



JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO EMOTIONAL MATURITY

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Abstract: The present study entitled “Job Satisfaction of Secondary School Teachers in relation to their Emotional Maturity” adopted a descriptive survey method to investigate the relationship between job satisfaction and emotional maturity among secondary school teachers. The population of the study comprised all teachers working in secondary schools located in Bengaluru City under the Karnataka State Syllabus, Karnataka, India. A sample of 105 secondary school teachers was selected from the population using the stratified random sampling technique, with strata formed on the basis of gender and type of management. Adequate representation was given to both male and female teachers as well as to teachers working in Government, Private Aided, and Private Unaided schools, ensuring adequate coverage of different management categories. For data collection, standardized tools were used. Job Satisfaction was measured using the Job Satisfaction Scale constructed and standardized by Meera Dixit (1993). Emotional Maturity was assessed using the Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2010). In addition, a Personal Data Proforma was prepared by the investigator to collect relevant background information such as gender and type of management. The collected data were analyzed using appropriate statistical techniques. Karl Pearson’s Product Moment Coefficient of Correlation was employed to examine the relationship between Job Satisfaction and Emotional Maturity, while the Independent Samples ‘t’ test was used to study differences in Job Satisfaction with respect to variables such as gender and type of management. The findings revealed a strong and statistically significant negative correlation between Job Satisfaction and Emotional Maturity, indicating that teachers with higher emotional maturity tend to have slightly lower perceived job satisfaction, possibly due to their increased emotional awareness and sensitivity to workplace challenges. Teachers with moderately stable and extremely stable emotional maturity levels exhibited significantly higher job satisfaction than those who were emotionally unstable, highlighting the positive contribution of emotional stability to professional fulfillment.

Index Terms – Job Satisfaction, Emotional Maturity, Secondary School Teachers.

1. Introduction

Teachers are the cornerstone of the educational system, playing a vital role in shaping the intellectual and emotional development of students. The effectiveness of teaching depends not only on professional competence but also on the teacher’s emotional stability and satisfaction with their job. In today’s rapidly changing educational environment, teachers face numerous challenges such as heavy workloads, administrative pressures and shifting pedagogical demands, which require strong emotional control and adaptability. Emotional maturity enables teachers to manage stress, maintain positive relationships and respond constructively to challenges, while job satisfaction reflects their overall contentment with various aspects of their profession. Both concepts are closely related, as emotionally mature teachers tend to exhibit greater job satisfaction due to their ability to handle professional pressures and maintain psychological balance. Understanding the relationship between emotional maturity and job satisfaction is therefore essential for enhancing teacher well-being, improving classroom performance and promoting a positive school climate.

Job satisfaction and emotional maturity are key components of the teaching profession, influencing not only teachers’ well-being but also their ability to convey knowledge and nurture students’ development. Secondary school teachers encounter a variety of obstacles, such as classroom management, curriculum delivery and meeting adolescents’ emotional and intellectual demands. In this context, understanding the relationship between job satisfaction and emotional maturity is critical, especially in India’s culturally varied and dynamic educational environment.

2. Significance of the Study

The relationship between emotional maturity and job satisfaction holds significant importance in the educational context, especially among secondary school teachers. Teachers play a transformative role in modifying the intellectual, emotional and social development of students. Their professional success and teaching effectiveness depend largely on their emotional well-being and job satisfaction. Studies such as Rahim (2023) and Kumar and Kiran (2017) have demonstrated that emotionally mature teachers can better handle stress, build stronger relationships and adapt to various institutional challenges, ultimately leading to greater satisfaction in their professional lives.

Job satisfaction, on the other hand, is a key determinant of teacher motivation, retention and performance. Research by Kaur and Kaur (2023) and Chauhan (2022) has highlighted that satisfied teachers tend to be more committed, innovative and productive. They create positive classroom environments and contribute to institutional growth. However, job satisfaction is influenced by multiple factors such as workload, administrative support, student behavior and opportunities for professional development. Dissatisfaction in these areas can lead to burnout, absenteeism and reduced teaching quality-making it essential to understand how emotional maturity can mitigate these effects. In the Indian context, the need to explore this relationship is particularly pressing. Studies by Kumar and Singh (2013) and Shinu et al. (2016) found a positive association between emotional maturity and job satisfaction but noted regional and contextual gaps in understanding this dynamic. Teachers in states like Karnataka, especially in districts such as Bengaluru, face unique challenges related to curriculum demands, cultural expectations and institutional differences between government, private aided and private unaided schools. Exploring this relationship in the Bengaluru context can offer valuable insights into how emotional maturity contributes to job satisfaction across different school types and demographic variables.

Therefore, the present study aims to fill these research gaps by examining the relationship between emotional maturity and job satisfaction among secondary school teachers following the Karnataka State Syllabus in Bengaluru. The findings are expected to assist educational administrators, policymakers and teacher training institutions in designing professional development programs that promote emotional intelligence and psychological resilience. By fostering emotional maturity, institutions can enhance teacher satisfaction, reduce turnover and improve the overall quality of education. Furthermore, this research will contribute to the broader discourse on teacher well-being and effectiveness in post-pandemic educational settings, where emotional balance and adaptability are more critical than ever.

3. Statement of the Problem

The present research topic is as follows

“Job Satisfaction of Secondary School Teachers in relation to their Emotional Maturity”

4. Objectives of the Study

The study is guided by the following objectives-

1. To examine the relationship between Job Satisfaction and Emotional Maturity among secondary school teachers.
2. To examine the Job Satisfaction of secondary school teachers with respect to different levels of emotional maturity.
3. To study the Job Satisfaction of male and female secondary school teachers.
4. To study the Job Satisfaction of secondary school teachers working in government, private aided and private unaided institutions.

5. Statement of Hypotheses

Based on the objectives, research hypotheses (declarative) were formulated, but for the purpose of testing, they were converted to null form.

1. There is no significant relationship between Job Satisfaction and Emotional Maturity of secondary school teachers.
2. There is no significant difference in the Job Satisfaction of secondary school teachers with extremely unstable and moderately stable emotional maturity.
3. There is no significant difference in the Job Satisfaction of secondary school teachers with moderately stable and extremely stable emotional maturity.
4. There is no significant difference in the Job Satisfaction of secondary school teachers with extremely unstable and extremely stable emotional maturity.
5. There is no significant difference in the Job Satisfaction of secondary school male and female teachers.
6. There is no significant difference in the Job Satisfaction of secondary school teachers working in government and private aided schools.
7. There is no significant difference in the Job Satisfaction of secondary school teachers working in private aided and private unaided schools.
8. There is no significant difference in the Job Satisfaction of secondary school teachers working in government and private unaided schools.

6. Methodology of the Study

The present study entitled “Job Satisfaction of Secondary School Teachers in relation to their Emotional Maturity” adopted a descriptive survey method to investigate the relationship between job satisfaction and emotional maturity among secondary school teachers. The population of the study comprised all teachers working in secondary schools located in Bengaluru City under the Karnataka State Syllabus, Karnataka, India. A sample of 105 secondary school teachers was selected from the population using the stratified random sampling technique, with strata formed on the basis of gender and type of management. Proportional representation was ensured to both male and female teachers as well as to teachers working in Government, Private Aided, and Private Unaided schools, ensuring adequate coverage of different management categories.

For data collection, standardized tools were used. Job Satisfaction was measured using the Job Satisfaction Scale constructed and standardized by Meera Dixit (1993). Emotional Maturity was assessed using the Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2010). In addition, a Personal Data Proforma was prepared by the investigator to collect relevant background information such as gender and type of management. The collected data were analyzed using appropriate statistical techniques. Karl Pearson’s Product Moment Coefficient of Correlation was employed to examine the relationship between Job Satisfaction and Emotional Maturity, while the Independent Samples ‘t’ test was used to study differences

in Job Satisfaction with respect to variables such as gender and type of management. These statistical procedures enabled meaningful interpretation and objective conclusions related to the objectives of the study.

7. Data Analysis

To achieve these objectives, appropriate statistical techniques were employed. The Pearson's Coefficient of Correlation ('r' test) was used to measure the degree and direction of the relationship between job satisfaction and emotional maturity. The Independent Sample 't'-test was applied to examine whether the job satisfaction of teachers differed significantly based on gender and type of management.

SECTION-I: CORRELATION ANALYSIS

Table-1: Table shows correlation results ('r') related to Job Satisfaction and Emotional Maturity scores of secondary school teachers (N=105).

| Variable | 'r' value | Level of Significance |
|--|-----------|-----------------------|
| Dependent Variable: Job Satisfaction | -0.562 | ** |
| Independent Variable: Emotional Maturity | | |

Note: **Critical 'r' value at 0.01 level = 0.228 [N=105; df=103]

Table-1 presents the correlation results between Job Satisfaction and Emotional Maturity of secondary school teachers (N = 105). The obtained correlation coefficient ('r') is -0.562, which is higher in magnitude than the table value of 0.228 required for significance at the 0.01 level with 103 degrees of freedom. This indicates a high and statistically significant negative correlation between the two variables. The negative value of 'r' suggests that teachers with higher levels of emotional maturity tend to have lower job satisfaction scores and conversely, teachers with lower emotional maturity show higher job satisfaction levels. This finding implies that emotional maturity plays a crucial role in determining the job satisfaction of teachers; as emotional maturity increases, their perceived level of job satisfaction tends to decrease, possibly due to greater emotional awareness and sensitivity toward workplace challenges.

SECTION-II INDEPENDENT SAMPLE 't' TEST ANALYSIS

Table-2: Table shows 't' test results on Job Satisfaction scores of secondary school teachers based on emotional maturity.

| Emotional Maturity Levels | No. | Mean Scores | Standard Deviation | 't' Value | Level of Sig. |
|---------------------------|-----|-------------|--------------------|-----------|---------------|
| Extremely Unstable | 9 | 168.888 | 41.300 | 3.00 | ** |
| Moderately Stable | 91 | 210.912 | 25.834 | | |
| Moderately Stable | 91 | 210.912 | 25.834 | 5.74 | ** |
| Extremely Stable | 5 | 234.800 | 7.049 | | |
| Extremely Unstable | 9 | 168.888 | 41.300 | 4.66 | ** |
| Extremely Stable | 5 | 234.800 | 7.049 | | |

Note: **indicates significant at 0.01 level = 2.62 [N=100, 96, degrees of freedom: 98, 94]

Table-2 presents the results of the 't'-test conducted to examine the differences in Job Satisfaction scores of secondary school teachers based on their levels of Emotional Maturity. The teachers were categorized into three groups, namely Extremely Unstable, Moderately Stable, and Extremely Stable, and their mean Job Satisfaction scores were compared pairwise.

The comparison between teachers with Extremely Unstable emotional maturity and those with Moderately Stable emotional maturity reveals a statistically significant difference in Job Satisfaction. The mean Job Satisfaction score of the Moderately Stable group (Mean = 210.912, SD = 25.834, N = 91) is considerably higher than that of the Extremely Unstable group (Mean = 168.888, SD = 41.300, N = 9). The obtained 't' value of 3.00 exceeds the critical value of 2.62 at the 0.01 level of significance, indicating that emotionally more stable teachers experience significantly higher job satisfaction than emotionally unstable teachers.

Further, the comparison between Moderately Stable and Extremely Stable teachers also shows a significant difference in Job Satisfaction scores. The Extremely Stable group (Mean = 234.800, SD = 7.049, N = 5) recorded a higher mean score compared to the Moderately Stable group (Mean = 210.912, SD = 25.834, N = 91). The calculated 't' value of 5.74, which is greater than the table value at the 0.01 level, confirms that teachers with higher emotional stability demonstrate significantly greater job satisfaction.

Finally, a comparison between Extremely Unstable and Extremely Stable teachers shows the most pronounced difference in Job Satisfaction. The Extremely Stable teachers obtained a much higher mean score (Mean = 234.800, SD = 7.049) compared to the Extremely Unstable teachers (Mean = 168.888, SD = 41.300). The t value of 4.66, significant at the 0.01 level, indicates a highly significant difference between these two groups.

Overall, the results clearly indicate that Job Satisfaction among secondary school teachers increases with higher levels of Emotional Maturity. Teachers who are emotionally stable, particularly those categorized as extremely stable, tend to exhibit significantly higher job satisfaction than their emotionally unstable counterparts. Hence, Emotional Maturity emerges as an important factor influencing Job Satisfaction among secondary school teachers.

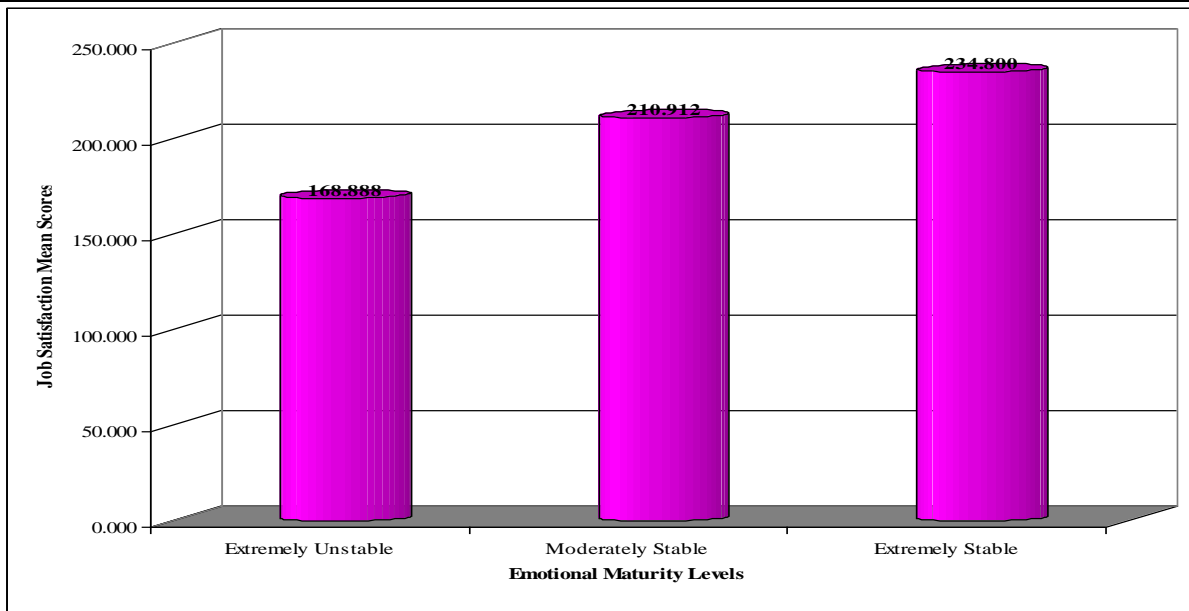


Fig.1: Comparison of mean job satisfaction scores based on emotional maturity levels.

Table-3: Table shows ‘t’ test results on Job Satisfaction scores of secondary school teachers based on gender.

| Gender | No. | Mean Scores | Standard Deviation | ‘t’ Value | Level of Sig. |
|--------|-----|-------------|--------------------|-----------|---------------|
| Male | 38 | 205.026 | 30.678 | 0.88 | NS |
| Female | 67 | 210.388 | 29.259 | | |

Note: ^{NS}Not Significant; *indicates significant at 0.05 level = 1.98 [N=105; df=103]

Table-3 presents the results of the ‘t’-test conducted to examine whether there is a significant difference in Job Satisfaction scores of secondary school teachers based on gender. The sample consists of 38 male teachers and 67 female teachers. The mean Job Satisfaction score of female teachers (Mean = 210.388, SD = 29.259) is slightly higher than that of male teachers (Mean = 205.026, SD = 30.678). However, the obtained ‘t’ value of 0.88 is less than the critical value of 1.98 required for significance at the 0.05 level with 103 degrees of freedom. This indicates that the observed difference in mean Job Satisfaction scores between male and female secondary school teachers is not statistically significant. Hence, gender does not appear to have a significant influence on the level of Job Satisfaction among secondary school teachers in the present study. Overall, it may be concluded that male and female secondary school teachers do not differ significantly in their Job Satisfaction, suggesting that both genders experience similar levels of satisfaction in their professional roles.

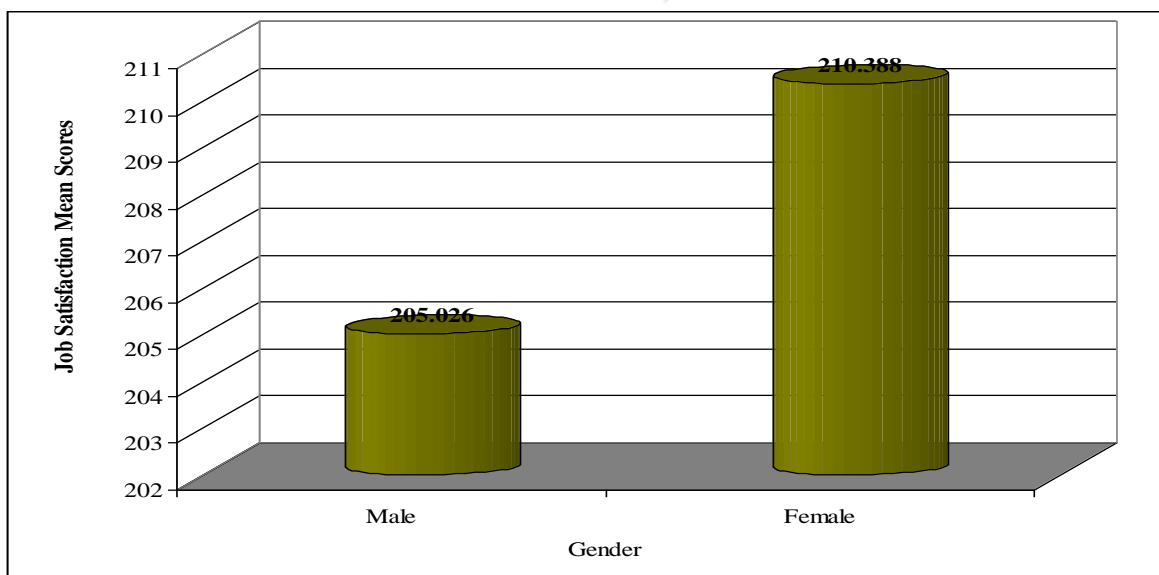


Fig.2: Comparison of mean job satisfaction scores of secondary school teachers based on gender.

Table-4: Table shows ‘t’ test results on Job Satisfaction scores of secondary school teachers based on type of management.

| Type of Management | No. | Mean Scores | Standard Deviation | ‘t’ Value | Level of Sig. |
|--------------------|-----|-------------|--------------------|-----------|---------------|
| Government | 34 | 213.558 | 28.296 | 2.98 | * |
| Private Aided | 37 | 193.000 | 29.896 | | |
| Private Aided | 37 | 193.000 | 29.896 | 4.23 | ** |

| | | | | | |
|-----------------|----|---------|--------|------|----|
| Private Unaided | 34 | 220.147 | 24.027 | | |
| Government | 34 | 213.558 | 28.296 | 1.03 | NS |
| Private Unaided | 34 | 220.147 | 24.027 | | |

Note: *indicates significant at 0.05 level = 2.00 [N=71; df=69]; 2.00 [N=68; df=67]

Table-4 presents the results of the 't'-test conducted to examine the differences in Job Satisfaction scores of secondary school teachers based on the type of management under which they are employed, namely Government, Private Aided, and Private Unaided schools. Pairwise comparisons were made to understand the nature of differences among these groups.

The comparison between Government and Private Aided school teachers shows a statistically significant difference in Job Satisfaction. Government school teachers (Mean = 213.558, SD = 28.296, N = 34) obtained a higher mean Job Satisfaction score than Private Aided school teachers (Mean = 193.000, SD = 29.896, N = 37). The calculated 't' value of 2.98 exceeds the critical value of 2.00 at the 0.05 level of significance, indicating that Government school teachers are significantly more satisfied with their jobs than their counterparts in Private Aided schools.

Further, the comparison between Private Aided and Private Unaided school teachers also reveals a highly significant difference in Job Satisfaction. Private Unaided school teachers (Mean = 220.147, SD = 24.027, N = 34) recorded a substantially higher mean score compared to Private Aided school teachers (Mean = 193.000, SD = 29.896, N = 37). The obtained 't' value of 4.23, which is significant at the 0.01 level, indicates that teachers working in Private Unaided schools experience significantly higher job satisfaction than those working in Private Aided schools.

However, the comparison between Government and Private Unaided school teachers does not show a statistically significant difference. Although Private Unaided teachers (Mean = 220.147, SD = 24.027) have a slightly higher mean Job Satisfaction score than Government teachers (Mean = 213.558, SD = 28.296), the calculated 't' value of 1.03 is lower than the critical value of 2.00 at the 0.05 level. This indicates that the difference in Job Satisfaction between these two groups is not statistically significant. Therefore, the findings suggest that type of management has a partial influence on Job Satisfaction among secondary school teachers. Significant differences are observed particularly between Private Aided teachers and those working in Government and Private Unaided schools, while Government and Private Unaided teachers exhibit comparable levels of Job Satisfaction.

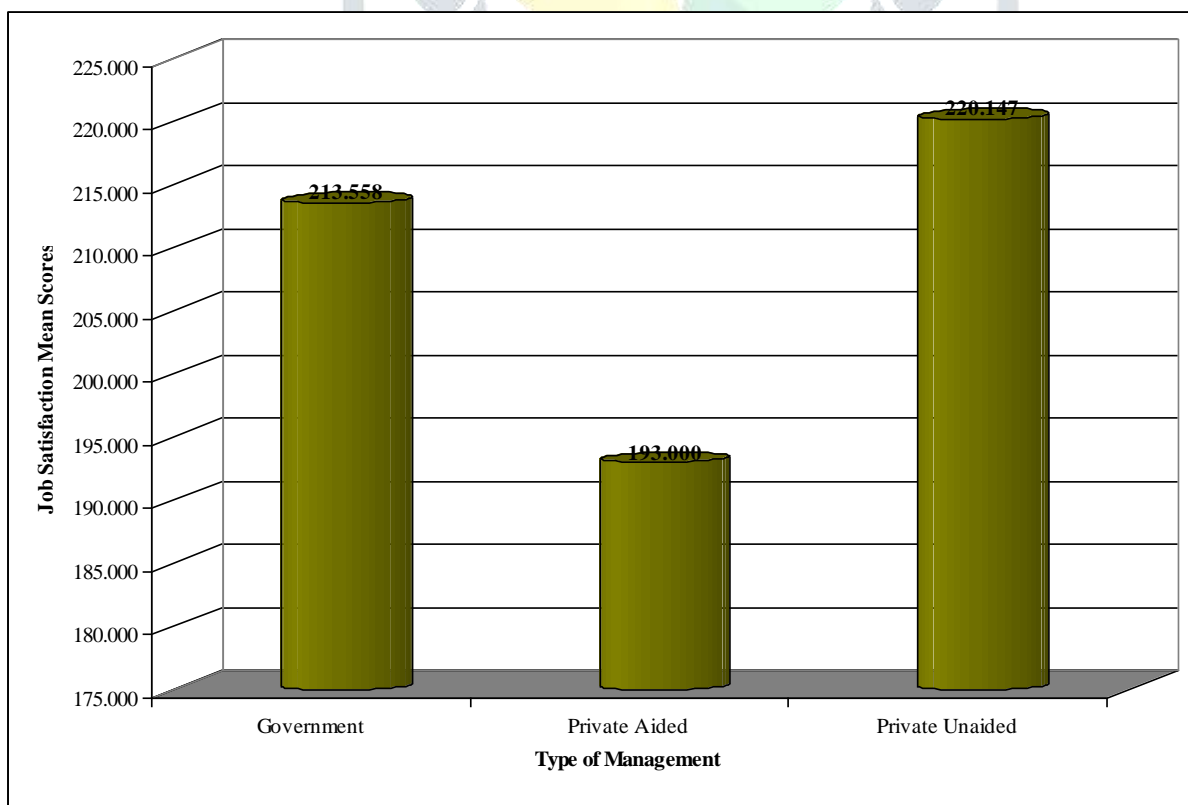


Fig.3: Comparison of mean job satisfaction scores of secondary school teachers based on type of management.

8. Findings of the Study

The following findings were observed in the present study based on the data analysis:

1. There was a significant negative relationship between Job Satisfaction and Emotional Maturity (higher emotional maturity associated with lower job satisfaction scores) ('r'=-0.562, $p < 0.01$).
2. There was a significant difference in the Job Satisfaction of secondary school teachers with extremely unstable and moderately stable emotional maturity ('t'=2.99, $p < 0.01$). Teachers with moderately stable emotional maturity showed higher job satisfaction than those with extremely unstable emotional maturity.
3. There was a significant difference in the Job Satisfaction of secondary school teachers with moderately stable and extremely stable emotional maturity ('t'=5.74, $p < 0.01$). Teachers with extremely stable emotional maturity had higher job satisfaction than those with moderately stable emotional maturity.

4. There was a significant difference in the Job Satisfaction of secondary school teachers with extremely unstable and extremely stable emotional maturity ($t=4.66, p<0.01$). Teachers with extremely stable emotional maturity demonstrated higher job satisfaction compared to those with extremely unstable emotional maturity.
5. There was no significant difference in the Job Satisfaction of secondary school male and female teachers, suggesting that gender does not influence job satisfaction levels among teachers.
6. There was a significant difference in the Job Satisfaction of secondary school teachers working in government and private aided schools ($t=2.97, p < 0.05$). Teachers working in government schools had higher job satisfaction than those working in private aided schools.
7. There was a significant difference in the Job Satisfaction of secondary school teachers working in private aided and private unaided schools ($t=4.23, p < 0.01$). Teachers working in private unaided schools showed higher job satisfaction than those in private aided schools.
8. There was no significant difference in the Job Satisfaction of secondary school teachers working in government and private unaided schools, indicating that both groups experience similar levels of job satisfaction.

9. Discussion of Findings and Results

The findings of the present study revealed that there was a significant positive relationship between job satisfaction and emotional maturity among secondary school teachers. This indicates that teachers who are more emotionally mature experience higher job satisfaction. Emotionally mature teachers tend to manage classroom stress effectively, maintain positive relationships with colleagues and students and adjust well to work challenges, which enhance their satisfaction with the teaching profession. This result is consistent with the findings of Rahim (2023), Kumar and Kiran (2017) and Parvez and Jabeen (2013), who reported that emotional maturity contributes to better adjustment and greater job satisfaction among teachers. Similarly, Shinu et al. (2016) and Kaur and Kaur (2023) emphasized that emotional intelligence and maturity play an important role in improving professional contentment and performance.

The study also found that there was no significant difference in job satisfaction between male and female teachers, suggesting that gender does not influence how emotionally mature teachers perceive satisfaction in their jobs. This finding is in line with the studies of Chauhan (2022) and Srivastava and Goswami (2025), who observed that both male and female teachers derive similar satisfaction when they are emotionally balanced and professionally committed.

Furthermore, the results showed that teachers with higher teaching experience had greater job satisfaction, possibly because experienced teachers develop higher emotional maturity over time, which helps them handle students, administrative responsibilities and institutional pressures effectively. This agrees with the findings of Rahim (2023) and Kumar and Singh (2013), who noted that professional experience enhances both emotional stability and job satisfaction.

In addition, teachers working in private schools reported higher job satisfaction compared to those in government schools. This may be attributed to better school climate, supportive administration and recognition of individual efforts in private institutions. The finding supports the conclusions of Kant and Devi (2025) and Kaur and Kaur (2023), who stated that institutional type and work environment have a significant effect on teachers' job satisfaction levels.

Overall, the results of the study confirmed that job satisfaction is closely related to emotional maturity. Emotionally mature teachers exhibit better emotional control, adaptability and interpersonal relationships, which in turn enhance their professional happiness and motivation.

10. Educational Implications

It was found that there exists a high and significant positive correlation between Job Satisfaction and Emotional Maturity of secondary school teachers. Teachers with higher emotional maturity tend to have slightly higher perceived job satisfaction, possibly due to their greater emotional awareness and sensitivity to work-related challenges. Teachers with higher emotional maturity perceive their environment more critically; hence, training programs on positive emotional coping, mindfulness and stress management should be integrated into teacher development programs. School administrators should recognize emotional needs and provide supportive environments that reduce emotional strain.

There were significant differences in job satisfaction across different emotional maturity groups, indicating that emotional stability contributes positively to job satisfaction. Teachers with moderately stable and extremely stable emotional maturity levels show significantly higher job satisfaction than those who are emotionally unstable. Hence, emotional intelligence workshops and psychological counseling sessions can be introduced to enhance teachers' emotional resilience. Teacher education institutions should include emotional development as part of pre-service and in-service programs.

There was no significant difference in job satisfaction between male and female teachers, suggesting that gender does not play a major role in determining satisfaction levels. School management should ensure equitable participation of male and female teachers in decision-making and leadership roles. A significant difference was found between teachers from government and private aided schools, with government teachers showing higher job satisfaction. Job satisfaction among government teachers may stem from job security and better pay. Private aided schools should aim to improve organizational culture, salary structure and recognition systems to enhance teacher satisfaction. A highly significant difference was found between teachers from private aided and private unaided schools, with private unaided school teachers having higher satisfaction levels. Private unaided schools showing higher job satisfaction could be due to management flexibility and modern infrastructure. Private aided schools can adopt similar practices to promote autonomy, collaboration and teacher recognition. There was no significant difference in job satisfaction between government and private unaided school teachers. The absence of significant differences indicates similar satisfaction levels. Both management types should sustain their effective policies, ensuring balanced workloads, transparent appraisal systems and supportive supervision.

11. Conclusion

The present study was conducted to examine the relationship between Job Satisfaction and Emotional Maturity among secondary school teachers of Bengaluru City and to determine whether job satisfaction differs significantly across various levels of emotional maturity, gender, and type of school management. Data were collected from 105 secondary school teachers using standardized tools-Job Satisfaction Scale by Meera Dixit (1993) and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The findings revealed a high and significant negative correlation between Job Satisfaction and Emotional Maturity, indicating that teachers with higher emotional maturity tend to have slightly lower perceived job satisfaction, possibly due to their increased emotional awareness and sensitivity to workplace challenges. Teachers with moderately stable and extremely stable emotional maturity levels exhibited significantly higher job satisfaction than those who were emotionally unstable, highlighting the positive contribution of emotional stability to professional fulfillment. Gender differences were found to be insignificant, suggesting that job satisfaction levels among male and female teachers are comparable. However, significant differences were observed across types of school management-government school teachers reported higher job satisfaction than those in private aided schools, while teachers in private unaided schools showed higher satisfaction than those in private aided institutions. No significant difference was found between government and private unaided school teachers, indicating that organizational and environmental factors may influence satisfaction more than the nature of school management itself.

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