

A Study Emotional Maturity of Teachers under Training

ABSTRACT: Education is a touch stone of every society. It is responsible for all round development of the child. No society can reach to its highest potential without positive and constructive role of education. For this, well trained teachers are required. Teachers are asserts for a nation. They can contribute a lot for the social upliftment of the society. Teachers are made not born. In these days, it is not only the cognitive functioning which is needed, but more important is whether the teachers are emotionally matured and balanced. So not only IQ of the teachers matters but the emotional maturity is more important. So the present study is an attempt to study the emotional maturity of teacher trainees who are being groomed to be the future nation builders. Further this paper measures the emotional maturity of pupil teachers on the basis of gender and type of their teaching subjects. The descriptive method was used for conducting the present study. Sample for the present study consisted of approx. 400 teacher trainees of Barnala and Sangrur districts. The data for emotional maturity is collected by using Emotional Maturity Scale by Dr. Mahesh Bhargava and Dr. Yashvir Singh (2006). For data analysis, the means, SDs and SEs were calculated. To compare the groups formed on the basis of gender and type of teaching subjects, t- ratios were calculated

Introduction

Emotional maturity is that characteristics of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions—positive or negative and is able to express them at the appropriate time in an appropriate degree.

Emotional maturity should not involve just simple restrictions and control. It means much more. An adequate description of emotional maturity must take account the full scope of the individual's capacity and powers, and of his ability to use and enjoy them. As per the author of emotional maturity scale, Singh and Bhargava (1999), "Emotional Maturity is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feelings, thinking and action.

An emotionally mature person has full control over the expression of his feelings. He behaves according to the accepted social ideals and values. Emotional Maturity is not only the effective determinant of personality pattern but also helps to aim of any good educational programme is to help the learner to gain emotional maturity. A person who is emotionally stable will have better adjustment with himself as well as with others and have more satisfaction in life.

Concept of Emotional Maturity

According to Arthur T. Jersild (1968), "Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting ; and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by persons afraid to admit that they are afraid."

An emotional mature person has various characteristics as they have the ability to give and receive alone, to face reality and deal with it, capacity to relate positively to life experiences, to learn more experiences, to accept frustration to handle hostility constructively, to have an adequate self control and self respect and is more guided by his intellect rather than his emotions.

The most outstanding mark of emotional maturity is the ability to bear tensions. An emotionally matured person has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity does not means merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Review of related literature

Rupinder (2012) also concluded that the male students are more emotionally matured than the females; but no differences exist on this factor between rural and urban students as well as Govt. and private school students.

Manmohan (2012) in his recent study found that no differences have been found significantly on the different dimensions of emotional maturity whether the teachers are males or females; whether they are working in rural schools or urban schools; whether they belong to government schools or private schools. But on emotional competency, significant differences exist on some dimensions between male and female teachers, rural and urban school teachers as well as teachers of the government and private schools.

He also found that there is again a positive relationship between emotional intelligence and emotional maturity, as significant differences have been found in the mean scores of all components and aspects of emotional intelligence between three groups of teachers with high, average and low levels of emotional maturity.

Statement of the problem

The present study is entitled as :

A STUDY OF EMOTIONAL MATURITY OF TEACHERS UNDER TRAINING

Objectives of the study

The objectives of the present study are :-

- To measure the emotional maturity of the teachers under training.
- To find out the gender differences in emotional maturity of teachers under training.

- To find out the significance of differences in emotional maturity among the teacher trainees of humanity and science groups.

Hypotheses

- There would be no significant differences between male and female teachers under training on emotional maturity.
- There would be no significant differences in emotional maturity between teacher trainees of humanity and science groups

Operational definitions of the study

- Emotional Maturity-** Emotional Maturity is the ability to become emotional stable that does not allow the person to react excessively or given to swings in mood in any emotional situation. It is also the ability of an individual to get emotional progression, social adjustment, personality integration and independence. After attaining emotional maturity, individual is able to demonstrate a well balanced emotional behaviour in his day-to-day life.
- Teachers Under Training-** They are those individuals who are getting training as teachers and who will obtain bachelor degree in education from any recognized teachers training college in Punjab.

Delimitations of the study

- The present study will be delimited to two districts of Punjab i.e. Barnala and Sangrur.
- The present study will be delimited to approx 400 teacher trainees of selected B. Ed. colleges.
- The study will be delimited to teacher trainees from Humanities and Science groups.

Methodology

Method :-

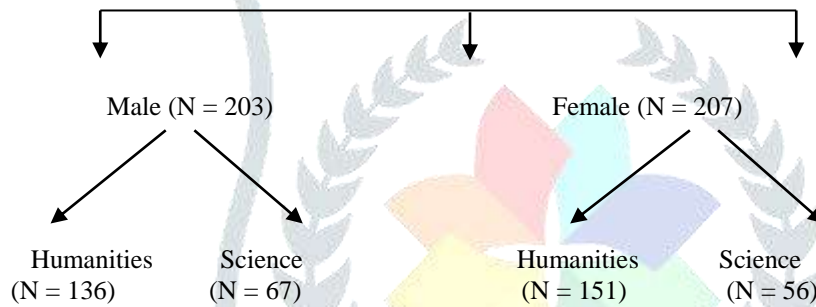
The Descriptive survey method was used to conduct the present study.

Sample :-

The sample of this study constituted 410 teacher trainees of different educational colleges of district Barnala and Sangrur.

Total Sample

(N = 410)



Tools Used :-

- Emotional Maturity Scale by Dr. Mahesh Bhargava and Dr. Yashvir Singh (2006)

Data Collection :-

The investigator personally approached the teacher trainees of educational colleges of the said districts for collecting data and distributed questionnaire among them. This was done by establishing rapport make them feel comfortable. In due time filled up questionnaires were collected by the investigator. Then scoring of each response sheet was done with the help of the scoring procedure as given in their respective manual.

Data Analysis and Interpretation :-

Hypothesis 1:-There would be no significant differences between male and female teachers under training on emotional maturity.

In the present study, the emotional maturity of the teachers-under training was measured with the help of emotional maturity scale by Dr. Mahesh Bhargava and Dr. Yashvir Singh. Emotional maturity scale measures five dimensions; e.g. (i) emotional stability; (ii) emotional progression; (iii) social adjustment (iv) personality integration and (v) independence. In this scale, the higher the score, greater the degree of the emotional immaturity and vice-versa.

Table I presents the means, SDs and t-ratios of the scores of five dimensions of emotional maturity for the male and female teachers under training.

Table I

Means, SDs and t-ratios of scores of five dimensions of emotional maturity for male and female teachers under training

	Emotional Maturity	Sex	M	SD	SE	dm	SEdm	t-ratios	Significance Level
A	Emotional Stability	M (203)	19.53	4.569	0.321	1.41	0.533	2.647**	P<0.1
		F (207)	20.94	6.116	0.425				
		Total (410)	20.24	5.445	0.269				

B	Emotional Progression	M (203)	19.54	4.923	0.346	0.17	0.553	0.308	NS
		F (207)	19.71	6.203	0.431				
		Total (410)	19.62	5.600	0.277				
C	Social Adjustment	M (203)	19.26	4.869	0.342	0.98	0.545	1.799	NS
		F (207)	20.24	6.099	0.424				
		Total (410)	19.75	5.539	0.274				
D	Personality Integration	M (203)	18.61	4.421	0.310	0.44	0.546	0.806	NS
		F (207)	18.17	6.454	0.449				
		Total (410)	18.39	5.536	0.273				
E	Independence	M (203)	15.79	4.403	0.309	1.35	0.504	2.679**	P<01
		F (207)	17.14	5.722	0.398				
		Total (410)	16.47	5.150	0.254				
Total		M (203)	92.72	17.473	1.226	3.47	2.136	1.628	NS
		F (207)	96.19	25.092	1.744				
		Total (410)	94.48	21.701	1.072				

** Significant at 0.01 level

As the above table shows that no significant differences were observed on three dimensions of emotional maturity as t-ratios were not statistically significant; whereas in the case of the first dimension i.e. emotional stability and the fifth dimension of independence; males and females differed significantly as t-ratios were calculated to be 2.647 and 2.679 which are significant at 0.01 level. Here the males were getting less mean scores (M = 19.53 & 15.79) as compared to the females (M = 20.94 & 17.14) which means that the males were more emotionally matured.

Hypothesis 2:- There would be no significant differences in emotional maturity between teacher trainees of humanity and science groups.

Table II presents the mean scores differences of five dimensions of emotional maturity between teachers under training of humanities and science groups.

Table II

Means, SDs and t-ratios of scores of five dimensions of emotional maturity for the humanities and science group teachers under training

	Emotional Maturity	Humanities (N = 287)			Sciences (N = 123)			dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
A	Emotional Stability	20.24	5.361	0.316	20.25	5.658	0.510	0.01	0.600	0.017	NS
B	Emotional Progression	19.62	5.487	0.324	19.63	5.879	0.530	0.01	0.671	0.016	NS
C	Social Adjustment	20.14	5.726	0.338	18.85	4.985	0.449	1.29	0.562	3.007**	P<.01
D	Personality Integration	18.48	5.691	0.336	18.17	5.172	0.466	0.31	0.575	0.540	NS
E	Independence	16.80	5.596	0.330	15.70	3.826	0.345	1.10	0.447	2.304*	P<.05
Total		95.28	22.298	1.316	92.61	20.207	1.822	2.67	2.248	1.118	NS

* Significant at 0.05 level

** Significant at 0.01 level

As the above table shows that significant differences between the humanities and science groups student-teachers were observed on two dimensions i.e. third one which deals with social adjustment and the fifth one i.e. independence; as their t-value of 3.007 (P < .01) and 2.304 (P < .05) were statistically significant. In these dimensions, the sciences group teachers under training were getting lesser mean scores (M = 18.85 & 15.70) as compared to their counterparts of humanities group (M = 20.14 & 16.80) and hence the formers seemed to be more emotionally

matured as compared to the later ones. In the first, second and fourth dimensions; as t-values were not significant statistically and hence no significant differences were available.

Conclusions:-

The results of the study show that male and female teachers under training did not differ significantly on many dimensions of the emotional maturity; as their t-values were not significant statistically. Only in the first dimension (i.e. emotional stability) and fifth one (independence) where the sex differences were observed between the male and female student teachers. Here the males teachers who got less mean scores have been proved to be more emotionally matured as compared to the female teachers under training. The same results were noticed, when the humanity group teachers under training were taken separately. Again the male and female student teachers of humanities group differed significantly on the first and fifth dimensions and not on others. But in the case of the science group teachers under training were concerned; there was no sex differences on all the dimensions of emotional maturity between the male and female teachers under training. It means that sex has no effect on the emotional maturity of the teachers under training of the science group; as the level of emotional maturity was almost the same. Here also the null hypothesis could not be rejected but hypothesis that there would be no significant differences between male and female teachers under training on emotional maturity stood accepted.

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