

A Study on Emotional Maturity of Students Teachers based on Locality of the Institution

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Abstract

The present Study attempts to find the significant difference between Emotional Maturity and dimensions with respect to Locality of the Institution. Researcher has chosen normative survey method to study the Emotional Maturity of B.EdCollege Student Teachers. A Sample of 1250 Students Teachers in Chennai, Kanchipuram, Thiruvallur and Vellore Districts are drawn by using Random Sampling Technique. The Statistical Technique used is t-test. The finding of the study is that there is a significant difference between Rural and Urban Student Teachers in the Dimension of Emotional Maturity namely- Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence.

Keywords: Emotional Maturity, Students Teachers, Locality, Rural, Urban.

Introduction

Education is character-building. Psychology has been defined in many different ways. It has been called the science of mental life, the science of mental processes. States, activities or functions, the study of behaviour in its mental and bodily aspects, a systematic inquiry into man's relations with his environment and the like. Education, as we have seen above, is an attempt to mould and shape behaviour. It tries to help young people to grow and shape behaviour. It tries to help young people to grow and develop along certain lines, to acquire knowledge and skill and to learn certain ways of thought and feeling so that they may be absorbed in adult social life. Emotional maturity is the developmental stage in handling emotions, where the individual develops through childhood and adolescence into adulthood, his/ her emotions become more easily classifiable as fear, anger, disgust, hate, grief, affection, joy and jealousy.

Emotional Maturity should be regarded as relative, not final, the process of maturity is never complete. A good educational program should help learners to gain emotional maturity. Emotional matured person is not carried away by feelings. He/she has considerable tolerance for frustration, anxiety and so on. In short Emotional maturity means the degree to which the person has realized the potential for richness of living and has developed the capacity to enjoy life, to establish a mutually beneficial relation with others around.

Significance of the Study

Education is to bring out all round development of an individual. Education contributes more towards getting knowledge and fund to information. Emotional development is one of the major aspects of human growth and development. Emotions like fear, anger, love, affection, play an important role in child personality. All round development of an individual is also controlled by emotions and experiences. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotionally imbalance and maladjusted. The emotionally mature or stable individual regardless of his age is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. Education also helps an individual to develop Emotional Maturity; The Emotional maturity becomes important in the behaviour of individuals. Hence is this study.

Review of Related Studies

Prathibha& Ashok (2017) attempted a study on Emotional Maturity and Academic Performance of Adolescents. The main objective of this study was to study the relationship between Emotional Maturity and Academic performance of adolescents and to study the gender difference in the emotional maturity of adolescents. The sample consisted of 60 first-year undergraduate students between 17 and 20 years of age were selected through purposive sampling technique. The findings showed that there is a low negative correlation between emotional maturity and academic performance, which is not significant. Such that, there is a significant gender difference in the level of emotional maturity, and there is no significant gender difference in the emotional maturity of adolescents. Both Men and Women are extremely emotionally immature.

Lawrence T. Lam and Emmy M. Y. Wong (2017) had undertaken a study on “Enhancing social- emotional well being in young children through improving teachers’ social- emotional competence and curriculum design in Hong Kong”. This study aimed to evaluate an intervention program for the enhancement of the social-emotional well-being of young children through improving the social-emotional competence of kindergarten teachers. 32 kindergartens and a total of 106 early childhood educators were selected using a random cluster sampling technique for this study. A total of 990 young children were observed providing complete information on pre and post-assessments for analysis. The major findings stated that statistically significant improvement in social competence and reduction to anxiety-withdrawal and anger-aggression after the intervention. These results were indicative of a potentially successful intervention program that would require a proper trail to establish its efficacy. Significant improvement in the social-emotional well-being of children resulting from the intervention program.

Objective

To find the significant difference between Rural and Urban on their Emotional Maturity and its dimensions namely - Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence.

Hypothesis

There is no significant difference between Rural and Urban on their Emotional Maturity and its dimensions namely - Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence

Methodology

Researcher has chosen normative survey method to study the Emotional Maturity of B.Ed College Student Teachers. A Sample of 1250 Students Teachers in Chennai, Kanchipuram, Thiruvallur and Vellore Districts are drawn by using Random Sampling Technique based on objectives of the research study. The Statistical Technique 't' test is used. Emotional Maturity Scale which has five dimensions such as Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence Standardized by Yashvir Singh and Dr. Mahesh Bhargava with the reliability of 0.87 was selected to measure Emotional Maturity of Student Teachers.

Results and Discussion:

Table -1
Rural Vs Urban
Distribution of Emotional Maturity of Students Teachers

S.No	Variables and its Dimensions	Locality of the Institution	Mean	S.D	t –Value	L.S
1	ES	Rural	37.01	8.60	5.33	S
		Urban	39.42	6.25		
2	EP	Rural	36.12	8.13	4.39	S
		Urban	38.06	6.58		
3	SA	Rural	31.49	7.24	7.95	S
		Urban	34.66	6.07		
4	PI	Rural	31.79	7.81	9.88	S
		Urban	36.07	6.67		
5	I	Rural	27.02	6.77	8.56	S
		Urban	30.20	5.62		
6	Total EM	Rural	163.43	28.56	9.91	S
		Urban	178.42	21.21		

From the table 1 it is inferred that the calculated "t" value of the dimension of Emotional Maturity namely Emotional Stability (**5.33**), Emotional Progression (**4.39**), Social Adjustment (**7.95**), Personality

Integration (9.88), Independence (8.56) and Emotional Maturity as a whole (9.91) is greater than the table value (1.96) at 0.05 level of significance. Therefore, there is a significant difference between Rural and Urban Student Teachers in the dimension of Emotional Maturity namely Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, Independence, and Emotional Maturity as a whole in favour of Urban Student Teachers.

Conclusion

The Urban Student Teachers shows higher level on Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, Independence, and Emotional Maturity as a whole than Rural Student Teachers. It is concluded that urban student teachers had the opportunity to face different situations in their life to develop their Emotional Maturity.

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