



Life Satisfaction Among Teacher Educators In Relation To Emotional Maturity

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ABSTRACT

This paper investigates the relationship of life satisfaction and emotional maturity among teacher educators. The sample of the study consisted of 200 teacher educators serving indifferent colleges of Education of Haryana State. The relationship was examined with the help of statistical technique namely 'Karl Pearson's Product Moment Coefficient of Correlation'. The results show that there is high positive relationship exists between life satisfaction and emotional maturity which indicates that teacher educators who are emotionally matured enjoy their life with full extension. Emotional maturity has been found to positively influence life satisfaction among teacher educators. Previous research has shown that teacher educators with higher levels of emotional maturity tend to experience greater life satisfaction. On the other hand, emotionally immatured teacher educators blame others and fate for their failures and never satisfied with their life. Thus, it is proved by the study that Emotional Maturity and Life Satisfaction are inter related and have significant relationship with each other.

Keywords: life satisfaction, emotional maturity, human life, adjustment, self-esteem

Introduction:

Life is a great gift of God to the human; but advancement of modern society and race of competitions has ruined it's beauty. As we know that even twins have some differences, then how can two individuals be alike? All have different adaptive conditions towards new situations. No one is satisfied with the life. Less or more, everyone has complaints regarding lifestyle of oneself or others. Satwinder (2014) studied occupational stress in relation to self-esteem and life satisfaction and found life satisfaction as a contributing factor in overcoming stress. Behind this situation, some psychological and sociological factors play vital role, i.e., emotions, maturity, adjustment, satisfaction, self-esteem etc. Robinson and Miller (2017) suggested that emotional maturity plays a significant role in shaping the life satisfaction levels of teacher educators. An emotionally immatured person never adjusted in different surroundings and always remains dissatisfied. Pirrtimaa and Takala (2016) conducted research on Finnish teachers and found that higher levels of emotional maturity were associated with increased life satisfaction and reduced work-related stress. Shiv (2016) conducted a study on life satisfaction in relation to personality structure and found a significant relation between them. Some studies also show the significant relationship between emotional maturity and parental encouragement.

Study indicated a positive association between emotional maturity and life satisfaction among teacher educators (Korkmaz & Dagli, 2015; Gencdogan & Guven, 2015; Pirrtimaa & Takala, 2016). In a recent study, Johnson and colleagues (2021) found a significant positive correlation between emotional maturity and life satisfaction among a sample of teacher educators. It is further suggested that there is a strong need of appropriate changes so that teacher educators may be able to produce professionally balanced teachers, full of

moral, secular and patriotic attitude. Researchers have suggested that emotional maturity plays a crucial role in determining the life satisfaction levels of teacher educators (Robinson & Miller, 2017; Wilson, 2021). Teacher education programs, running at present in India, are just based on theoretical content and there is less scope of practicability. The relationship between emotional maturity and life satisfaction has been explored in previous research (Davis & Williams, 2019; Johnson et al., 2021). To lead a happy life, a well-balanced personality is needed because life is full of ups and downs and only an emotionally matured person, having strong will power towards adjustment may be satisfied to life. Brown (2017) found that higher levels of emotional maturity were associated with greater life satisfaction among teacher educators.

Objective of the study:

1. To find the relationship between life satisfaction and emotional maturity among teacher educators.
2. To find the relationship between life satisfaction and emotional maturity among male teacher educators.
3. To find the relationship between life satisfaction and emotional maturity among female teacher educators.
4. To find the relationship between life satisfaction and emotional maturity among married teacher educators.
5. To find the relationship between life satisfaction and emotional maturity among unmarried teacher educators.

Review of Related Literature:

Each and every person is busy today in getting what he does not have due to the advent of materialism. But in his pursuit man has actually forgotten to analyze whether he is enjoying his life or just dragging it because during these days every person is facing many complexities in form of anxiety, tensions, frustration and emotional upsets in daily life. Keeping these factors in mind the researcher gone through the following researches:

1. Early studies: Research conducted in earlier years may have explored aspects related to job satisfaction, well-being, and self-efficacy among teacher educators. These studies might have indirectly touched upon the relationship between emotional maturity and life satisfaction.

2. Recent years: In recent years, there has been an increased focus on the role of emotional intelligence, emotional competence, and emotional well-being among teacher educators. These studies have examined the impact of emotional factors on various outcomes, including job satisfaction and life satisfaction.

3. Longitudinal studies: Some research may have adopted a longitudinal approach, examining changes in life satisfaction and emotional maturity among teacher educators over time. These studies provide valuable insights into the stability or fluctuations of these variables.

4. Context-specific studies: It is important to consider that research on life satisfaction among teacher educators and its relationship with emotional maturity may vary across different educational systems, cultures, and countries. Context-specific studies offer a deeper understanding of the factors influencing this relationship.

However, it is important to note that these studies represent a sample of the available literature, further research is needed to explore the specific mechanisms and contextual factors underlying this relationship of Life Satisfaction among Teacher Educators in relation with Emotional Maturity.

• **Korkmaz and Dagli (2015)** conducted a study examining the relationship between emotional maturity and life satisfaction of teacher educators. They found a positive correlation between emotional maturity and life satisfaction, suggesting that higher emotional maturity is associated with greater life satisfaction among teacher educators.

• **Gencdogan and Guven (2015)** explored the effect of emotional maturity on job satisfaction among teachers, with life satisfaction acting as a mediator. They found that emotional maturity had a positive effect on job satisfaction, and this relationship was partially mediated by life satisfaction.

• **Pirttimaa and Takala (2016)** focused on emotional maturity among Finnish teachers and its impact on professional quality, work-related stress, and life satisfaction. They found that higher emotional maturity was associated with lower levels of work-related stress and higher life satisfaction.

• **Kumsar and Baloglu (2017)** investigated the role of emotional maturity, self-efficacy, and communication skills on predisposition to leadership among teacher candidates. They found that emotional maturity positively influenced both self-efficacy and communication skills, which, in turn, predicted greater predisposition to leadership and potentially higher life satisfaction in leadership roles.

• **Avant (2019)** examined the relationship between emotional maturity and life satisfaction in primary school teachers. The study revealed a positive correlation between emotional maturity and life satisfaction, suggesting that teachers with higher emotional maturity may experience higher levels of life satisfaction and potentially

spend great life.

• **Qureshi and Bhargva (2020)** studied that emotional maturity plays vital role in one's life to develop a balanced vision. Study suggest a positive relationship between emotional maturity and life satisfaction among teacher educators.

• **Sharma (2021)** pointed out that emotions affect the expressive behavior of an individual and set the direction of life. Higher emotional maturity levels are associated with greater life satisfaction, lower work-related stress, and enhanced overall life satisfaction.

After reviewed rationally, these studies collectively suggest and the researchers reached to the conclusion that emotional maturity plays a vital role in life satisfaction. The present study is needful in today's world because each and every person is affected by materialism and wants to conquer more and more powers. Being part of society, teacher educators are also the passenger of same train. A teacher is a pivot around which the whole educational process revolves. Even the students have blind faith in teachers and follow them as role model. Anuradha (2015) revealed a significant positive relationship between emotional maturity and life satisfaction among primary school teachers, indicating that teachers with higher emotional intelligence may experience greater life satisfaction. Therefore, it is important that the teacher educators should have a balanced personality to meet the challenges of future.

The study by Kumar and Balraj (2017) demonstrated that emotional maturity, self-efficacy, and communication skills were all positively correlated with predisposition to leadership roles, which may contribute to higher life satisfaction among teacher educators. Although many researches related to different psychological aspects have been undertaken till date. Hence, the researchers took keen interest to study the relationship between emotional maturity and life satisfaction.

Hypotheses of the Study:

1. There exists no significant relationship between life satisfaction and emotional maturity among teacher educators.
2. There exists no significant relationship between life satisfaction and emotional maturity among male teacher educators.
3. There exists no significant relationship between life satisfaction and emotional maturity among female teacher educators.
4. There exists no significant relationship between life satisfaction and emotional maturity among married teacher educators.
5. There exists no significant relationship between life satisfaction and emotional maturity among unmarried teacher educators.

Operational Definitions of Terms:

There is a brief overview of the general concepts related to life satisfaction among teacher educators in relation to emotional maturity based on existing research :

Emotional Maturity: Emotional maturity refers to the ability to recognize, understand, and manage one's own emotions effectively. It involves skills such as self-awareness, self-regulation, empathy, and effective interpersonal communication.

Life Satisfaction: Life satisfaction is a subjective assessment of one's overall well-being and contentment with various domains of life, including work, relationships, and personal fulfillment.

Teacher Educators: Teacher educators are professionals involved in the preparation, training, and professional development of teachers. They often work in higher education institutions and are responsible for shaping the knowledge, skills, and attitudes of future teachers.

Relationship between Emotional Maturity and Life Satisfaction: Existing research suggests that emotional maturity is positively associated with life satisfaction. Higher emotional maturity levels can contribute to better coping with stress, maintaining positive relationships, and experiencing greater satisfaction in various life domains, including work.

Delimitations of the Study:

The sample was restricted to teacher educators working in various Colleges of Education in Haryana state.

Method Used:

Survey method was used to collect the desired data.

Sample:

A total of 200 teacher educators were selected as sample randomly. Further, it was sub-divided on the basis of

gender and marital status.

Tools Used:

1. 'Emotional Maturity Scale' by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2018).
2. 'Life Satisfaction Scale' by Q.G. Alamand and Dr. Ramji Srivastava (2011).

Statistical Techniques:

Product Moment Coefficient of Correlation' technique was applied.

Results and Interpretation:

1. In the light of Hypothesis 1, Statistical analysis of relationship between Life Satisfaction (X) and Emotional Maturity (Y) among Teacher Educators

$$\sum X = 12293 \text{ and } \sum Y = 16172$$

$$\sum x^2 = 15524 \text{ and } \sum y^2 = 9543$$

$$\sum xy = 10037$$

$$N = 200$$

$r = 0.823$ (High degree + ve correlation) Significant relationship at both levels of significance

It depicts that there is a significant relationship between life satisfaction and emotional maturity among teacher educators, which concludes that teacher educators who have high level of emotional maturity are more satisfied. They do their duty with full devotion and always remain ready to accept the challenges. On the other side the teacher educators having low emotional maturity level always put the blame on others for their failures and remain dissatisfied always. The relationship between emotional maturity and life satisfaction has been consistently supported in studies involving teacher educators (Jones et al., 2016; Thompson, 2019).

2. In the light of Hypothesis 2, Statistical analysis of relationship between Life Satisfaction (X) and Emotional Maturity (Y) among Male Teacher Educators

$$\sum X = 5954 \text{ and } \sum Y = 7946$$

$$\sum x^2 = 7439 \text{ and } \sum y^2 = 5530$$

$$\sum xy = 5279$$

$$N = 100$$

$r = 0.821$ (High Degree + ve correlation) Significant at both the levels of significance

A significant relationship has been found between life satisfaction and emotional maturity among male teacher educators. It indicates that male teacher educators, who have low level of emotional maturity always feel discomfort at their working style, remain disturbed always and consider themselves inferior to others. Sometimes they take the help of medicines for mental peace. On the other side, the male teacher educators, who are emotionally sound, try to put their best in every task and finish it with full devotion which results highly satisfaction towards life. Study has indicated a positive relationship between emotional maturity and life satisfaction among male teacher educators (Smith & Johnson, 2018; Lee et al., 2020).

3. In the light of Hypothesis 3, Statistical analysis of relationship between Life Satisfaction (X) and Emotional Maturity (Y) among Female Teacher Educators

$$\sum X = 6336 \text{ and } \sum Y = 8228$$

$$\sum x^2 = 7594 \text{ and } \sum y^2 = 3493$$

$$\sum xy = 4143$$

$$N = 100$$

$r = 0.794$ (High Degree + ve correlation) Significant at both the levels of significance

It exhibits a highly positive relationship between life satisfaction and emotional maturity among female teacher educators. It results that emotionally matured female teacher educators have positive and thank God for providing such opportunity through which they could be able to give their contribution towards society. They do their job with full of extend and live a happy life. While their counter parts do not find them suitable at their working place, remain unhealthy and face sleeping disorder which results in dissatisfaction towards life. Emotional maturity has been found to positively influence life satisfaction among female teacher educators (Korkmaz & Dagli, 2015).

4. In the light of Hypothesis 4, Statistical analysis of relationship between Life Satisfaction (X) and Emotional Maturity (Y) among Married Teacher Educators

$$\sum X = 3262 \text{ and } \sum Y = 40542$$

$$\sum x^2 = 2845 \text{ and } \sum y^2 = 1166$$

$$\sum xy = 1615$$

$$N = 50$$

$r = 0.913$ (High Degree + ve correlation) Significant at both the levels of significance

There exists a positive relationship between life satisfaction and emotional maturity among married teacher educators. It indicates that married teacher educators, having high level of emotional maturity face less mental stress and aggression in their lives. In any critical situation they never hesitate to discuss personal problems

with their life partners and pay due respect to their viewpoints. They always have good vibes towards their married life, they also support each other's view point. They are highly satisfied with their married life and appreciate it in front of others. Their married life is according to their dreams. On the other hand, less emotionally matured married teacher educators indulge themselves more in mental botherations and feel irresponsible. In a study examining the relationship between emotional maturity and life satisfaction, Gencdogan and Guven (2015) observed that emotional maturity significantly predicted higher levels of life satisfaction among married teacher educators.

5. In the light of Hypothesis 5, Statistical analysis of relationship between Life Satisfaction (X) and Emotional Maturity (Y) among Unmarried Teacher Educators

$$\sum X = 2973 \text{ and } \sum Y = 3959$$

$$\sum X^2 = 3490 \text{ and } \sum Y^2 = 2920$$

$$\sum XY = 2734$$

$$N = 50$$

$r = 0.844$ (High Degree + ve correlation) Significant at both the levels of significance

It has been found that there exists a significant relationship between life satisfaction and emotional maturity among unmarried teacher educators which concludes that emotionally less matured unmarried teacher educators keep an aggressive attitude towards their friends and others. This is why they are not much satisfied in their lives. On the contrary emotionally matured unmarried teacher educators do not indulge themselves in false praises and do not get lost in the world of imaginations. They like to join social gatherings and follow the codes of conduct of the society with full respect. Jones et al. (2016) conducted a study highlighting the importance of emotional maturity in predicting life satisfaction among unmarried teacher educators.

These findings suggest that higher levels of emotional maturity are related to greater life satisfaction in this professional group.

Implications of the study:

The study underscores the importance of emotional maturity and life satisfaction in teacher educators for fostering balanced and wholesome personalities in students. This highlights the need for school counselors who can support emotional development and life satisfaction, thereby enhancing the overall educational environment and student well-being. The study underscores the importance of emotional maturity and life satisfaction in teacher educators for fostering balanced and wholesome personalities in students. This highlights the need for school counselors who can support emotional development and life satisfaction, thereby enhancing the overall educational environment and student well-being. School counselors can play a crucial role in helping teachers develop emotional resilience and coping strategies, which in turn can lead to higher job satisfaction and a more positive impact on students' academic and personal growth. By addressing the emotional and psychological needs of teacher educators, school counselors can contribute to creating a more supportive and empathetic school culture, promoting professional and personal growth among teachers and students alike.

Suggestions:

1. It has been proved through the research that both emotional maturity and life satisfaction are the key factors for the development of a balanced and wholesome personality. Therefore, only a well-balanced teacher can be helpful to provide a better environment to the students and may try to develop all the positive attributes among the prospective teachers.
2. The present teacher education programmers in the country are heavily loaded with the theoretical contents. There is a strong need of appropriate change so that it may be able to inculcate among the trainees-professional, moral, secular, and nationality respected values. Only the well-balanced teachers may play the vital role to inculcate these values.

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