



# EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO FAMILY TYPE AND FAMILY ENVIRONMENT

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## ABSTRACT

The current research was carried out to study the emotional maturity of prospective secondary school teachers with respect to family type and family environment. Utilizing the descriptive survey method, data was collected from a representative sample of 1200 prospective secondary school teachers, pursuing Bachelor of Education (B.Ed.) in different teachers training colleges of Mandi, Kangra, Hamirpur and Bilaspur districts of Himachal Pradesh. The emotional maturity scale and family environment scale were used for collection of data. The techniques of descriptive statistics, Games-Howell Test and Analysis of Variance (Two Way) were used to analyze the data. The results revealed that the prospective secondary school teachers did not differ significantly in terms of their emotional maturity and type of family, further, prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Furthermore, family type and family environment (in combination with each other) did not have significant difference on emotional maturity of prospective secondary school teachers. The implications of the study were suggested the necessity for family-oriented support and emotional competency training in teacher preparation. Implications for schools, policy makers, and teacher educators are clear in terms of promoting emotionally intelligent pre-service teachers.

**KEYWORDS:** Emotional Maturity, Family Environment, Prospective Secondary School Teachers.

## INTRODUCTION

Emotional maturity is one of the most important elements of a teacher's personality, playing a vital role in managing classroom issues, building positive relationships, and fostering a healthy learning environment. For prospective secondary school teachers, emotional maturity becomes even more significant, as they are entrusted with guiding adolescents through a crucial phase of academic and personal development. Among the various factors influencing emotional maturity, family-related variables such as family type and family environment are often highlighted. While family type has traditionally been studied as a factor in emotional development. Similarly, the family environment particularly the emotional support, cohesion, and adjustment within the home has been found to significantly impact one's ability to manage emotions and interact effectively with others. A nurturing and well-adjusted family environment often foster higher emotional competence, whereas its absence

may hinder emotional growth. However, less attention has been paid to how structural aspects of the family, such as whether it is joint or nuclear, influence emotional maturity in the context of teacher education.

## REVIEW OF RELATED LITERATURE

**Singh and Bhatia (2022)** observed that teacher trainees from supportive and cohesive family environments displayed higher levels of emotional maturity, highlighting the importance of emotional bonding and communication within the family. **Mehta and Kapoor (2021)** emphasized that a positive family environment fosters self-confidence and emotional regulation, both of which contribute to emotional maturity. **Sharma and Verma (2023)** found no significant differences in emotional maturity between students from nuclear and joint families, indicating that family structure alone may not be a reliable predictor. **Rani and Thomas (2021)**, who stressed that the quality of family interactions plays a more critical role than structural factors. **Khan and Jafri (2022)** reported that self-regulatory traits like self-control had a more consistent impact on emotional maturity than contextual factors such as family type or socioeconomic background.

## OBJECTIVES OF THE STUDY

1. To study the emotional maturity of prospective secondary school teachers with respect to family type.
2. To study and compare the emotional maturity of prospective secondary school teachers with respect to level of family environment.
3. To study the interactional effects between family type and family environment with regard to emotional maturity of prospective secondary school teachers.

## HYPOTHESES OF THE STUDY

1. There will be no significant difference in the emotional maturity of prospective secondary school teachers with respect to family type.
2. There will be no significant difference in the emotional maturity of prospective secondary school teachers with respect to family environment.
3. There will be no significant interaction between family type and family environment with regard to emotional maturity of prospective secondary school teachers.

## METHODOLOGY

To fulfill the objectives of the study descriptive survey method of the research was used.

## SAMPLING

A representative sample of 1200 prospective secondary school teachers were selected from 12 B.Ed. teacher training colleges from Mandi, Kangra, Hamirpur and Bilaspur districts of Himachal Pradesh.

## RESEARCH TOOL USED

For the present investigation following research tools were used for data collection.

1. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargva (2012).
2. Family Environment Scale: Developed by the researcher himself.

## ANALYSIS OF DATA

The techniques of descriptive statistics, Games- Howell Test and Analysis of Variance (Two Way) were used to analyze the data. Detailed description of the results was given below:

In order to study the main and Interactional effect of family type and family environment on emotional maturity of prospective secondary school teachers, Analysis of Variance (2x2x3 factor design) involving two types of family i.e. joint and nuclear and three types of family environment i.e. healthy, moderate and unhealthy family

environment, was applied on mean scores of emotional maturity of prospective secondary school teachers. The mean emotional maturity scores of prospective secondary school teachers with respect to family type and family environment are given in table-1.

**Table-1**

**FAMILY TYPE AND FAMILY ENVIRONMENT-WISE SCORES AND MEANS ON EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS**

| S. No. | Family Type and Level of Environment | Family | Healthy | Moderate | Unhealthy | Total  |
|--------|--------------------------------------|--------|---------|----------|-----------|--------|
| 1.     | Joint                                | Mean   | 91.43   | 98.82    | 111.37    | 99.57  |
|        |                                      | SD     | 20.525  | 19.296   | 26.993    | 21.538 |
|        |                                      | N      | 72      | 318      | 70        | 460    |
| 2.     | Nuclear                              | Mean   | 97.07   | 101.24   | 108.14    | 101.68 |
|        |                                      | SD     | 24.965  | 22.078   | 28.763    | 23.775 |
|        |                                      | N      | 105     | 524      | 111       | 740    |
| 3.     | Total                                | Mean   | 94.77   | 100.32   | 109.39    | 100.87 |
|        |                                      | SD     | 23.366  | 21.092   | 28.060    | 22.957 |
|        |                                      | N      | 177     | 842      | 181       | 1200   |

From the mean emotional maturity scores of prospective secondary school teachers with respect to their family type and family environment, the 'F' values were calculated. The results are given in table-2.

**Table-2**

**SUMMARY TABLE OF ANALYSIS OF VARIANCE OF EMOTIONAL MATURITY SCORES OF PROSPECTIVE SECONDARY SCHOOL TEACHERS**

| Source of Variation                      | Sum of Squares | df   | Mean Square | 'F' Ratio |
|--|----------------|------|-------------|-----------|
| Family Type (A)                          | 933.715        | 1    | 933.715     | 1.847NS   |
| Family Environment (B)                   | 14535.319      | 2    | 7267.660    | 14.377**  |
| Family Type and Family Environment (AXB) | 4667.736       | 2    | 459.244     | 4.617**   |
| Error Variance                           | 600534.299     | 1188 | 505.500     | -----     |
| Corrected Total                          | 631897.492     | 1199 | -----       | -----     |

NS Not Significant

\*\* Significant at 0.01 level of Significance

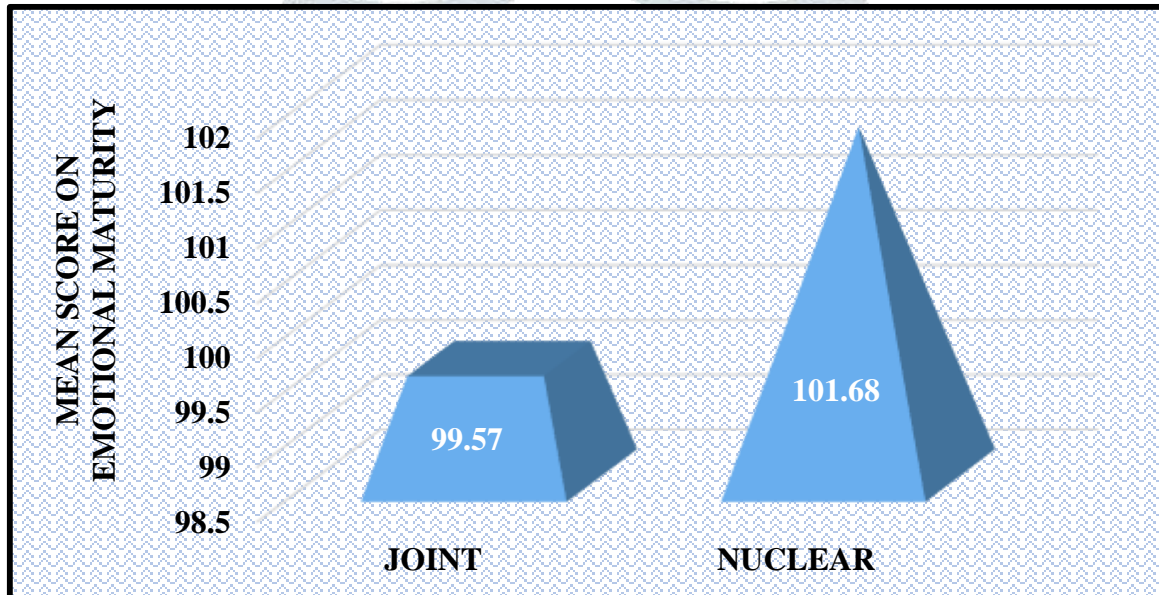
**MAIN EFFECTS**

**(a) Family Type (A):** The obtained calculated value of 'F' for the main effect of family type on emotional maturity of prospective secondary school teachers for degree of freedom 1/1188, came out to be 1.847 which is below the table value (6.64) even at 0.01 level of significance. Thus, the **Hypotheses No. 1**, "There will be no significant difference in the emotional maturity of prospective secondary school teachers with respect to family type" was validated. This shows that prospective secondary school teachers belonging to nuclear and joint families did

not differ significantly from each other with regard to their emotional maturity. This is also evident from the mean emotional maturity scores of prospective secondary school teachers belonging to joint families (mean-99.57) and nuclear families (mean-101.68) which are almost equal. The significant difference in emotional maturity of prospective secondary school teachers with respect to their family type is shown in figure-1.

FIGURE-1

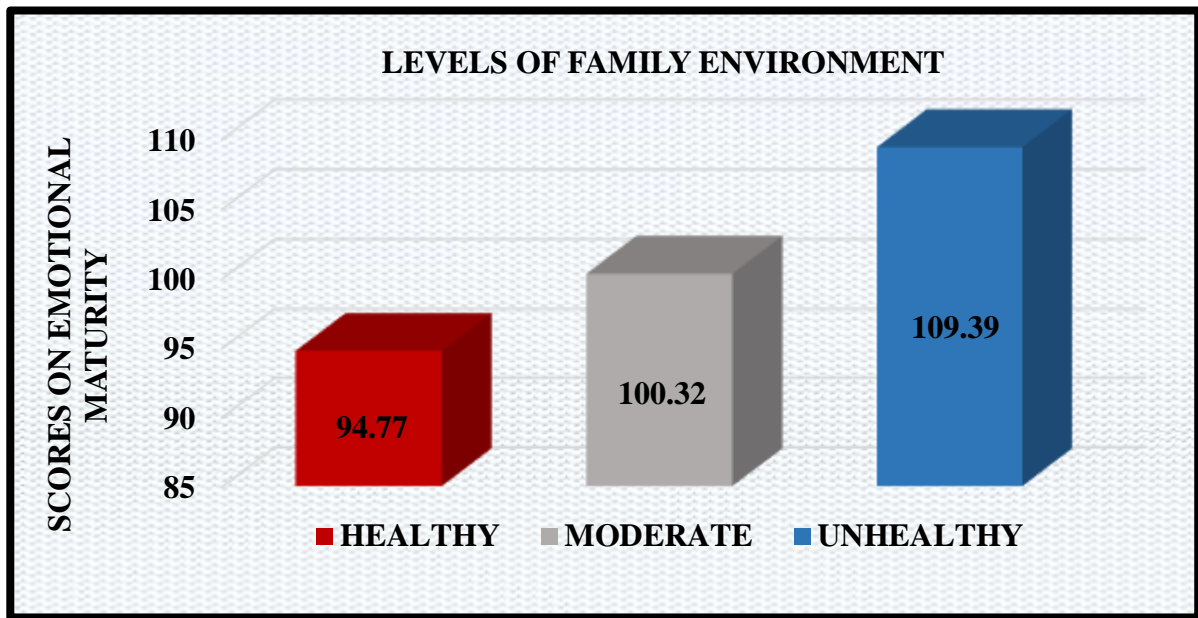
DIFFERENCE IN EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR FAMILY TYPE.



(b) **Family Environment (B)** To study the main effect of family environment on emotional maturity of prospective secondary school teachers the calculated value of 'F' for degree of freedom 2/1188, came out to be 14.377 which is much greater than the table value (6.64) even at 0.01 level of significance, so the **Hypothesis No. 2** "There will be no significant difference in the Emotional Maturity of prospective secondary school teachers with respect to family environment" was not accepted. Thus, it may be inferred that prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Further it is also evident from the table-1 that mean scores of emotional maturity of prospective secondary school teachers having Healthy family environment is 94.77, which is higher than the mean score of prospective secondary school teachers having Moderate family environment (mean-101.24) and prospective secondary school teachers with Unhealthy family environment (mean-109.39). Figure 2 showing the significant comparison of emotional maturity of prospective secondary school teachers having healthy, moderate and unhealthy family environment.

FIGURE-2

COMPARISON OF EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS HAVING HEALTHY, MODERATE AND UNHEALTHY FAMILY ENVIRONMENT



In order to study the significant difference in emotional maturity of prospective secondary school teachers with respect healthy, moderate and unhealthy level of family environment in different combinations (considering two groups at a time), 'Games and Howell' test was applied. Results are given below:

TABLE-3

COMPUTED AND CRITICAL VALUES OF 'q' (STUDENTIZED RANGE) AND WEIGHTED MEAN DIFFERENCES IN EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS WITH DIFFERENT LEVEL OF FAMILY ENVIRONMENT

| S. No. | Family Environment Level | Mean Emotional Maturity Score | Pairs of Comparison | Mean Difference | Computed Values of 'q' | Adjusted df' |
|--------|--------------------------|-------------------------------|---------------------|-----------------|------------------------|--------------|
| B1     | Healthy                  | 94.77                         | B1-B2               | 5.55            | 2.92NS                 | 228          |
| B2     | Moderate                 | 100.32                        | B2-B3               | 9.07            | 4.11*                  | 241          |
| B3     | Unhealthy                | 109.39                        | B3-B1               | 14.62           | 5.36**                 | 248          |

Critical Value of 'q' = 4.12 at 0.01 significance level for respective adjusted df' (K = 3).

NS - Not Significant.

\*\* Significant at 0.01 Level of Significance

Table-3 depicted that the values of 'q' (studentized range statistic) and df (adjusted degrees of freedom) were computed by applying respective adjustments in standard error (MS error) term and degrees of freedom as proposed by Games and Howell. The respective computed values of 'q' (studentized range statistic) for emotional maturity scores of prospective secondary school teachers having different level of family environment were compared with critical value (table value) of 'q' for three groups with respective degrees of freedom. It was observed that prospective secondary school teachers with moderate and unhealthy level of family environment had shown significantly higher emotional maturity as compared to prospective secondary school teachers with healthy level of family environment because computed 'q' values i.e. 4.11 (Moderate Vs. Unhealthy) was higher than the critical value of 'q' (3.31) at 0.05 level of significance and 5.36 (Healthy Vs. Unhealthy) were higher than the critical value of 'q' (4.12) at 0.01 level of significance. On the other hand, the calculated 'q' value 2.92 was less than the critical value of 'q' (4.12) even at 0.01 level of significance. This may also be verified from the

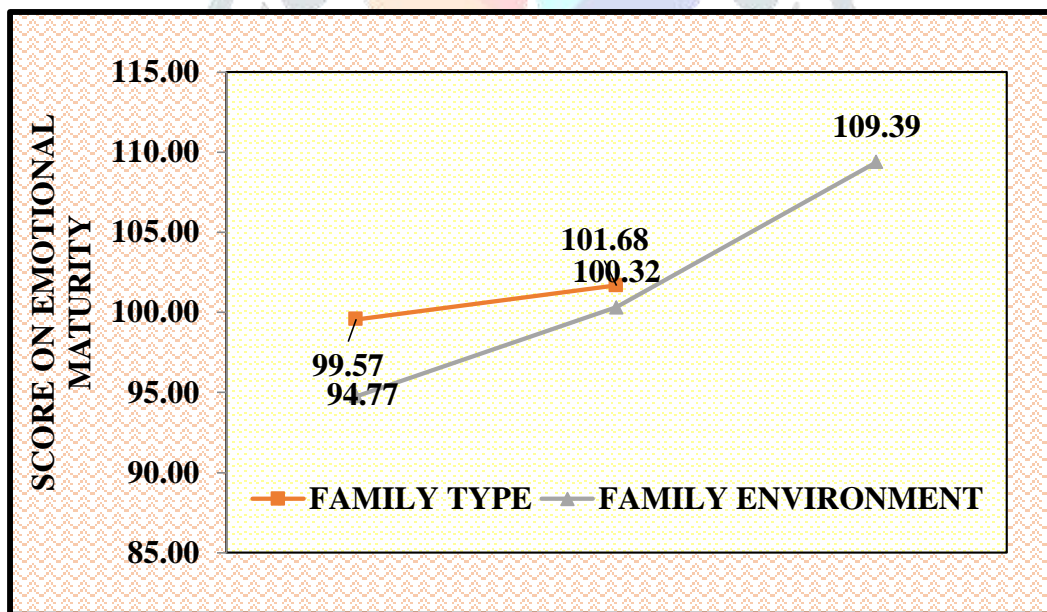
mean emotional maturity scores of prospective secondary school teachers with healthy, moderate and unhealthy level of family environment which came out to be 94.77, 100.32 and 109.39 respectively.

## INTERACTIONAL EFFECTS

**Family Type and Family Environment (AXB)** Table-2 further depicted that the calculated 'F' value for the interactional effect of family type and family environment on emotional maturity, came out be 4.617 for degree of freedom 2/1188 which is greater than the table value (4.60) even at 0.01 level of significance. Therefore, the **Hypothesis No. 3, "There will be no significant interaction between family type and family environment with regard to emotional maturity of prospective secondary school teachers"** was not validated, this indicated that the family type and family environment (in combination with each other) influence the emotional maturity of prospective secondary school teachers in significant manner. The significant interaction between family type and family environment with regard to emotional maturity of prospective secondary school teachers were given in Figure-3 below.

FIGURE-3

### SIGNIFICANT INTERACTIONAL EFFECT OF FAMILY TYPE AND FAMILY ENVIRONMENT ON EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS



## CONCLUSIONS

1. The obtained value of 'F' for the main effect of family type on emotional maturity of prospective secondary school teachers for degree of freedom 1/1188, came out to be 1.847 which is below the table value (6.64) even at 0.01 level of significance. This shows that prospective secondary school teachers belonging to nuclear and joint families did not differ significantly from each other with regard to their emotional maturity. This is also evident from the mean emotional maturity scores of prospective secondary school teachers belonging to joint families (mean-99.57) and nuclear families (mean-101.68) which are almost equal.
2. To study the main effect of family environment on emotional maturity of prospective secondary school teachers the calculated value of 'F' for degree of freedom 2/1188, came out to be 14.377 which is much greater than the table value (6.64) even at 0.01 level of significance. Thus, it may be inferred that prospective secondary school teachers having healthy, moderate and unhealthy level of family environment differed significantly from each other in terms of their emotional maturity. Further it is also evident from the table-1 that mean scores of emotional maturity of prospective secondary school teachers having Healthy family environment is 94.77, which is higher than the mean score of prospective secondary

school teachers having Moderate family environment (mean-101.24) and prospective secondary school teachers with Unhealthy family environment (mean-109.39).

3. It can be seen from Table-2 further depicted that the observed value of 'F' for the interactional effect of family type and family environment on emotional maturity of prospective secondary school teachers came out to be 4.617 for degree of freedom 2/1188 which is greater than the table value (4.60) even at 0.01 level of significance. Hence, it may interpret that family type and family environment (in combined manner) have the significant influence on emotional maturity of prospective secondary school teachers in combined manner.

## IMPLICATIONS

The present research was to study the emotional maturity of prospective secondary school teachers in relation to family type and family environment. After analyzing the results, it was found that the non-significant difference in emotional maturity between prospective teachers from nuclear and joint families suggests that family structure alone does not substantially influence emotional maturity. This implies that educational institutions should focus more on individual psychological development rather than tailoring interventions based on family type and the significant effect of family environment indicates that the quality of emotional and relational dynamics within the family plays a critical role in shaping emotional maturity. Prospective teachers from healthier family environments exhibited greater emotional maturity, underscoring the need to consider family emotional climate as a predictor of emotional competence and on other side the significant interaction among family type, and family environment suggests that emotional maturity is influenced by the combined effect of multiple contextual and demographic factors. This highlights the importance of adopting a holistic and multidimensional approach in teacher training programs, where personal, familial, and social factors are jointly addressed to support emotional development in future educators. Overall, findings promote integrated emotional education, equal access to counseling, and early intervention approaches within teacher training schools for increased emotional preparedness and psychological resilience in prospective teachers.

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