



## STUDY ON EMOTIONAL MATURITY OF TEACHER TRAINEES (B.Ed.)

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### Abstract:

*Emotional maturity refers to ability to understand, and manage, emotions. Emotional maturity enables to create the life desire. A life filled with happiness and fulfillment; define success in our own terms, not societies, and strive to achieve it. Emotional development is one of the major aspects of human growth and development. The aim of the present study is to examine the emotional maturity level among the teacher's training institutions. Emotional Maturity Scale (EMS) developed and validated by Dr. Yashweer Singh and Dr. Mahesh Bhargav. After analysis of the results, it was found that all teacher trainees have emotionally matured. The results revealed that there is no significant difference in Emotional Maturity of teacher trainees based on their Gender and Location.*

**Keywords:** Emotions, Maturity, Emotional Maturity

### Introduction:

Before describing the emotional maturity at the beginning of this present study, it is vital to know about the emotions and maturity. Etymologically, the word '**Emotion**' has derived from the Latin word '**emovere**' that means '**to stir up**' or '**to excite**'. Different psychologists have tried to provide different definitions about '**emotion**' in their own ways. Some of them are-

So, Emotion as some sort of feelings of affective experiences, which are characterized by some physiological changes that generally lead them to perform some or the other type of behavioral acts. In psychology, Maturity means the ability to the response to the environment in an appropriate manner. 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.

**Emotional maturity** refers to your ability to understand and manage your emotions. Emotional maturity observed through thoughts and behaviors when a person faced with a difficult situation his level of emotional maturity is one of the biggest factors in determining his or her ability to cope. Emotional maturity means the degree of realization of person to potential for the richness of living and developed capacity to enjoy things to relate him to others.

Emotional maturity is the ability to handle situations without unnecessarily escalating them. Emotions are very important for human's life. Control of our emotion and understand others emotions make a personality of a human being, which is, important for adjustment with Home Institution and Society.

Education related to the mental processes of a human being. Emotion takes a vital role in these mental processes. In the broad thinking, education is a lifelong process. Different situations and interaction with these situations give us a new lesson. Emotional maturity is a vital stage of mind that is necessary for adjustment in these situations.

**According to Hurlock,**

“Emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at a level of his development.”

Institution is an institution for provide learning spaces and learning environments for the teaching of students under the direction of teachers. In the institution premises, students developed emotional maturity more than the home environment. Because there are friends, senior students even teachers. Therefore, the role of institution is very important for developed emotional maturity in student's life.

**Need of the Study:**



Emotional maturity at the teacher training institutions stage of trainee's life takes a vital role for developed their personality. Though we call the man a judge of justice, there is no reason to doubt his conduct that controlled by the emotions. If you do not know the nature of human life, its behavior cannot analyze in a comprehensive way. Moreover, in order to lead a healthy life in society, there is a need for proper development of the student's emotional maturity. The conscious mental process of social life has specially controlled by the person's emotional behavior. So if the development of the emotion has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to emotional maturity he/she cannot considered as a perfect man. In such a situation, emotional maturity has needed to adapt to the norms of behavior for develop a good human being.

### **Statement of the Problem:**

The problem of the present study has been state as follows:

#### **Study on Emotional Maturity of Teacher Trainees (B.Ed.)**

### **Review of the Literature:**

The review of related literature enables the researcher to define limits of the field. It helps the researcher to delimit and define the problem. In this present study, the reviews of literature are-

**Kalaiselvan, S. (2021)** the aim of this research was to 'A study on emotional maturity among the post graduate students'. The aim of the study is to analyze. The socio economic condition and emotional maturity of the post graduate students. The researchers have adopted descriptive research design for this research. The universe of the present research comprised of 160 post graduate students. Studying at Bharathidasan University college perambalur. The researcher has used purposive sampling method to collect the data from 50 participants. Questionnaire method was adopted to collect the data regarding emotional maturity of the respondents.



The major findings of the study revealed that 45.5% of the respondents have moderate level of emotional maturity.

**Chaturvedi, Archana(2014)** conducted ‘**A Study on Higher Secondary Students Emotional Maturity and Achievement**’. This study found that (i) There is a significant difference between male and female high institution students with respect of emotional maturity level (ii) There is no significant difference between rural and urban high institution students with respect to the level of emotional maturity. (iii) There is no significant difference between government and government approved high institution students with respect on the level of emotional maturity. (iv) There is a significant difference between day scholar and hostel staying higher secondary students with respect to the level of emotional maturity and (v) There is a significant difference between male and female high institution students about the levels of achievement in the economics.

**Kaur, Manjeet (2013)** conducted a study on ‘**Comparative Study of Emotional Maturity of Senior Secondary Institution Students**’. This study conducted with group of 200 students, 100 boys and 100 girls from Chandigarh government and non-governmental (Private) senior secondary institutions. Studies have shown that (a) There is no significant difference between various areas of emotional maturity of government and private institution students. (b) There is no significant difference between the emotional maturity level of the boys and girls of senior secondary institutions in Chandigarh.

**Singh, Rashee (2012)** made a study on ‘**A Comparative Study of Rural and Urban Senior Secondary Institution Students in Relation to Emotional Maturity**’. She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary institution students in relation to emotional maturity.



## Objectives of the Study:

### The objectives of the study are:

1. To study the emotional maturity of teacher trainees.
2. To find out emotional maturity among the male and female teacher trainees.
3. To find out the emotional maturity among rural and urban areas.

## Hypothesis of the Study:

1. There is no significant difference in emotional maturity of teacher trainees with respect their gender.
2. There is no significant difference in emotional maturity of teacher trainees with respect their location.

## Variables of the Study:

In the present research study, the variables are as under-

### 1. Dependent variable:

- (a) Emotional Maturity

### 2. Independent variables:

- (a) Gender and
- (b) Location

## Scopes of the Study:

1. The present investigation center round is the emotional maturity among teacher trainees.
2. The investigation is extended only teacher trainees.



3. Emotional Maturity mainly concentrated on teacher trainees with respect to their Gender and Location basis such as Boys and Girls; Rural and Urban.

### **Delimitations of the Study:**

1. The sample is limited to 72 students of teacher training institution.
2. The sample is limited to a sample of four teachers training institution, Meerut District, State of Uttar Pradesh.
3. The study is limited to the following independent or demographic variables of Emotional Maturity: (i) Gender and (ii) Location

### **Methodology of the Study:**

Descriptive Survey method has used for the data collection pertaining to the present investigation.

### **Sample of the Study:**

The small samples of 72 teacher trainees have drawn from the population of teachers training institutions from two Institutions at the Meerut District, State of Uttar Pradesh. The sample contains equal number of male and female students as well as equal number of rural and urban students. Two teachers training institutions were selected through Purposive sampling technique and institution students were selected through Random sampling technique. The stratification has done based on their gender and living area basis such as rural and urban.

### **Tool Used:**

### **Emotional Maturity Scale**

The scale was developed by Dr. Yashweer Singh and Dr. Mahesh Bhargav. Guajrati Translation by Dr. Yogesh A. Jogsan. This is 5 point scale. The scale have a 5 different section. (1) Emotional instability (2) Emotional regression (3) Emotional maladjustment (4) Personality disintegration (5) Lack of Independence Total 48 sentences in this scale which measures



emotional stability, Emotional Regression, Emotional Maladjustment, Personality disintegration and lack of independence. There are 10-10 sentences in first four section and 8 sentences in last section. Reliability of the scale was 0.75 by product moment. Internal consistency of 5 different areas is as follow:

### Internal Consistency

| No. | Area                       | Value |
|-----|----------------------------|-------|
| 1.  | Emotional Instability      | 0.75  |
| 2.  | Emotional Regression       | 0.63  |
| 3.  | Emotional Maladjustment    | 0.58  |
| 4.  | Personality Disintegration | 0.86  |
| 5.  | Lack of Independence       | 0.42  |

### **Validity of the Tool-**

Validity was search by Karl Pearson method which was 0.64. It is a 5 point scale. There are 10 sentences in first four area and 8 sentences in last area. All are positive sentences. Scoring is 5, 4, 3, 2, 1 respectively. In first four sections maximum score is 50 and minimum score is 10. In last section maximum score is 40 and minimum score is 8.

### **Statistical Techniques Used:**

In the present study, various statistical measures such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.) and T-test have used to find out Emotional Maturity of Teacher trainees with respect to their Gender and Location.

### **Data Analysis and Discussion:**

The collected data were analyzed with descriptive and inferential statistical techniques and interpreted



**Hypothesis 1:** There is no significant difference in emotional maturity of teacher trainees with respect their gender.

**Table-1**

**Summary table of Gender Wise T-Value of Emotional Maturity Of teacher trainees**

| Variable           | Gender | N  | Mean  | S.D. | df | t-value     | Level of Significance |
|--------------------|--------|----|-------|------|----|-------------|-----------------------|
| Emotional Maturity | Boys   | 36 | 92.36 | 3.00 | 70 | <b>0.04</b> | NS                    |
|                    | Girls  | 36 | 92.33 | 2.82 |    |             |                       |

It is understood from the Table -1 that the calculated T-value is 0.04 less than the tabulated value 1.98 at 0.05 level of significance with df 70. This implied that there is no significant difference between in Emotional Maturity of teacher trainees with respect to their gender in the Meerut District, State of Uttar Pradesh. Hence, the null hypothesis has accepted.

**Hypothesis 2:** There is no significant difference in Emotional Maturity of teacher trainees with respect to their location.

**Table- 2**

**Summary table of Location Wise T-Value of Emotional Maturity Of teacher trainees**

| Variable           | Gender | N  | Mean  | S.D. | df | t-value     | Level of Significance |
|--------------------|--------|----|-------|------|----|-------------|-----------------------|
| Emotional Maturity | Rural  | 36 | 92.31 | 2.49 | 70 | <b>0.31</b> | NS                    |
|                    | Urban  | 36 | 92.17 | 1.80 |    |             |                       |

It is understood from Table-2 that the calculated t-value is 0.31 less than the tabulated value 1.98 at 0.05 level of significance with df 70. This implied that there is no significant difference in Emotional Maturity of teacher trainees with respect to their gender in the Meerut District, State of Uttar Pradesh. Hence, the null hypothesis has accepted.

## Findings of the Study:

The findings of the study are –

1. There is no significant difference in Emotional Maturity of teacher trainees with respect to their gender.
2. There is no significant difference in Emotional Maturity of teacher trainees with respect to their location.

## Conclusion:

In the present study, the investigator found that there is no significant difference in Emotional Maturity of teacher trainees with relation to their gender and location. Likewise, the all the teacher trainees have well emotionally matured but no significant differences based on their gender and location.

## Educational Implications:

1. Teachers will be helpful in understanding the level of development of emotional behavior among the teacher trainees.
2. It will be helpful for school administrators to develop activities for teacher trainee's emotional maturity with responsibility.
3. Teachers can play a big role in bringing balanced emotional development of teacher trainees by taking due notice of their physical development, providing guidance to them and their parents, by providing exemplary behavior, by providing outlet for the emotional energies of the students thought proper curricular and co-curricular experiences and so on.

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