

A STUDY ON THE EMOTIONAL MATURITY OF B.Ed STUDENT TEACHERS

P. Perumal

*Ph.D Research Scholar, Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),
Periyarayanpalayam, Coimbatore - 20*

Dr. S. Rajaguru

*Associate professor, Sri Ramakrishna Mission Vidyalaya College of Education (autonomous),
Periyarayanpalayam, Coimbatore - 20*

Abstract

Our emotion play quite a significant role is guiding and directing our behavior. Many times they seem to dominate human is such a way that have a no solution other than behaving as the emotions want the man on the other hand, if a person has no emotions in him then he becomes crippled in terms of living this life in a normal way in this way, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. The investigated likes to throw light on the emotional maturity and the details of emotions. The investigator used "Survey Method" for this research work. 150

B.Ed student teachers were selected from Virudhunagar and Coimbatore Districts by Simple Random Sampling. The samples of the study were selected from three different types of institution. From each institution fifty samples were selected. 1. There is no significant difference between the male and female B.Ed student teachers in their emotional level. 2. There is no significant difference between the aided male and government female B.Ed student teachers in their emotional level. 3. There is no significant difference between the aided male and self-finance male B.Ed student teachers in their emotional level.

Introduction

Our emotion play quite a significant role is guiding and directing our behavior. Many times they seem to dominate human is such a way that have a no solution other than behaving as the emotions want the man on the other hand, if a person has no emotions in him then he becomes crippled in terms of living this life in a normal way in this way, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. The investigated likes to throw light on the emotional maturity and the details of emotions.

According to Crow and Crow (1973), Emotion is an affective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behavior.

According to Charles A. Morris (1979), Emotion is a complex affective experience that involves diffuse psychological changes and can be expressed overtly in characteristic behavior patterns. Emotion is an affective experience that one undergoes during an instinctive excitement.

Need and Importance of the Study

Emotional maturity is the most essential component of every human being. There are lot of troubles and problems caused because of lack of emotional maturity. The lack of emotional maturity is the reason for various problems and cases pending in court of laws.

If man learns the art of balancing emotional behaviors, the world becomes a land of peace and brother hood. Hence, studies on emotional maturity need have the hour especially in a multi-cultural technology infuse modern world. Social cohesiveness and social integrity are assured by the balancing and proper using of emotional maturity.

The concept of joint family system is fading away and children are given much importance in nuclear families. Some children do not have another siblings or a companion at home. Mass media like TV, internet etc, make these children lead a secluded life not moving with neighborhood children. As a result, there is a likely chance of inadequate behavior due to inadequate emotional balanced. They must develop a lot of interpersonal skills to be a part of society with varied traits, the teachers must be rightly oriented to manage the children's social and psychological skills.

Students all the backbones of the educational process education is a process and acts also as an instrument to bring out the innate behavior of the individual. The students of today are the youths of tomorrow and future citizens of the country. Therefore, proper developments and growth of the students should be ensured even at the earliest age. The necessary steps taken at this period ensure a healthy atmosphere in walks of the country. So the present study to intend the emotional maturity and adjustment of B.Ed scholars because they are going to become a teacher and the true of builders of our ration. These traits of emotional maturity will influence the prospective teachers ultimately to reflect in the behavior of future children possibly. Therefore, the present study has need and importance.

Scope of the Study

The study aims to find out a study on emotional maturity of B.Ed student teachers. Their behavior in class is much difference when they are compared to teaching practice in schools. The emotions are much controlled when they are in teaching practice. But, if they are in B.Ed colleges they have to suffer so many stresses, anger in doing their commission work. So, they must develop emotional maturity so as to adjust with the peer group and also with the society. If they posses emotional maturity then they enhance the society to be emotional matured.

Nowadays, the students posses more emotions such as fear, anger, love and guilt. They are not in a good mental health. A person who possesses good mental health will have very high emotional maturity. So, the teachers who were the role model of the students should develop emotional maturity among the students. This will help the students to

adjust with the peer group, family, relations and to the society. This will enhance a good society in the future.

This study will help the teacher educations to here emotional maturity. Emotional maturity is a wide area, but the teacher educations concentrates a few dimensions in it and this help the teacher educator to adjust with the society. They teach the B.Ed student teacher to be emotionality maturity. These B.Ed trainers contribute to the school students to be emotionally matured. By this way, the teacher contributes to the development of a nation.

The entire educational administrator should develop emotional maturity so as to handle the institution. Since the institutions possess the students of adolescent stage, they might undergo some mischievous things. The educational administrations should adjust with the students and maintain a good relationship with both students and also with the teachers.

Objectives of the Study

1. To study the emotional maturity level of male and female B.Ed student teachers.
2. To study whether there exist any significant difference between the joint family and nuclear family B.Ed student teachers in their emotional maturity level.
3. To study the significant difference in the emotional maturity level of Government, Aided and Self- finance B.Ed student teachers.
4. To study whether there exist any significant difference between the Rural and Urban B.Ed student teachers in their emotional maturity level.

Methodology

The investigator used "Survey Method" for this research work.

Sampling Technique

150 B.Ed student teachers were selected from Virudhunagar and Coimbatore Districts by Simple Random Sampling. The samples of the study were selected from three different types of institution. From each institution fifty samples were selected.

Statistical Techniques used in the study

Treatment of data by applying appropriate statistical measure is must to justify the objectives of the study. The investigator followed the appropriate procedure in applying the proper statistical treatment such as Mean, Standard deviation and t test for the analysis of the data.

Variables

The following are the variables which the investigator has taken for this study.

Dependent Variables

Emotional Maturity Level

Independent Variables

Following are the independent variables considered for the present study, Gender, Locality, Type of family and Type of institution.

H₀-1 There is no significant difference between the Male and Female B.Ed student teachers in their emotional maturity level.

Table 1: Comparison of Male and Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Male	75	106.77	31.42	0.12	NS
Female	75	106.31	25.03		

The calculated 't' value, 0.12 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Male and Female B.Ed student teachers in emotional maturity level" is accepted.

Level of Emotional Maturity does not confine to gender, Emotional Maturity level was evenly present among Male and Female. Both have the same level of perspective. This may be the possible reason for this result.

H₀-2 There is no significant difference between the Aided male and Government Female B.Ed student teachers in their emotional maturity level.

Table-2: Comparison of Aided Male and Government Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Aided Male	50	113.3	41.56	0.66	NS
Government Female	50	108.42	32.30		

The calculated 't' value, 0.66 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the aided male and government Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Aided male and Government Female have any guilty feelings. This may be the possible reason for this result.

H₀-3 There is no significant difference between the Aided male and Self-finance Female B.Ed student teachers in their emotional maturity level.

Table 3: Comparison of Aided Male and Self-Finance Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Aided Male	50	113.3	41.56	1.86	NS
Self-finance Female	25	102.24	21.29		

The calculated 't' value, 1.86 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the aided male and Self-finance Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Aided male and Self-finance Female have any guilty feelings. This may be the possible reason for this result.

H₀-4 There is no significant difference between the Self-finance male and Self-finance Female B.Ed student teachers in their emotional maturity level.

Table 4: Comparison of Self-Finance Male and Self-Finance Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Self-finance Male	50	102.24	21.29	0.44	NS
Self-finance Female	25	104.2	17.77		

The calculated 't' value, 0.44 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Self-finance male and Self-finance Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Self-finance male and Self-finance Female have any guilty feelings. This may be the possible reason for this result.

H₀-5 There is no significant difference between the Government Female and Self-finance female B.Ed student teachers in their emotional maturity level.

Table 5: Comparison of Government Female and Self-Finance Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Government female	50	108.42	32.30	0.91	NS
Self-finance Female	25	104.2	17.77		

The calculated 't' value, 0.91 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Government female and Self-finance Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Government Female and Self-finance Female have any guilty feelings. This may be the possible reason for this result.

H₀-6 There is no significant difference between the Aided Male and Self-finance Female B.Ed student teachers in their emotional maturity level.

Table 6: Comparison of Aided Male and Self-Finance Female Students

Variables	No.of.Students	Mean	S.D	't' Value	Sig. at 0.005 level
Aided Male	50	113.3	41.56	1.53	NS
Self-finance Female	25	104.2	17.77		

The calculated 't' value, 1.53 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Aided Male and Self-finance Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Aided Male and Self-finance Female have equal level of tolerating. This may be the possible reason for this result.

H₀-7 There is no significant difference between the Self-finance Male and Government Female B.Ed student teachers in their emotional maturity level.

Table 7: Comparison of Self-Finance Male and Government Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Self-finance Male	25	102.24	21.29	0.99	NS
Government Female	50	108.42	32.30		

The calculated 't' value, 0.99 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Self-finance Male and Government Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Type of Institution. Both Self-finance Male and Government Female have equal level of tolerating. This may be the possible reason for this result.

H₀-8 There is no significant difference between the Rural Male and Rural Female B.Ed student teachers in their emotional maturity level.

Table 8: Comparison of Rural Male and Rural Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Rural Male	37	106.72	34.82	0.16	NS
Rural Female	28	105.64	22.43		

The calculated 't' value, 0.16 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Rural Male and Rural Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Locality. Both Rural Male and Rural Female have equal level of tolerating. This may be the possible reason for this result.

H₀-9 There is no significant difference between the Urban Male and Urban Female B.Ed student teachers in their emotional maturity level.

Table 9: Comparison of Urban Male and Urban Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Urban Male	31	118.96	35.14	1.51	NS
Urban Female	49	107.18	32.23		

The calculated 't' value, 1.51 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Urban Male and Urban Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to Locality. Both Urban Male and Urban Female have equal level of tolerating. This may be the possible reason for this result.

H₀-10 There is no significant difference between the Nuclear family Male and Joint family Male B.Ed student teachers in their emotional maturity level.

Table 10: Comparison of Nuclear Family Male and Joint Family Male Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Nuclear family Male	41	110.55	36.23	0.50	NS
Joint family Male	34	115.15	38.12		

The calculated 't' value, 0.50 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Nuclear family Male and Joint family Male B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to the Type of Family Both Nuclear family Male and Joint family Male has equal level of personal anxiety. This may be the possible reason for this result.

H₀-11 There is no significant difference between the Nuclear family Female and Joint family Female B.Ed student teachers in their emotional maturity level.

Table 11: Comparison of Nuclear Family Female and Joint Family Female Students

Variables	No. of Students	Mean	S.D	't' Value	Sig. at 0.005 level
Nuclear family Female	51	104.08	27.67	0.71	NS
Joint family Female	24	109.16	29.98		

The calculated 't' value, 0.71 is less than that of table value at 0.05 level (1.96). Therefore, the null hypothesis "There is no significant difference between the Nuclear family Female and Joint family Female B.Ed trainees in emotional maturity level" is accepted.

The level of Emotional Maturity does not confine to the Type of Family Both Nuclear family Female and Joint family Female has equal level of personal anxiety. This may be the possible reason for this result.

Findings

1. There is no significant difference between the male and female B.Ed student teachers in their emotional level.
2. There is no significant difference between the aided male and government female B.Ed student teachers in their emotional level.

3. There is no significant difference between the aided male and self-finance male B.Ed student teachers in their emotional level.
4. There is no significant difference between the self-finance male and self-finance female B.Ed student teachers in their emotional level.
5. There is no significant difference between the government female and self-finance female B.Ed student teachers in their emotional level.
6. There is no significant difference between the aided male and self-finance female B.Ed student teachers in their emotional level.
7. There is no significant difference between the self-finance male and government female B.Ed student teachers in their emotional level.
8. There is no significant difference between the rural male and rural female B.Ed student teachers in their emotional level.
9. There is no significant difference between the urban male and urban female B.Ed student teachers in their emotional level.
10. There is no significant difference between the nuclear family male and joint family male B.Ed student teachers in their emotional level.
11. There is no significant difference between the nuclear family female and joint family female B.Ed student teachers in their emotional level.

Bibliography

1. Azeezur Rahaman, (2012) Achievement Level and School Climate of Primary schools Teachers. *Journal of Educational and Practice*. 3(11)
2. Bhargava, (1982) The Emotional maturity of rural and urban Adolescent boys, *education review*, 26.
3. Bridges, K.M.B., (1932) Emotional Development in early infancy, *child development*, 3.
4. Cauffman, (1999) Direct Teaching of Emotional Development by Television, *international Educational abstract*, 404.
5. Garrett, E.H. (2004) *Statistics in Psychology and Education*. Paragon International Publishers, Delhi.
6. Rich and Ruth, (1960) *Emotional Maturity and living of the school students*, London, Oxford Publications.