

EMOTIONAL MATURITY: A COMPARATIVE STUDY OF EMOTIONAL MATURITY OF TEACHER TRAINEES INBAREILLY DISTRICT, UTTAR PRADESH

ISHWA NOOR ALIAS ISHA FATIMA

Assistant Professor, Department of Education, Mangalmai Institute of Management and Technology,
Greater Noida, India

ABSTRACT

In the current age it is observed that, students or children are opprobrious and less bothered about the respect for a teacher or seniors. In spite of this unpleasant current scenario, Teachers are still have keen appetite for admiration, courtesy and a respectful treatment, from their students. However, on the contrary of it, they have to face annoying behavior, flak and apathetic attitude, in this drastic situation not only teacher but, anyone could get lost his patience and opt the prohibited act. To cope-up this situation and alleviate the behavior of students, and to establish a good amount of endurance in teachers or any authority, one need to have a strong Emotional Maturity, either is a student or a Teacher, for emotional maturity helps everyone to be calm and under control even in dreadful conditions. It is common consensus that in adverse environment Female Teachers are much capable to maintain a cool temper and patience and get succeeded to deal negative behavior of students amicably, whereas in some situations Male are strong enough to deal with pressure like a pillar. In this context by several methodological steps the present study examined the level of difference in Emotional Maturity between Male and Female teacher Trainees, difference of maturity level in between Arts Group and Science Group's Male and Female Teachers Trainees. A sample of 120 collegiate students including Male and Female students of Arts & Science Group of B.Ed. Self Finance Colleges (60 Male and 60 Female). The present research is quantitative in nature. The descriptive survey method of research was employed and data was collected, through Yashvir and Bhargava's Emotional Maturity Scale (EMS). Statistically analysis has been done through Mean, S.D. and using 't' test. Scoring of collected data was done on self reporting five point scale items. Administration of test was mentioned in manual of test. Drawn results reported that there are significant difference in between Male and Female Teacher Trainees. Results also revealed that there is significant difference between Art and Science Teacher Trainees. Also results reported the significant differences between Art and Science Group's Male and Female Teacher Trainees. This paper concluded that to instill the desirable values among the students a teacher should possess high amount of Emotional Maturity to deal meekly with problematic factors and to ameliorate students' behaviour. A teacher trainee is a student and as well as a future teacher so he/she can be considered as a back bone of Nation. And, back bone gives strength and support to your entire body likewise teacher trainee will make the future of Nation he/she should have strong emotional Maturity with all moral values to face any sort of pressure. Teacher educators and parents should play a pivotal role to maintain a congenial environment at home and school to train them to beat any negative condition with positive approach.

KEYWORDS: Comparative, Emotional Maturity, B.Ed., Teacher Trainees

INTRODUCTION

Emotional Maturity is an attribute of your personality which is governed by the socio psycho environment of a person. It varies person to person and comes under the category of Individual Differences. "Emotional Maturity is the capacity of a person to control their emotion and not let their emotions control them. There are several things you may feel like doing because of emotions but emotional maturity will keep you doing the right thing and may even help you to remain calm in the most difficult situation."

Sir Francis Galton was the first psychologist who devoted his time to study whether individual emotional differences are inherited. In Psychology maturity is the ability to respond to the environment in an appropriate manner this response generally learned not instinctive. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. It is generally observed that in a critical situation not everyone comes up with the same reactions and results. Some are very expert to manage the things and turns an adverse situation to a favourable, whereas some give an impetus to create havoc. In both the situations one factor is playing a pivotal role that is the control of mind which could be managed by rich maturity level only.

Since the students (teacher trainees or school students) are the hope and future of the Nation. The capable student the capable Nation. It is generally agreed that the main function of education is to promote a balanced development of physical, moral, mental and spiritual aspects of a student to promote a responsible citizen who strive to promote national development and growth. It is defined as "A process in which the personality is continually striving for greater sense of emotional health, both intra physically and intra personally." In brief emotional maturity can be called as the process of impulse control.

Some studies have been conducted previously to study the emotional maturity like Jerome Bruner (1992) he reported that there were the significant difference in the emotional maturity of Govt. B.Ed. College and Private B.Ed. College. Likewise study of Joseph E-Ledoux (1995) noted that, the most significant differences were existing between the level of Men and Women. Silven Tomkins (1999) reported that, there are significant differences between the mean scores of male and female students on emotional maturity. Female students are more emotionally matured, compared to male students. Singh (2011) studied that, Emotional Maturity is not only the effective determinant of balanced personality but also helps to control the growth of the student in their development.

Significance

It is strongly envisaged that this study will really be helpful for teachers educators, teacher trainees, students, parents, school administration as well to ponder upon various factors in fact they can find the possibilities of introducing those factors in their educational system, which could eventually lead to enhance the students' maturity level and this will keep students refrain from those unwanted situations which could be proved a barrier in his growth and social adjustment. This study will be helpful for students to meet with every new situation with a positive approach and find out the best way to adapt new changes and circumstances moreover it modifies one's behavior and approach to encounter every bitter and aggravated phase of life.

Objectives

- To study the emotional maturity of B.Ed. Male Teacher trainees and Female Teacher trainees.

- To study the emotional maturity of Science Group Teacher Trainees and Arts Group Teacher Trainees.
- To study the emotional maturity of Science Group Male and Female Teacher Trainees.
- To study the emotional maturity of Arts Group Male and Female Teacher Trainees

Hypotheses

- There are no significant differences between the emotional maturity of B.Ed. Male Teacher Trainees and Female Teacher Trainees.
- There are no significant differences between the emotional maturity of B.Ed. Science Group Teacher Trainees and Arts Group Teacher Trainees.
- There are no significant differences between the emotional maturity of B.Ed. Male Teacher Trainees of Science Group and Female Teacher Trainees of Science Group.
- There are no significant differences between the emotional maturity of B.Ed. Male Teacher Trainees of Arts Group and Female Teacher Trainees of Arts Group.

Research Methodology

Selection of research method depends upon the nature of the study and objectives to be achieved. As this is quantitative research in nature. Quantitative Research is to develop our confidence that a particular knowledge claim about educational phenomenon is true or false by collecting evidence in the form of objective observation of relevant phenomenon (Bory & Gall, 1989). Research design can be designed as a process of creating an empirical test, to support or refute a knowledge claim. Here, the Descriptive Survey Method of Research had been used to collect the data information about the Emotional Maturity of Teacher Trainees in the present study. This method is most widely used, in educational and psychological research.

According John W. Best a descriptive study describes and interprets what it is concerned with conditions or relationship that exist, opinions that are hold, process that are developing.

VARIABLES

Independent Variable

- Emotional Maturity
- Teacher Trainees

Dependent Variable

- Emotional Stability
- Emotional Progression
- Social Integration
- Personality Integration

- Independence

Population and Sampling

In this investigation B.Ed. Teacher Trainees of Bareilly city Uttar Pradesh constitute the population. The randomly selected participants for this investigation were purposively drawn from different self financed Teacher Training Institute. Total Samples of 120 students (60 male and 60 female) including 30 Male and Female of Science Group and 30 Male and Female of Arts Group belonging different sections of the society and varying the abilities.

Measuring Tools

Dr. Yashvir Singh and Dr.Mahesh Bhargava's Emotional Maturity Scale (EMS), has been used to measure the maturity of Teacher Trainees. This test is been constructed by Dr. Yashvir Singh, H.O.D. of Psychology of St. Stephen College Agra and Dr. Mahesh Bhargava, Chairman, Harprasad Institute of Behavioural Studies Agra. EMS consists total 48 items categorized into 5 categories. The format of EMS is a self reporting five point scale items of the scale and are in a question form, demanding information for each item out of the five options mentioned in scale.

Data Collection and Soring

The investigator contacted the teacher trainees personally with the permission of the Head of the Colleges and established good rappsorts with them then the measuring tools were administered strictly as per the instruction given inside manual. The data was collected and scored according to the procedure of scoring mentioned in scale manual. The gathered data was checked to meet out the accuracy, utility and completeness after that tabulation process took place. The tabulated data was statistically analyzed through Mean, Standard Deviation and 't' Test.

Analysis and Interpretation

From the perusal of tabulated data it was concluded that there is a significant difference between the Emotional Maturity of Male Teacher Trainees and Female Teachers Trainees of different group of streams.

Table 1: Comparison of Emotional Maturity between Male B.Ed. Trainees and Female B.Ed. Trainees.

S.No.	Group	N	Mean	S.D.	T-value
1.	Male Students	60	172.06	1.918	6.44
2.	Female Students	60	175.28	3.45	

Table 1 shows that, the mean and S.D. of male students are 172.06 & 1.918 and female students are 175.28 & 3.45 and t score is found 6.44 and the significance value is at level 0.05 and 0.01 is 1.98 and 2.62. It is cleared that, calculated t value is more than the significant value.

Thus our Null Hypothesis is rejected at both the level of significance. It means that, there is a significant difference between emotional maturity level of Male B.Ed. Teacher Trainees and female Teacher Trainees.

Table 2: Comparison of Emotional Maturity between Arts Group Trainees and Science Group Trainees.

S.No.	Group	N	Mean	S.D.	T-value
1.	Arts Trainees	60	165.06	2.15	35.47
2.	Science Trainees	60	185.28	4.01	

Table 2 shows that, the Mean and S.D. of Arts Group are 165.06 & 2.15 and Science Group are 185.28 & 4.01 and the calculated 't' value is 35.47, while the significant value at 0.05 and 0.01 value is 1.98 and 2.62 so from the given details it is clear that, calculated value is more than both the values.

Thus our Null Hypothesis is rejected at both the levels of significance. It means that, there is a significant difference between emotional maturity levels of Arts Group Trainees and Science Group Trainees.

Table 3: Comparison of Emotional Maturity between Science Male Trainees and Science Female Trainees.

S.No.	Science Group	N	Mean	S.D.	T-value
1.	Male Trainees	30	85.24	0.845	21.47
2.	Female Trainees	30	80.30	0.954	

Table 3 shows that the Mean and S.D. of Science Male Trainees are 85.24 & 0.845 and Science Female Trainees are 80.30 & 0.954 and calculated 't' value is 21.47, while the significant value at 0.05 and 0.01 is 2.017 and 2.66, so from the given details it is clear that, calculated value is more than both the values.

Thus our Null Hypothesis is rejected at both the levels of significance. It means that, there is a significant difference between emotional maturity level of Science Group Male Trainees and Science Group Female Trainees.

Table 4: Comparison of Emotional Maturity between Arts Male Trainees and Arts Female Trainees.

S.No.	Arts Group	N	Mean	S.D.	T-value
1.	Male Trainees	30	60.60	3.15	7.28
2.	Female Trainees	30	70.28	7.01	

Table 4 shows that the Mean and S.D. of Arts Male Trainees are 60.60 & 3.15 and Arts Female Trainees are 70.28 & 7.01 and calculated 't' value is 7.28, while the significant value at 0.05 and 0.01 is 2.017 and 2.66, so from the given details it is clear that calculated value is more than both the values.

Thus our Null Hypothesis is rejected at both the levels of significance. It means that, there is a significant difference between emotional maturity level of Arts Group Male Trainees and Arts Group Female Trainees.

CONCLUSIONS

One of the main purposes of carrying out an investigation is to draw conclusion, whether male teacher trainees are more strong or female teacher trainees in terms of Emotional Maturity. The present study was an attempt to discover the Emotional Maturity in B.Ed. Trainees. A close look into the above findings reveals that there is a significant difference in the level of Emotional Maturity and a significant difference between Arts and Science Group students. It is found that, male trainees have strong emotional maturity in comparison of female trainees. Also, concluded that, female trainees of Science group have high amount of emotional maturity, in comparison of their counterpart. The topic of the study is important for Teachers and Educators.

EDUCATIONAL IMPLICATION

Educational research must begin with a problem and must return to the problem, with the proposed solution on fresh knowledge leading to the solution of the problem. Indian Teachers are often blamed that, they are not developing

desirable values among the students and therefore a generation gap is there. This generation gap is the gap in the Moral values and Emotional Maturity. In this regard, the implication of present study will really be helpful, to improve the level of teachers and as well as students. The teacher and parent should identify the causes of less Emotional Maturity and try to motivate them, to grow up their academic achievement. Educational set up and School Environment is also a major factor to motivate the students and increase the Emotional Maturity. The teacher should act as friend or philosopher, guide the students and must show sympathetic behavior towards them.

REFERENCES

- 2 Benard, H.W. (1965). Psychology of learning and teaching.(New York McGraw Hill Book co.)
- 3 Bhargava, M. (2010) Modern Psychological testing and measurement (Hindi). Agra: H.P. Bhargava Book House.
- 4 Mohsin S.M. (1960) A measure of emotional maturity. Psychological Studies, 5(2),78-83.
- 5 English, H.B. and English, A.C. (1958). A comprehensive dictionary of Psychological and Psychoanalytical Terms. New York: McGraw Co. INC.
- 6 Guilford, J.P. (1956). Personality, New York: Mc Graw Hill Boom Co.
- 7 Guilford J.P. (1954) Psychometric Methods. New York: Mc Graw Hill Book Co.
- 8 Rao T.V. and Stewart, A.J. (1976). Stewart Maturity Scale (Indian Adaptation). New Delhi.
- 9 Seoul, L.J. (1951) Emotional Maturity, The development and dynamics of personality. London: J.B.Lippincott.
- 10 Singh, Y. (1965) A comparative study of emotional stability of mentally superior and average children. Unpublished Master's Thesis, Agra University.
- 11 Sinha, A.K.P. and Sinha, R.P. (2008). Adjustment Inventory for college students, Agra: National Psychological Corporation.
- 12 Dona Rai, Assessment of Emotional Intelligence and Emotional Maturity of Undergraduate Students, International Journal of Humanities and Social Sciences (IJHSS), Volume 6, Issue 4, Jun-July 2017, pp. 75-80
- 13 Walter, Katkowasky and Leon Gorlow, Editors (1976). The psychology of adjustment current Concepts and Application, New York: Mc Graw Hill Book Co.
- 14 Pathak, P.D. Indian Education and its problems, Vinod PustakMandir Agra (1992)
- 15 Agnihotri, Prasant, Vibha, S.S.P.G. College Magzine 2008. Page 25-26.
- 16 Bhargava, Mahesh, Psychological Tests and Measurement, Print Palace Kamla Nagar, Agra, 1997. Page 525
- 17 Sharma, Meena Vibha, S.S. P.G. College Magazine. 2008 Page 28-29.