

A study of emotional maturity of pre-service teacher trainees

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Abstract: *The present investigation has been undertaken in order to study the emotional maturity of pre-service teacher trainees. By using stratified random sampling technique, 170 pre-service teacher trainees were selected from various Colleges of Education from Haryana. This study is intended to find out the levels of emotional maturity of teacher trainees. Emotional maturity of the respondents was assessed by Emotional Maturity Scale developed by Singh and Bhargava (2006). This study reveals that there exist no significant difference exists in the mean score of emotional maturity among male and female; rural and urban teacher trainees.*

Key Words: *Emotional Maturity, Pre-service Teacher Trainees, Emotional Stability, Emotional Progression, Social Adjustment, Personality integration and Independence.*

1. INTRODUCTION:

Life is a mixture of necessity and freedom, chance and choice. The modern civilization with all its advancements and competitions has made the life more complex. No two individuals are alike. Some adapt themselves to new situations easily, while other face difficulties (Syal, 2015). In this technology driven society adolescent students are subjected to high academic pressure because of the ever-increasing competition and expectations from their family and others. Most of them are finding it difficult to tolerate these pressures which lead to anxiety stress frustration and emotional upsets in day-to-day life (Shimsiya & Parambat, 2016). In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustration and emotional upsets in day to day life (Singh & Bhargava, 2006). Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner. Emotional maturity implies controlling our emotions rather than letting our emotions. Emotional maturity depicts our capacity to manage and to check our emotions, to evaluate other's emotional state and to persuade their judgment and actions.

Emotional maturity is a state of having reached an adult level of emotional development which implies emotional control in social situation. Emotional maturity is considered as one of the major determinants in shaping an individual's personality, behavior and attitudes and it helps in enhancing the relationship with others and to enhance the self-worth of the person and emotional stability is considered as one of the major components in mental health (Anand, Kunwar, & Kumar, 2014). According to Cole (1954), the most outstanding mark of emotional maturity is the ability to bear tension and it will enable a person to tolerate the frustration they undergo (Kumar & Smriti, 2014). Hence it is considered as an individual's ability to control emotions himself or herself (Rajeshwari & S, 2015).

2. REVIEW OF RELATED LITERATURE:

Aleem (2005) have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students. Subbarayan & Visvanathan (2011) studied emotional maturity of college students and found that the emotional maturity of college students is extremely unstable and significant mean difference exists between male and female college students. Sharma (2012) compared college adjustment processes and emotional maturity between first and final year female students. Results indicated that the first-year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. Agrawal & Srivastava (2016) investigated the difference of emotional maturity and self esteem among working and non working women. Result of emotional maturity among working and non working women is significant. It is concluded that non working women are likely moderately stable than working women, in this study mostly working women are unstable. Shimsiya & Parambat (2016) investigated the emotional maturity of higher secondary school students in relation to birth order and selected stream of study. Results reveal that there exist different levels of emotional maturity among higher secondary school students.

3. OBJECTIVES OF THE STUDY:

- (a) To study emotional maturity of teacher trainees.
- (b) To study and compare the emotional maturity of male and female teacher trainees.

(c) To study and compare the emotional maturity of rural and urban teacher trainees.

4. HYPOTHESES OF THE STUDY :

- H₀₁ There exists no significant mean difference of male and female teacher trainees.
- H₀₂ There exists no significant mean difference between rural and urban teacher trainees.

5. METHODOLOGY, TOOL & STATISTICAL TECHNIQUES :

Normative survey method and random sampling technique has been used in the present study. The tool Emotional Maturity Scale by Singh & Bhargava (2006) used by the investigator for the study. It has been administered to 170 B.Ed. teacher trainees from Colleges of Education in Hisar, Haryana available at the time of data collection. Statistical techniques used are mean, Standard Deviation and t- test.

6. ANALYSIS AND INTERPRETATION OF THE DATA :

With an objective of finding out factor differences among B.Ed. teacher trainees with regard to emotional maturity, mean and standard deviations were computed separately from their distributions of scores. Finally, the significance of difference between the means of the groups (Male vs. Female, Rural vs. Urban) were tested with the help of t-test. The data is presented graphically in the Figure 1.

Table 1: Mean score of teacher trainees on different areas of Emotional Maturity

Sr. No.	Areas	N	Mean	Interpretation
1	Emotional Stability	170	19.53	As per manual total mean score on emotional maturity shows that teacher trainees are emotionally unstable
2	Emotional Progression		18.55	
3	Social Adjustment		20.00	
4	Personality Integration		16.95	
5	Independence		16.47	
6	Total		91.50	

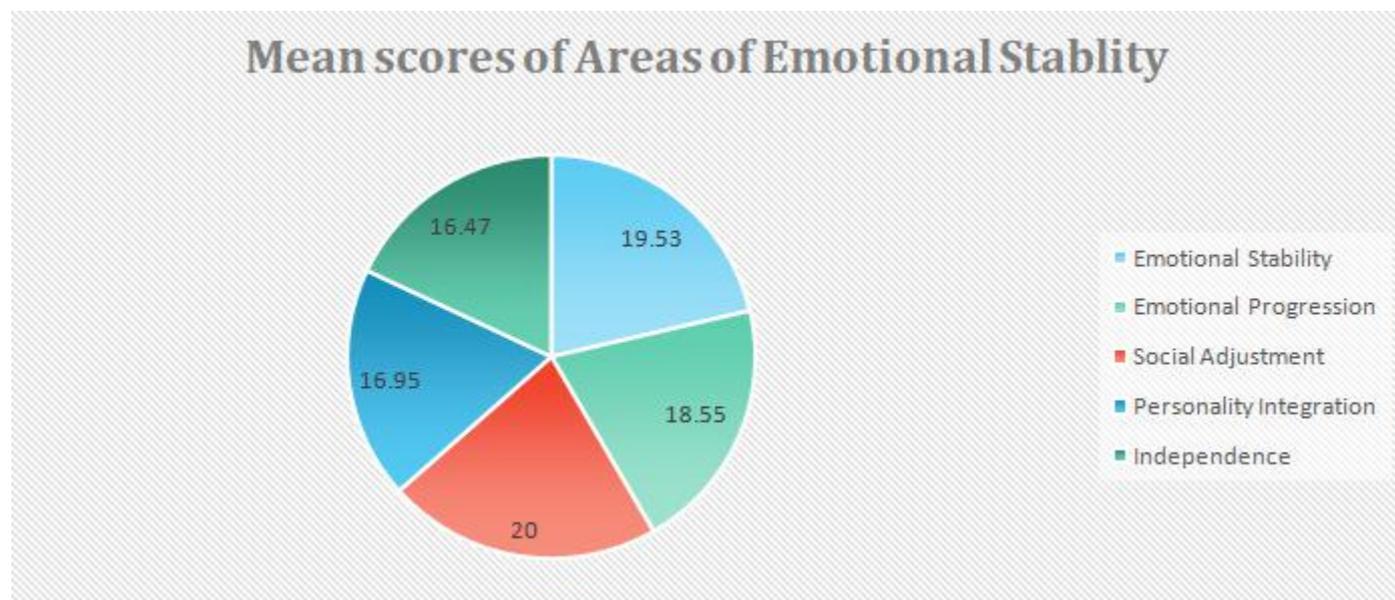


Figure1

6.1 Comparison between Male and Female teacher trainees on Emotional Maturity.

Table 2 shows that the mean score on emotional maturity of male and female teacher trainees are 93.14 ± 17.44 and 89.57 ± 21.43 respectively. The calculated t- value is 1.197 which is not significant as calculated value is less than tabulated value 2.60 at degree of freedom 168. When results are compared in the context of the mean scores, it is found that mean scores of the male teacher trainees is higher than that of the female teacher trainees. This indicates that female teacher trainees have higher emotional maturity than their male counterparts as higher score value shows lower level at emotional maturity. As per manual both male and female teacher trainees are emotionally unstable. Thus, the hypothesis

(H₀₁) that “There exists no significant mean difference of male and female teacher trainees” is RETAINED at 0.01 level of significance. The data is presented graphically in the Figure 2.

Table 2: Mean, S.D., SED and t- value of Male and Female teacher trainees on Emotional Maturity

Variable	Group	Mean	N	Standard Deviation	Standard Error	t- value	Level of significance
Emotional Maturity	Male	93.14	70	17.44	2.98	1.197	Not significant
	Female	89.57	100	21.43			

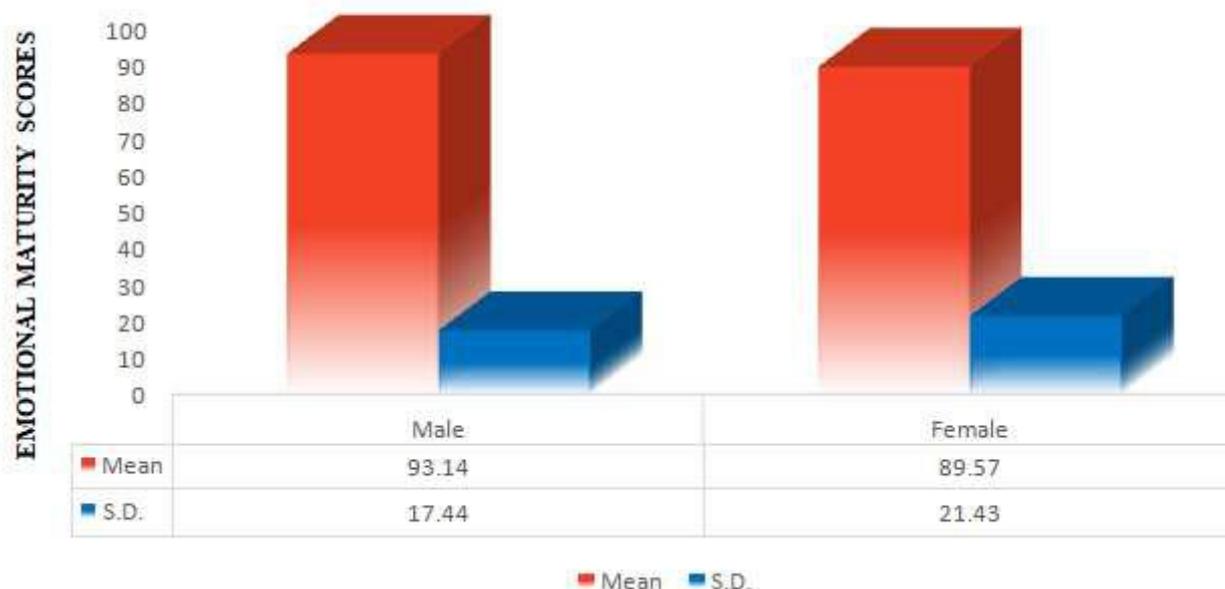


Figure 2

6.2 Comparison between Rural and Urban teacher trainees on Emotional Maturity.

Table 6.3 depicts the mean score on emotional maturity of rural and urban teacher trainees as 91.48 ± 21.42 and 91.15 ± 22.56 respectively. The calculated t- value is 0.921 which is not significant as calculated value is less than tabulated value 2.60 at degree of freedom 168. When results are compared in the context of the mean scores, it is found that mean scores of the rural teacher trainees is higher than that of the urban teacher trainees. This indicates that urban teacher trainees have higher emotional maturity than rural teacher trainees as higher score value shows lower level at emotional maturity. As per manual both rural and urban teacher trainees are emotionally unstable. Thus, the hypothesis (H₀₂) that “There exists no significant mean difference of rural and urban teacher trainees” is RETAINED at 0.01 level of significance. Data is presented graphically in the Fig 6.3.

Table 3: Mean, S.D., SED and t- value of Rural and Urban teacher trainees on Emotional Maturity

Variable	Group	Mean	N	Standard Deviation	Standard Error	t- value	Level of significance
Emotional Maturity	Rural	91.48	95	21.42	0.358	0.921	Not significant
	Urban	91.15	75	22.56			

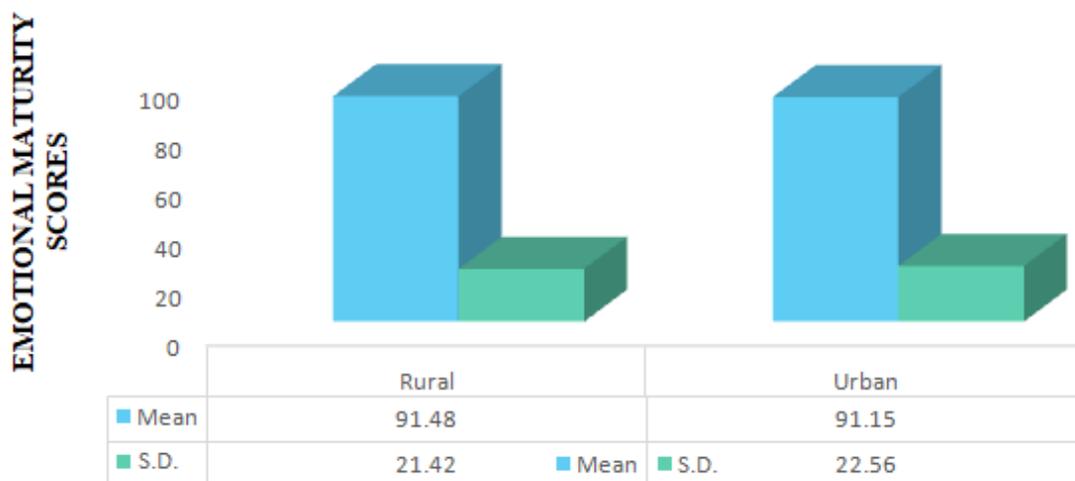


Figure 3

7. FINDINGS AND DISCUSSIONS:

From analysis of score, it is found that there exists no significant mean difference of male & female; rural and urban teacher trainees which is in contrast to the study of Aleem (2005) and Subbarayan & Visvanathan (2011). Overall mean score of teacher trainees shows that all are emotionally stable which is similar to the results of Subbarayan & Visvanathan (2011). Both male-female and rural-urban teacher trainees are also emotionally stable.

8. CONCLUSION:

Emotional maturity implies controlling our emotions rather than letting our emotions. Emotional maturity depicts our capacity to manage and to check our emotions, to evaluate other's emotional state and to persuade their judgment and actions. Results of the study reveals that there exist no significant difference in the mean score on emotional maturity among male and female; rural and urban teacher trainees. But mean score shows that the teacher trainees are emotionally unstable whether they are male or female and rural or urban.

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