

A STUDY OF EMOTIONAL MATURITY AMONG PROSPECTIVE TEACHERS OF DISTRICT BATHINDA WITH RESPECT TO GENDER AND RESIDENTIAL AREA

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Abstract

The study in hand was aimed to study the level of emotional maturity among the prospective teachers of district bathinda of Punjab state with respect to their gender and residential area. The sample of the study was selected by using simple random sampling technique. Sample of 200 prospective teachers was selected from various education colleges situated in district Bathinda of Punjab state. A standardized Emotional Maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administered on the selected sample. The collected data was analysed by using descriptive statistical techniques and t test was also administered to study the difference between the groups. The results of the study are 1) The prospective teachers of district bathinda of Punjab state shows extremely lower level of emotional maturity, 2) Only one percent of prospective teachers showed moderate level of emotional maturity, 3) Significant difference was founded between the gender in level of emotional maturity, 4) Male prospective teachers of district bathinda showed significantly lower level of emotional maturity than female prospective teachers and 5) No significant difference in Emotional Maturity was founded among prospective teachers of District Bathinda with respect to Residence Area.

Key Words: Emotional Maturity, Prospective Teachers, Gender, Locality.

Introduction

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead a effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied.

Geoghagen et.al. (1963) states that a person is assumed emotionally mature when his responses to a situation are-

- (a) Appropriate to his degree of development.
- (b) Proportionate to the demands of situation.

Smitson (1974) says, 'Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally'.

Singh (1999) says, 'Emotional maturity is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish'. Good (1981) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

Significance of the study

Human personality is a whole of very complex components. It is a grand whole of one's internal and behavioural factors. Emotional aspect is one such factors. It plays a vital role in determining ones personality. In research point of view it is very important to study the emotional maturity of would be teachers. A teacher should be an idealistic personality for students and society. A emotionally mature teacher can play a very constructive and optimistic role in shaping of students personality. A emotionally strong teachers can understand the problems of learners. Emotional maturity plays a vital role for dealing with students and making the teaching-learning process more effective. Besides subject mastery, teachers' emotional competency, sensitivity and maturity develops the learning of students.

Objectives

1. To study the Emotional Maturity of prospective teachers of District Bathinda.
2. To study the difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Gender.
3. To study the difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Residence Area.

Hypotheses

1. There exists no significant difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Gender.

2. There exists no significant difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Residence Area.

Method and Procedure

Sample

The study in hand is descriptive in nature. The sample of the study is selected by using simple random sampling technique. Sample of 200 prospective teachers was selected from various education colleges situated in district Bathinda of Punjab state. The total sample comprised with 91 male and 109 female prospective teachers. On the basis of residence, the sample includes 94 rural and 106 prospective teachers residing in urban area of Bathinda district.

Tool used

A standardized Emotional Maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administrated on the above selected sample.

Statistical Techniques

The collected data was analysed by using descriptive statistical techniques and t test was also administrated to study the difference between the groups.

Analyses and Interpretation

Objective 1: To study the Emotional Maturity of prospective teachers of District Bathinda.

Table 1 Showing the Frequency Distribution of Emotional Maturity among Prospective Teachers of District Bathinda.

Class Intervals	Frequency	Percent	Cumulative Percent
90 & below	2	1.0	1.0
90 - 99	1	.5	1.5
100 - 109	3	1.5	3.0
110 - 119	3	1.5	4.5
120 - 129	1	.5	5.0
130 - 139	13	6.5	11.5
140 - 149	34	17.0	28.5
150 - 159	42	21.0	49.5
160 - 169	25	12.5	62.0
170- 179	14	7.0	69.0
180- 189	21	10.5	79.5
190 - 199	37	18.5	98.0
200 & above	4	2.0	100.0
Total	200	100.0	

Mean=162.87

Median=160

S.D.= 24.12

Range=119

The above table shows the frequency distribution of scores obtained by prospective teachers of district Bathinda of Punjab state in Emotional Maturity Scale. The prospective teachers scored 162.87 in mean with 24.12 standard deviation. The data shows that the 49.5 percent of prospective teachers scored below mean interval that means 49 percent of perspective teachers shows higher emotional maturity than the mean interval. Whereas, 12.5 percent of prospective teachers fall in the mean interval i.e. 160 to 169. The rest 38 percent of prospective teachers scored higher in scale which may be interpreted as they have lesser emotional maturity as compare to the mean interval.

Table 2 Showing the Frequency Distribution According to the Level of Emotional Maturity among Prospective Teachers of District Bathinda

Levels of Emotional Maturity	Frequency	Percent	Cumulative Percent
Extremely Emotional Mature	0	0	0
Moderately Emotional Mature	2	1.0	1.0
Emotional Immature	3	1.5	2.5
Extremely Emotional Immature	195	97.5	100.0
Total	200	100.0	

Table 2 shows the levels of emotional maturity among the prospective teachers of district Bathinda. As per the standardized norms suggested by scale constructors the figures reveals that the major part with 97.5 percent of total sample falls under extremely emotional immature level, 1.5 percent of teachers in emotionally immature level and only 1 percent of total sample exhibits emotional maturity at moderate level.

Objective 2: To study the difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Gender.

Table 3 Showing the Mean Differences, Standard Deviation and t Values Between the Gender in Emotional Maturity Among Prospective Teachers of District Bathinda.

Dimensions of Emotional	Gender	N	Mean	Std. Deviation	MD	Std. Error	t value
Emotional Stability	Male	91	36.35	4.20	5.104	0.679	7.52**
	Female	109	31.25	5.22			
Emotional Progression	Male	91	36.29	5.69	4.423	0.806	5.49**
	Female	109	31.86	5.66			
Social Adjustment	Male	91	35.89	5.13	4.927	0.740	6.66**
	Female	109	30.96	5.28			
Personality Integration	Male	91	37.47	5.33	5.142	0.780	6.60**
	Female	109	32.33	5.62			
Independence	Male	91	29.70	4.85	3.942	0.581	6.78**
	Female	109	25.76	3.32			
Overall Emotional Maturity	Male	91	175.70	22.27	23.538	2.999	7.85**
	Female	109	152.17	20.12			

**** Significant at 0.01 level of confidence**

The table 3 shows the dimension wise mean differences, standard deviation and t values between the genders in Emotional Maturity among prospective teachers of district Bathinda. The investigation reveals that male prospective teachers scored higher than females in mean in all dimensions. The calculated t values between the genders are 7.52 in emotional stability, 5.49 in emotional progression, 6.66 in social adjustment, 6.60 in personality integration, 6.78 in independence and 7.85 in case of overall emotional maturity. All the calculated t values are greater than the t critical 2.58 at 0.01 level of confidence. The findings may be interpreted as male prospective teachers show significantly less emotional maturity because higher scores show lesser maturity level in all the dimensions discussed above.

Hence, the hypothesis 1, There exists no significant difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Gender, is rejected.

Objective 3: To study the difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Residence Area.

Table 4 Showing the Mean Differences, Standard Deviation and t Values Between the Rural and Urban Residence Area in Emotional Maturity Among Prospective Teachers of District Bathinda.

Dimensions of Emotional Maturity	Gender	N	Mean	Std. Deviation	MD	Std. Error Difference	t value
Emotional Stability	Rural	94	34.05	5.20	0.912	0.765	1.19
	Urban	106	33.14	5.58			
Emotional Progression	Rural	94	34.03	5.62	0.296	0.863	0.34
	Urban	106	33.74	6.48			
Social Adjustment	Rural	94	33.49	5.85	0.537	0.816	0.66
	Urban	106	32.95	5.68			
Personality Integration	Rural	94	34.72	5.68	0.101	0.859	0.12
	Urban	106	34.62	6.38			
Independence	Rural	94	27.59	4.49	0.003	0.644	0.005
	Urban	106	27.56	4.59			
Overall Emotional Maturity	Rural	94	163.85	22.37	1.842	3.424	0.54
	Urban	106	162.01	25.65			

The table 4 shows the dimension wise mean differences, standard deviation and t values between the rural and urban residence area in Emotional Maturity among prospective teachers of district Bathinda. The investigation reveals that rural prospective teachers scored higher than urbans in mean in all dimensions. The calculated t values between rural and urban are 1.19 in emotional stability, 0.34 in emotional progression, 0.66 in social adjustment, 0.12 in personality integration, 0.005 in independence and 0.54 in case of overall emotional maturity. All the calculated t values are lower than the t critical 1.96 at 0.05 level of confidence. The findings may be interpreted as rural prospective teachers show insignificantly less emotional maturity because higher scores show lesser maturity level in all the dimensions discussed above.

Hence, the hypothesis 2, There exists no significant difference in Emotional Maturity of prospective teachers of District Bathinda with respect to Residence Area, is accepted.

Findings

1. The prospective teachers of district bathinda of Punjab state shows extremely lower level of emotional maturity.
2. Only one percent of prospective teachers showed moderate level of emotional maturity.
3. Significant difference was founded between the gender in level of emotional maturity.

4. Male prospective teachers of district bathinda showed significantly lower level of emotional maturity than female prospective teachers.
5. No significant difference in Emotional Maturity was founded among prospective teachers of District Bathinda with respect to Residence Area.

Conclusions

In whole the findings indicates towards the pitiable situation of our teacher education system where the level of emotional maturity of prospective teachers is very low. A variety of factor may affecting this emotional aspect of our youth is striking in mind which may includes feeling of social insecurity, lesser job possibilities, lower quality of school and college education and faulty parenting etc. Actual reasons behind these unfortunate results should be diagnosed in scientific way.

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