

An Empirical study on importance of Emotional Maturity among Teacher trainees

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ABSTRACT:

Emotional maturity is a process which guides oneself to successfully balance one's entire emotional spectrum and thereby taking responsibility as to how one feels about oneself and see the world around. Hence, it is essential for teacher trainees to show emotional balance when they deal with the students around them. This paper tries to investigate emotional maturity among 4 year integrated teacher trainees and 2 year B.Ed teacher trainees based on their duration of course and gender. The data was collected using self-constructed emotional maturity scale and data was analysed using SPSS (Statistical package for Social Sciences) software. The paper discusses the results and states its importance for teacher trainees.

Key words: Emotional Maturity.

INTRODUCTION:

Every individual in his life has desires in terms of happiness, luxury, health, wealth, emotions and many more. These desires vary according to time and situation. A focussed person in his life tries hard to fulfil these desires and thereby achieve sense of accomplishment and satisfaction. But as we know, all times are not the same. So, one can face many hurdles and disappointments while running towards their desires. Joshua L Liebman has rightly quoted, "Maturity is achieved when a person postpones immediate pleasures for long term values".

Children are the face of today's society for tomorrow. Hence, it becomes essential to nurture them in correct way. Megn Kelly has rightly quotes that "I believe an adult must intervene. You really have to. Kids just don't have the emotional maturity to deal with bullying and it can be extremely damaging; it can be life-changing. So I see that as a special thing that people need to be very careful in how they handle bullying." Not only in this aspect, but also in terms of acquiring success in their studies and handling pressures of examination and new subjects. Students during their growth go through various phases of development .

Emotional immaturity for children according to Yashvir Singh and Mahesh Bhargava, includes emotional instability, which is defined as an individual's lack of ability to solve problems, as evidenced by irritability and a constant desire for help from others. They appear to be more stubborn and frequently exhibit temper tantrums. The second category is all about emotional regression, which includes feelings of inferiority, restlessness, aggression, and self-centeredness, among other things. The third category is social adjustment; people who are socially maladjusted lack social adaptation and hatred, appear exclusive but are always boasting, and are frequently labelled as liars. The fourth category is personality integration, in which people with personality disintegration will exhibit fears, phobias, and other negative emotions. The fifth is independence.

Hence, it becomes prime responsibility of the parents and teachers as they are considered to be role models for any child to be in constant communication with the child. If parents and teachers are emotionally sound they can help the child to come out of the insecurity zone and help them bloom further.

OBJECTIVES:

1. To study Emotional maturity of B.ED. teacher trainees studying in 2 year and 4 Year integrated B.ED. programme.
2. To compare Emotional maturity of B.ED. teacher trainees studying in 2 year and 4 Year integrated B.ED. programme with respect to gender.

HYPOTHESES:

Ho1: There is no significant difference between emotional maturity of B.ED. teacher trainees studying in 2 year and 4 Year integrated B.ED. programme.

Ho2: There is no significant difference between emotional maturity of male and female B.ED. teacher trainees studying in 2 year B.ED. programme.

Ho3: There is no significant difference between emotional maturity of male and female B.ED. teacher trainees studying in 4 year integrated B.ED. programme.

Ho4: There is no significant difference between emotional maturity of male B.ED. teacher trainees studying in 2 year and 4 year integrated B.ED. programme.

Ho5: There is no significant difference between emotional maturity of female B.ED. teacher trainees studying in 2 year and 4 year integrated B.ED. programme.

LIMITATION

Self - constructed scale would be used for data collection. Hence, the limitation of this tools will be the limitations of the study.

RESEARCH METHOD

Survey method will be used for the purpose of data collection and the collected data is analysed with the help of t test through SPSS software.

POPULATION

The population consists of all the two Year and four Year integrated English and Gujarati medium B.ED. colleges of Gujarat state.

SAMPLE

A sample is a representative of the population. In this study, stratified random sampling method will be used to select the two Years and four Year integrated B.ED. colleges .One RIE was used for the study.

HYPOTHESIS TESTING & INTERPRETATION

As per the collected data out of 477 total respondents 239 respondents belongs to 2 years B.Ed. Programme while 238 respondents belongs to integrated B.Ed. Programme. The collected data is analysed with the help of t test through SPSS software.

H₀1: There is no significant difference between emotional maturity of B.ED. teacher trainees studying in 2 year and 4 Year integrated B.ED. programme.

Table 1: Comparison of mean score of Emotional Maturity between trainees studying in 2 year and 4 Year integrated B.ED. programme

Course	N	Mean	Std. Deviation	Std. Error	t	Remark
2 Years	239	2.95	.331	.0214	.110	Accepted
4 Years	238	2.98	.289	.0187		

As t value between 2 years B.Ed. Programme and 4 years integrated B.Ed. programme is 0.110 which is greater than 0.05, null hypothesis is accepted which means there no significant

difference between Emotional Maturity of B.Ed. teacher trainees is studying in 2 year and 4 Year integrated B.Ed. programme.

Ho2: There is no significant difference between emotional maturity of male and female B.ED. teacher trainees studying in 2 year B.ED. programme.

Table 2: Comparison of mean score of Emotional Maturity between Male and Female trainees studying in 2 year B.ED. Programme

Gender	Course	N	Mean	Std. Deviation	Std. Error	T	Remark
Male	2 Years	91	2.933	.333	.034	.091	Accepted
Female	4 Years	148	2.972	.330	.027		

As t value between male and female trainees studying in 2 years B.Ed. programme is 0.091 which is greater than 0.05, null hypothesis is accepted which means there no significant difference between Emotional Maturity of male and female trainees studying in 2 years B.Ed. Programme

Ho3: There is no significant difference between emotional maturity of male and female B.ED. teacher trainees studying in 4 year integrated B.ED. programme.

Table 3: Comparison of mean score of Emotional Maturity between Male and Female trainees studying in 4 year B.ED. Programme

Gender	N	Mean	Std. Deviation	Std. Error	T	Remark
Male	100	2.953	.291	.029	.080	Accepted
Female	138	3.004	.287	.024		

As t value between male and female trainees studying in 4 years B.Ed. programme is 0.080 which is greater than 0.05, null hypothesis is accepted which means there no significant difference between Emotional Maturity of male and female trainees studying in 4 years B.Ed. Programme

Ho4: There is no significant difference between emotional maturity of male B.ED. teacher trainees studying in 2 year and 4 year integrated B.ED. programme.

Table 4: Comparison of mean score of Emotional Maturity between Male trainees studying in 2 year and 4 Year integrated B.ED. programme

Course	N	Mean	Std. Deviation	Std. Error	T	Remark
2 Years	91	2.933	.333	.034	.225	Accepted
4 Years	100	2.953	.291	.029		

As t value between male trainees studying in 2 years and 4 Year integrated B.Ed. programme is 0.225 which is greater than 0.05, null hypothesis is accepted which means there no significant difference between Emotional Maturity of male trainees studying in 2 years and 4 years B.Ed. Programme

Ho5: There is no significant difference between emotional maturity of female B.ED. teacher trainees studying in 2 year and 4 year integrated B.ED. programme.

Table 4: Comparison of mean score of Emotional Maturity between Male trainees studying in 2 year and 4 Year integrated B.ED. programme

Course	N	Mean	Std. Deviation	Std. Error	T	Remark
2 Years	148	2.9726	.33028	.02715	.248	Accepted
4 Years	138	3.0046	.28704	.02443		

As t value between female trainees studying in 2 years and 4 Year integrated B.Ed. programme is 0.248 which is greater than 0.05, null hypothesis is accepted which means there no significant difference between Emotional Maturity of female trainees studying in 2 years and 4 years B.Ed. Programme

FINDINGS

As per the data analysis, all the null hypothesis are accepted. Which shows that there is no significance difference between emotional maturity of teacher trainees based on duration of course and based on gender. The results says that emotional maturity is inbuilt in human being, one can improve it with the help of course. Whether they study in 2 years B.ed. Programme or 4 years integrated programme, whether they are male or female, whether they belong to arts or commerce, teachers has to keep balance in the emotions as they have to deal with students and their problems. B.ed programme is a guiding and helping teacher trainees how they can work on their emotional maturity which will enhance their teaching skills and they will be able to guide their students.

CONCLUSION:

It is concluded that B.ED teachers trainee has to develop emotional maturity while taking teachers training. Emotional maturity include one has to be stress free, one should not react in all situation rather one should respond. Teacher has to develop cool mindset and has to avoid gossiping as teachers are the roll models for students, they have to enhance the skills of students and find out the hidden potential from students with the help of their emotional maturity.

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