 years as head) and 33 heads belonged to experience group two (5 years or more as head). 73 heads of secondary schools were selected from government schools while 57 heads were from aided schools. Emotional Maturity Scale (EMS) developed by Singh and Bhargava (2010) was used as the tools for data collection. Descriptive analysis, Percentage analysis and mean difference analysis were carried out to find out the objectives.

ANALYSIS AND INTERPRETATION OF DATA

The present study was to find out the *Emotional Maturity among the Principals of Secondary Schools in Kerala*. The collected data were organized and analyzed in accordance with the objectives and hypotheses of the study using SPSS package. The detailed descriptions are given IN Table No.1

Table 1

Data of Emotional Maturity for the Secondary Schools Principals in Kerala

| Sample | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
|--------------------|-----|--------|--------|--------|-------|----------|----------|
| Total Sample | 130 | 183.00 | 184.00 | 174.00 | 22.93 | -0.11 | 0.09 |
| Male | 78 | 184.00 | 184.00 | 177.00 | 23.05 | 0.09 | 0.45 |
| Female | 52 | 182.00 | 185.00 | 173.00 | 22.95 | -0.28 | -0.27 |
| Age group 1 | 36 | 177.00 | 174.00 | 174.00 | 17.26 | -0.21 | 0.18 |
| Age group 2 | 94 | 185.00 | 187.00 | 165.00 | 24.46 | -0.24 | 0.00 |
| Experience group 1 | 97 | 183.00 | 184.00 | 174.00 | 22.05 | -0.13 | 0.14 |
| Experience group 2 | 33 | 182.00 | 185.00 | 194.00 | 25.70 | -0.06 | 0.03 |
| Government | 73 | 183.00 | 185.00 | 165.00 | 21.76 | 0.14 | 0.66 |
| Aided | 57 | 183.00 | 182.00 | 173.00 | 24.54 | -0.07 | -0.35 |

Table 1 show that the mean, median and mode scores of Emotional Maturity for total sample as well as categorical samples are nearby equal. Hence it clearly indicates that the data are normally distributed as well as reliable for the study.

Table 2

Emotional Maturity level of Principals - in Percentage

| Variable Sample | Emotional Maturity level | | | |
|--------------------|--------------------------|---------|------|-------|
| | High | Average | Poor | Total |
| Total | 15 | 74 | 11 | 100 |
| Male | 18 | 73 | 09 | 100 |
| Female | 10 | 75 | 15 | 100 |
| Experience Group 1 | 15 | 74 | 11 | 100 |
| Experience Group 2 | 15 | 73 | 12 | 100 |
| Age Group 1 | 03 | 86 | 11 | 100 |
| Age Group 2 | 18 | 70 | 12 | 100 |
| Government School | 12 | 78 | 10 | 100 |
| Private School | 18 | 68 | 14 | 100 |

Table 2 reveals that 74 percentage of the total sample have the average level of Emotional Maturity, 15 percentage are with above average level, while 11 percentage are

with poor Emotional Maturity. It also shows that among the male sample 73 percentage holds average level of Emotional Maturity, while 75 percentage of female sample are at average level. More over the table exhibits that in comparison to female, male principals are better in high level of Emotional Maturity as the male heads shows 18 percentage share in high level Emotional Maturity, while female heads constitutes only 10 percentage. Besides the percentage of male principals falls in poor group are only 09 percentage while female constitutes 15 percentage. No wider discrepancy shown among the experience category among high, average and poor Emotional Maturity. Age group 2 dominates in high level of Emotional Maturity (18%) than age group 1 (03%). 18 percentage of Private school principals shows high level of Emotional Maturity which is higher than (12%) the percentage level of government secondary school principals in high level of Emotional Maturity.

Table 3

Data and Results of the Test of Significance of Difference between Mean Scores of Emotional Maturity among the Subsamples of Secondary Schools Principals in Kerala

| Subsamples | N | Mean | Standard Deviation | C.R | Level of Significance |
|--------------------|----|------|--------------------|-------|-----------------------|
| Male | 78 | 184 | 23.05 | 0.385 | NS |
| Female | 52 | 182 | 22.95 | | |
| Age group 1 | 36 | 177 | 17.26 | 2.153 | 0.05 |
| Age group 2 | 94 | 185 | 24.46 | | |
| Experience group 1 | 97 | 183 | 22.05 | 0.203 | NS |
| Experience group 2 | 33 | 182 | 25.70 | | |
| Government | 73 | 183 | 21.76 | 0.023 | NS |
| Aided | 57 | 183 | 24.54 | | |

Table 3 Evidence that there exist no significant differences in the mean scores of Emotional maturity among subsamples of secondary school Principals in Kerala based on gender, experience and type of management since the obtained critical ratios are below 1.96 which is required to be significant at 0.05 level. Hence it is concluded that there is no impact of gender, experience and type of management on the emotional maturity of the principals of secondary schools in Kerala.

Instead the table reveals that the difference between age group one and age group two among the secondary school Principal in their Emotional Maturity is significant at 0.05 level since the critical ratio of the two sample means is higher than the value of 0.05 level of

significance (1.96), that is 2.153. Therefore the result indicates that as age increases the emotional maturity of the Principals also increases.

Difference between mean scores of Emotional Maturity among subsamples of heads of secondary schools is represented by Figure 1.

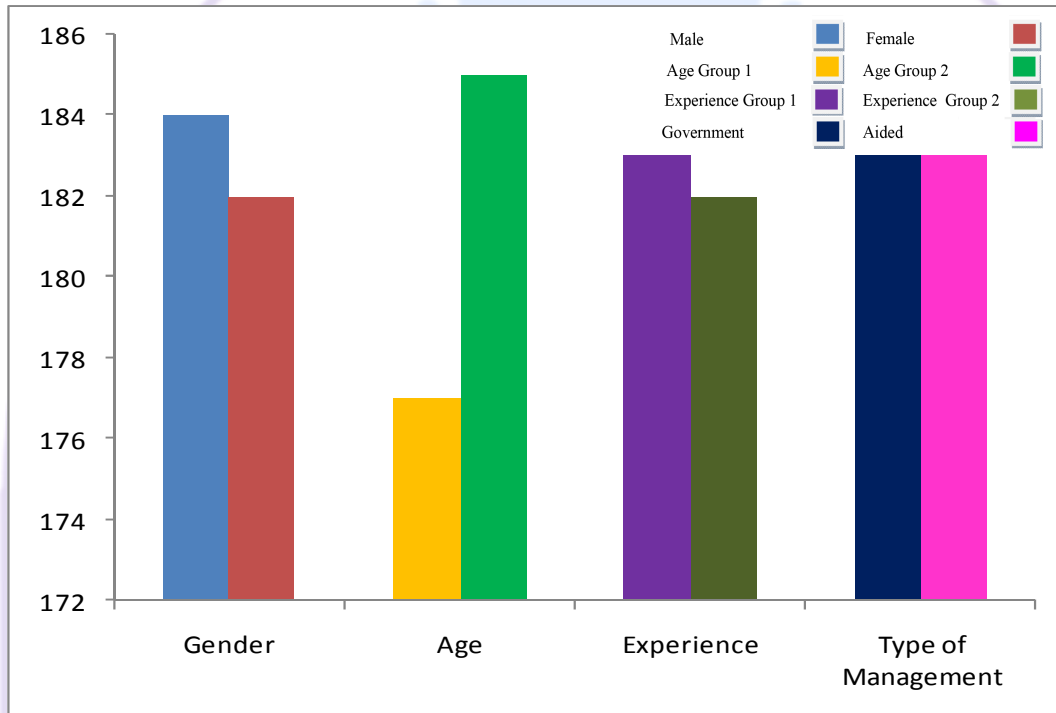


Figure 1

Difference between Mean Scores of Emotional Maturity among Subsamples of Heads of Secondary Schools

CONCLUSION

Emotional maturity is the real representation of one's individuality. It determines his or her personality, congenial family and social environment. More over the circle around him will be depend on the emotional maturity level of the particular person. A person with high level of emotional maturity can sustain a mass in his way for a long time, but a person with a short tempered cannot sustain even his life partner for a considerable time period. Human relations are also largely depends on managing emotions. The heads of the schools must have the maturity to expressing emotions in matured way. Otherwise it will inversely affect the effective functioning of school. The study was to identify the level of emotional maturity among the heads of secondary school in Kerala. The result shows that among the total sample 15 percentage of secondary school heads exhibit only high level of emotional maturity, remaining 85 % are fall under the category of average and poor level of emotional maturity. This is what is seen in all subsamples cases also. This is not a good sign for our educational

sector. The study also found that the variable like gender, experience, type of management of their school does not make any influence on the emotional maturity of high school heads while, their age contribute to their emotional maturity. Hence the study implies that the department of education of the state has to conduct various programmes in order to enhance the level of emotional maturity among the heads of secondary schools in Kerala, hence it will create warm environment as well as more productive outcome in educational institutions in the state.

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